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ENGLISH LANGUAGE DEPARTMENT

TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR B AT 18 DE NOVIEMBRE HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

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2018

CERTIFICATION

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CERTIFIES

The present research work entitled THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR B AT 18 DE NOVIEMBRE HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR under the responsibility of the undergraduate student: ELSA MELANIA AÑAZCO ENCALADA has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, August 21st, 2017

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DEDICATION

I wish to dedicate this work to God for allowing me to reach this goal and giving me health to achieve my dreams.

To my dear mother, even she is not physically with me in this moment, I feel she is present spiritually in my heart and I know that from heaven she is guiding me and she blesses me in every step I take. To my father, who has the responsibility to be a father and a mother at the same time, by his strong sacrifices which made my education possible, also to my brothers and sisters who have motivated me in every difficult situation.

In the same way, this work is dedicated to my thesis advisor Dra. Carmen Enith Dávila Vega, Mg. Sc. for being so kind, patient and helping me to develop this research work. Additionally, I dedicate this work to all my professors who have supported me through the process. To all of them, I dedicate this work with lots of love.

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a. TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR B AT 18 DE NOVIEMBRE HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. RESUMEN

El presente trabajo se enfocó en el desarrollo de los actos del habla a través de la interacción de trabajo en grupo entre estudiantes de décimo año "B". Un plan de intervención con ocho planes semanales se llevó a cabo. Pruebas y cuestionarios fueron diseñados y utilizados para medir el progreso de los estudiantes. Diarios de campo se utilizaron en cada clase para evidenciar lo sucedido en cada una. Los métodos científico, descriptivo, analítico-sintético y estadístico fueron utilizados para describir y analizar los resultados y finalmente obtener conclusiones. El resultado principal de la investigación indicó que los estudiantes desarrollaron los actos del habla eficazmente cuando ellos trabajaron en grupos, estos resultados fueron reflejados en las pos-pruebas y los pos-cuestionarios. En conclusión, las destrezas de comunicación de los estudiantes mejoraron debido a que la interacción del trabajo grupal les permitió participar e interactuar utilizando los actos del habla.

ABSTRACT

The present work was focused in the development of the speech acts through group work interaction among students of tenth-year "B." An intervention plan with eight weekly plans was carried out. Test and questionnaires were designed and used to measure the progress of the students in their learning process. Field diaries were used in each class to evidence what happened in each one. The scientific, descriptive, analytic-synthetic and statistical methods were used to describe and to analyze the results and to draw conclusions. The main result of the research indicated that students developed speech acts effectively when they worked in groups which was reflected in the post-tests and questionnaires results. In conclusion, student's communication skills improved due to the fact that group work interaction allowed them to participate and interact using the speech acts.

c. INTRODUCTION

Nowadays, the ability to express oneself in a second language has become a vital skill. This skill includes the use of some specific expressions like speech acts, which allow learners to communicate every day in real life situations. Therefore, people who are learning English or any language need to know which expressions are appropriate to say or to use when they communicate orally. Oral communication involves the mastering of some expressions like speech acts which encourages learners to express a desire, apologize, make requests and greet people appropriately. However, people do not identify the correct meaning and use of these expressions to communicate with others.

Additionally, at 18 de Noviembre High school, most of the students of tenth-year B of Basic Education face difficulties when they communicate with others. They cannot use commands, greetings, and apologies, make requests, or use idioms to avoid repetition when they need. These problems motivated the researcher to investigate how group work interaction develops speech acts. Group work interaction involves organized discussion with a select group of individuals with the purpose of obtaining perspectives about the same topic (Valqui, 2014).

The specific objectives established to carry out this research were: to research the theoretical and methodological references about group work interaction and its application to speech acts; to diagnose the issues that limit the development of speech acts; to design an intervention plan based on group work interaction in order to develop speech acts; to apply the most suitable strategies of group work

interaction in order to develop speech acts; to validate the results obtained after the application of group work interaction; and to develop speech acts among students of tenth-year B students at 18 de Noviembre High school during the 2016-2017 school year.

The methods used were: the analytic/ synthetic method which was used to analyze all the information found through the observation checklist, questionnaires and the pre and post-tests, and then to make the interpretation and logical analysis of the data and to draw up the conclusions; the statistic method was used to collect and analyze all the answers which were represented in graphs to indicate the percentages and results gotten from the questionnaires, observation sheets and tests and also to make the quantitative and qualitative analysis and interpretation according to the theoretical reference and draw the respective conclusions; the Scientific method facilitated the study of the group work interaction to develop speech acts in English, it helped to develop the phases in the observations before and during the intervention, and during the prediction of the possible solution; the descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used and it served to explain and analyze the object of the investigation.

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

was chosen, the specific objectives of the study, the methodology used and finally, the content of the thesis. After that, there is the Literature Review, which contains detailed information about the two variables: speech acts and group work interaction. The Materials and Methods section contains the different techniques, materials and instruments that were used and the population who participated in this research.

After that there is the Results section that includes tables, graphs and the analysis of the data collected. Next, the Discussion, which includes a general analysis about results obtained, and finally 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 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. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses a regret. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed (Bach, 1994).

Some author such as 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 of authentic conversations for input. They encourage teachers to conduct discussions on personal experiences related to the production of speech acts in real life, for example, 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.

Rules of the Use of Speech Acts

In recent years there has been in the philosophy of language a discussion involving the notion of rules for the use of expressions. Some philosophers have even said that knowing the meaning of a word is simply a matter of knowing the rules for its use or employment. If meaning is a matter of rules of use, certainly

we ought to be able to state the rules for the use of expressions in a way which would explain the meaning of those expressions. I distinguish between two sorts of rules: some regulate antecedently existing forms of behavior; for example, the rules of etiquette regulate interpersonal relationships, but these relationships exist independently of the rules of etiquette. Some rules on the other hand do not merely regulate but create or define new forms of behavior (Searle, 2000).

Austin's version

Austin (1962), has proposed some acts of issuing an utterance, they are:

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

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

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

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

- Saying how something is.

- Trying to get people to do something.

- Committing ourselves to doing something.

- Expressing or attitudes.

- Bringing about changes in reality.

The classes of illocutionary speech acts according to Searle are:

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

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

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

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

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

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

Directives Speech Acts: Commanding and Requesting

Commands

A command makes someone do what we want, they are used to ask someone to do a favor or accomplish an order. The commands have two types:

- Verbal commands (Do it!, Come here!, Stand up!, Sit down!, Close the window!, Come on over!, Come back here!, Write the story!, and Read the novel!).

- Nominal commands (Be careful!, Be diligent!, Be a man!, Be on time!, Be there immediately!, Be smart!, Be mine!, Be a good teacher! (Andrew, 2010).

Request

Clark & Schunk (1980), say that "request implies personal benefits for the listener, within reason, the more polite is the request. Request ends to make be indirectly or directly.'' Examples: Might I ask you where Jordan Hall is?**,** Could 1 ask you where Jordan Hall is?**,** Would you mind telling me where Jordan Hall is?**,** Can you tell me where Jordan Hall is?**,** Could you tell me where Jordan Hall is?

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 we must take into account many factors when we make

requests. For example, the age, social distance, gender, and level of imposition, speakers often employ different strategies (linguistic and non-linguistic) to minimize the effects of our request on the other person.

Expressive speech acts: apologies and greetings

Apology

Ho (2005), states that an apology is used to express regret or ask pardon for an offense. Apologies are a common occurrence in everyday life, particularly in the maintenance of friendships where sympathy is an important component of these apologies. Likewise, an apology is required to ask someone forgiveness for something done wrong.

According to Scher & Darley (1997), present four steps that people can use to make an apology. The four steps are: express remorse, admit responsibility, make amends and promise that it will not happen again.

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 snapped at you yesterday. I feel embarrassed and ashamed 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. Timeliness is also important here. Apologize as soon as you realize that you've wronged someone else.

Step 2: Admit Responsibility

Next, admit responsibility for your actions or behavior, and acknowledge what you did. Here, 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 snapped 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:

- "If there's anything that I can do to make this up to you, please just ask."

- "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 won't Happen Again

Your last step is to explain that you won't repeat the action or behavior. This step is important because you reassure the other person that you're 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

don't 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 don't follow through, others will question your reputation and your trustworthiness.

Why Apologize?

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 isn't acceptable. What's more, 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 doesn't 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're also likely to feel a sense of relief when you come clean about your actions (Darley, 1999).

Consequences of Not Apologizing

Darley (1999), says that there are some consequences if you don't apologize when you've made a mistake. 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 negatively affects your team when you don't apologize. No one wants to work for a boss who can't own up to his mistakes, and who doesn't apologize for them. The animosity, tension, and pain that comes with this can create a toxic work environment.

Greetings

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. (Duranti, 1997).

Degree of formality

The use of informal language is to communicate with someone else more personally, but with an audience that you know well, 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 elderly people, semiformal degree with people that we do not know to be respectful or friendly. For learners to start learning a language, it is important to take account Formal and Informal Linguistic Environments, both of which 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 the best for achieving second language proficiency, while other studies appear to show that informal environments are superior (Krashen, 2002).

Indirect speech acts: idioms

Idioms

Dixson (1990), says that idioms are essential tools for communicating with others using different expressions to have successful communication, making use of the four skills: listening, speaking, reading and writing. A successful communication needs to be well understood between the speakers, and it will help to lead into in a correct way. An idiom is not originally an English word, it is one of the many that have come into the language from Greek. It 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.

Idiomatic expressions are types of 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, this is where learners have difficulty in understanding the Second Language (Elizabeth, 2016).

Definition of Group Work Interaction

In classrooms, this means that grouping students is not possible. Further, in smaller communities, there are some classrooms where the numbers are so small that arranging groups where the students could be put into groups is not possible. In these small classrooms, it was also the case that the whole class may be from one family and hence, reluctant to work with older/younger siblings. The dilemma for us is that group work has been shown to be a powerful tool to enhance learning yet in this context, the violation of cultural norms is so strong, that it may

not be a useful tool to teach (Jorgensen, 2009).

Group Work Interaction

Group work interaction involves organized discussion with a select group of individuals with the purpose of obtaining perspectives about the same topic. Group work demands a balance between building a sense of solidarity and responsibility among members during the problem solving process, and getting the task accomplished. This demands from the members of the group not only intelligence and creativity, but also social skills. Group work interaction is an activity where students have the opportunity to work cooperatively to get the tasks done well. Also, it encourages learners on act with good values such as: solidarity and responsibility; the most important is that the members of the group can develop their social skills where the interaction is very important because they are working with other students on joint projects that will be evaluated. This will require all students of the group to contribute to the planning, research, presentation of findings and writing the final report (Valqui, 2014). The groups may be self-selecting, or the tutor may organize the composition of them to mix students from different backgrounds together. Besides that, every group will begin to form its own rules and ways of working together. The roles of members in these groups can be formalized and explicit - complete with titles - or implicit and informal (Hartley, 2003). British Columbia Institute (2010), states that the role of the students is to leave the students to choose roles; however, if a group is together for more than one formal task, ask participants to rotate roles. Some roles are: facilitator, recorder, reporter, timekeeper and wild card. On the other hand,

the roles of the teacher are: set the mood, describe the activity, monitor the activity, and debrief. Group work interaction benefits the members in different ways, providing them with all the doubts they have and it has some advantages and disadvantages that are described below.

Advantages

- Groups have more information than a single individual. Groups have a greater well of resources to tap into 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 work 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 produce greater satisfaction. Students who are engaged in group problem solving are more committed to the solution 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.

- Team work is highly valued by employers. Well-developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates.

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.

- 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. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

- It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others.

The importance of group work interaction

It is important to mention that work with other students on joint projects that will be evaluated. This will require all students of the group to contribute to the planning, research, presentation of findings and to writing the final report. The groups may be self-selecting, or the teacher may organize the composition to mix students from different backgrounds together. The roles of members in these groups can be formalized and explicit, complete with titles, or implicit and informal (Hartley, 2003).

Group Work Interaction as an Approach

Group work interaction is a very influential learning approach, which can be extremely beneficial to students when they use it effectively. It can be used

individually from, or in combination, with assessment of group work, for example, individual contribution to a group, where each student is evaluated, or group work is evaluated. Group work interaction is an effective method that the teacher can use in class to create an effective environment and a productive work because the students can share the information amongst themselves and build a great project for them and for the other classmates. It depends on the kinds of groups that the teacher forms and also the manager of each group, who is the guide of the others to follow to have the best result at the end (SHU, 2011).

Types of groups

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

Primary groups: Primary groups are also the key means of socialization in society, the main place where attitudes, values and orientations are developed and sustained.

Secondary groups: Secondary groups are those in which members are rarely, if ever, all in direct contact. They are often large and usually formally organized.

Effective group work: Effective group work helps the learners to be more productive when they share information to do an assigned task. The participants have to take into account that they have to share and work together to work effectively and work well together. 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).

Cooperative Learning: Making "Group Work Interaction"

Cooperation is working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. As Smith (1996), says "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning,'' Cooperative learning involves people working in teams to accomplish a common goal, under conditions that involve both positive interdependence in which that all members must cooperate to complete the task and individual and group accountability.

Basic Principles of Cooperative Learning that Involve Group Work Interaction

The principles of cooperative learning are focused on developing the interactions among students in a classroom, where each one of them could have the opportunity to interact with the rest of the class and with the teacher too. Thus, the basic principles are described as the following: cooperation as a value, heterogeneous grouping, positive interdependence and individual accountability, simultaneous interaction and equal participation, collaborative skills, and group autonomy. Each is described below.

Cooperation as a value

"Cooperation is highly valued in the workplace, the community, and society in general, and thus is a value that teachers should aim to instill in their students to improve their learning" (Apple, 2006). Cooperation as a Value means encouraging students to see mutual assistance as a goal to attempt for, to view

others as potential collaborators, and to choose cooperation as often as possible as a viable alternative to competition and individual work.

Heterogeneous grouping

Heterogeneous grouping derives from the basic idea that situations in which individuals are different in skill level, interest, motivation, experience, and family background lead to more learning opportunities during cooperative activities. Motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation (Apple, 2006).

Positive interdependence and individual accountability

Students who work together effectively will find that they need each other to complete the assignments or tasks in class; however, if one or more members of the group does not do as much as other members—a common group phenomenon known as "social loafing"—the group harmony may suffer a serious breakdown, inhibiting learning and spreading dissent and negative feelings. Good cooperative learning techniques ensure that each member of the group is responsible for a certain amount of work, while at the same time encouraging a group sense of "all for one, one for all" (Apple, 2006).

Simultaneous interaction and equal participation

Simultaneous interaction and equal participation in these principles each

member in the group must participate equally to create an excellent environment to observe the ability of students while learning. A group leader should not be allowed to create a mini-monarchy or dictatorship within the group (Apple, 2006).

Collaborative skills

Any of the members in the group cannot be gained if only one or two members of a group are in charge or are doing most of the work that they have to develop. The members of the team are faced with unclear tasks that require creative and innovative solutions (Apple, 2006).

Group autonomy

All the groups need to have a certain degree of respect within the overall classroom environment in order work well where all the member in the group feel comfortable (Apple, 2006).

Forming teams

Felder and Brent (2006), say that in cooperative learning, instructors should form teams rather than permitting students to choose their own teammates. When students self-select into teams, the best students tend to group, leaving the weak ones to move for themselves, and friends group, leaving some students out of groups and excluding others from circles within groups.

The following criteria are recommended for team formation:

- Form teams of 3–4 students for most tasks. When students work in pairs, the diversity of ideas and approaches that leads to many of the benefits of cooperative learning may be lacking. In teams of five or more, some students are likely to be inactive unless the tasks have distinct and well-defined roles

for each team member (Felder & Brent, 2006).

- Make the teams heterogeneous in ability level. The unfairness of forming a group with only weak students is obvious, but groups with only strong students are equally undesirable. The members of such teams are likely to divide up the homework and communicate only cursorily with one another. (Felder & Brent, 2006).

- If the assignments require work being done outside class, form teams whose members have common blocks of time to meet during the week (Felder & Brent, 2006).

- When students in a particular demographic category are historically at risk for dropping out, do not isolate members of that category in a team. Students belonging to at-risk populations are also at risk for being marginalized or adopting passive roles when they are isolated in teams (Felder & Brent, 2006).

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 professionals like 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.

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

Gallery Walks. In a Gallery Walk, questions are posted in places around the

room. Teams of students rotate around the classroom, composing answers to questions while reflecting on the answers given by other groups. All these methods are important for teachers as well as students because the method helps students to learn and acquire knowledge in a different way. They can link it together with the different types of speech acts and take into account that if they want an effective result, they have to work cooperatively by sharing information among themselves to obtain effective results.

Teaching students to work in groups

Davis (1999), reported that in a competitive academic environment, where students have most often been rewarded for individual effort, collaboration may not come naturally or easily for everyone. And even though most students have worked together informally in study groups or social organizations, they may never have thought carefully about the kinds of skills that best promote group achievement. Faculty who make collaborative assignments and fail to provide specific guidelines or models for successful work may find students struggling to get group projects off the ground.

In a group work some students initially express doubts about the value of group work, or feel that class time is best spent hearing from the instructor rather than working with students who, they believe, known as little as themselves. Others may feel that they have succeeded thus far on individual effort, and they don't want to be weighed down by other students with different histories of success or different working methods.

Forming and guiding groups

Most faculty who have included collaborative work in their courses agree that groups of between 4 and 6 students seem to work best, though depending on the task, larger groups (8-10 students) can function successfully. Determining how the groups will be formed can be more complicated, since ideally the groups should be diverse enough to include students with a range of intellectual abilities, academic interests, and cognitive styles. Allowing students to select their own group members can work well in small classes, but this method always runs the risk of further isolating some students or creating cliques within the class as a whole. Once groups have been determined and their assignments have been explained, it is not intelligent to wait until the final product or solution appears before providing feedback. Not only students sometimes need help interpreting assignments, often they need advice and encouragement at the outset, to reassure themselves that the path they are choosing leads in the right direction (Davis, 1999).

Time to work in groups

It involves students in their own learning to make course topics come alive, to deepen students' knowledge about a topic, and to develop particular skills, try assigning tasks to small groups during your class time that can be at the beginning, at the mi8ddle, or at the end of a class (Waterloo, 2005).

Collaboration in group work

Collaboration is common in the classroom. The members of the team are faced with unclear tasks that require creative and innovative solutions. These types of

challenges call the students' attention to share and create new knowledge while working together toward a solution. However, collaboration does not come naturally, and educators are being challenged to prepare students to collaborate and provide opportunities that highlight the value of collaboration as a tool that helps them think in new ways and become creative, effective problem-solvers (Wiscousin, 2007).

Five stages of group work development

Tuckman and Jensen (1977), as reported in Valqui (2014), mention that the following five stage model of group work development are important in the development of students' learning and behavior.

Stage 1: Forming

In this stage, personal relations are characterized by dependence. Group members have a desire for acceptance by the group and a need to be known that the group is safe. They set about gathering impressions and records about the similarities and differences among them and forming preferences for future sub grouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

Stage 2: Storming

This stage is characterized by competition and conflict in the personal-relations dimension an organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and rise their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of

failure," there will be an increased desire for structural clarification and commitment.

Stage 3: Norming

In this stage, interpersonal relations are characterized by cohesion. Group members are engaged in active response of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their defined ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and sets dissolve.

Stage 4: Performing

This stage is not reached by all groups. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. By now, the group should be most productive.

Stage 5: Interrupting

This final stage involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

e. MATERIALS AND METHODS

Materials

Three main resources supported this research work. The human resources, that participated during the different stages were: the researcher who applied the intervention plan, the students of tenth-year B of Basic Education at 18 de Noviembre High school who participated in the development of the action research; the English teacher who facilitated general information about target students; the thesis advisor who tutored along the stages of the study. The material resources used during the development of the research work were: lesson plans, work sheets, teacher and students' book, flashcards, notebook, and flipcharts. Technical resources like the personal computer that was used to type all the necessary information to develop the research, and internet to search all about the theme of the research work.

Design of the research

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

tenth-year B at 18 de Noviembre High school during the 2016-2017 school year.

Methods

The following general methods were used along the research:

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

The Statistic method was used to make quantitative and qualitative statistical analyses of the data obtained from the questionnaires and tests. The results were presented in tables and figures using percentages.

The Scientific method helped to develop the phases in the observations before and during the intervention. It also assisted during the prediction of the possible solution; and helped with gathering data to made relevant predictions and the analysis of it.

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

Techniques and instruments

With the aim to collect worthy information for the intervention plan it was necessary to design a pre and a post test, a pre and post questionnaire, observation sheets and a field notes, which were applied at the beginning, during and after the intervention.

Tests

Two kinds of tests with five multiple choice questions were implemented. The pre-test was useful to measure the performance of speech acts that students had and it was applied at the beginning of the intervention plan. The same test was applied as a post-test to measure the improvement achieved by the students at the end of the intervention plan.

Questionnaires

A pre-questionnaire with five multiple choice questions was applied at the beginning of the intervention to obtain information from students about group work interaction. The same questionnaire was applied as a post-questionnaire to identify changes that students got after the intervention plan.

Observation sheet

This observation sheet is a self-developed instrument that described accurately and comprehensively the indicators and all the relevant aspects about speech acts. Also, it was used to determine what was happening in class, and then to analyze and reflect upon the findings when the intervention plan ended.

Field notes

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

Population

    The target population was composed of twenty one students who were fourteen
to fifteen years old, from the tenth-year classroom B.

f. RESULTS

This part details how the objectives of the research work were accomplished. The first objective was fulfilled with the Literature Review, which was the basis to design the intervention plan and the instruments that were applied. It also, was useful to analyze the results gather in order to give a logical explanation of the findings.

The second objective was validated with the pre-test results that are shown below in table 1. It was applied at the beginning of the intervention plan and it guided the researcher to identify the issues that limited the development of speech acts.

The third objective was verified with the design of the intervention plan which contained eight lessons that involved group work interaction activities using different methods like jigsaws and gallery walks. The lessons were carried out during two months.

The fourth objective was achieved through the application of suitable strategies of group work interaction to solve the limitations in the development of speech acts among students and the results gathered are presented bellow in tables from 2 to 6.

The fifth objective was validated with the results obtained after the application of group work interaction as a strategy to develop the speech. These results are showed in table 7.

Pre-test results

Objective two

To diagnose the issues that limit the development of speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016-2017 school year.

a. Table 1

Pre-test Scores of the Tenth-Year B Students in Speech Acts

Student's Code	A	R	C	I	G	Grade
	2.0	2.0	2.0	2.0	2.0	**10**
EEB18N10B01	1.0	1.5	2	0.8	1.7	**7.0**
EEB18N10B02	1.0	1.0	1.6	0.8	1.7	**6.1**
EEB18N10B03	1.5	1.2	0.8	2.0	0.7	**6.2**
EEB18N10B04	1.5	1.7	1.6	0.8	2.0	**7.6**
EEB18N10B05	1.5	1.5	1.2	0.8	1.2	**6.2**
EEB18N10B06	1.5	2	0.8	0.8	1.2	**6.3**
EEB18N10B07	1.5	1.2	1.6	1.2	1.7	**7.2**
EEB18N10B08	1.0	1.7	2.0	0.4	1.0	**6.1**
EEB18N10B09	1.5	1.2	1.6	0.8	1.7	**6.8**
EEB18N10B10	1.5	1.5	2.0	1.2	1.7	**7.9**
EEB18N10B11	1.5	1.5	1.6	0.4	1.0	**6.0**
EEB18N10B12	1.5	1.5	1.2	0.4	0.7	**5.3**
EEB18N10B13	1.5	1.7	1.6	0.0	1.5	**6.3**
EEB18N10B14	1.5	1.0	2.0	1.2	1.5	**7.2**
EEB18N10B15	1.5	1.0	1.2	0.4	1.7	**5.8**
EEB18N10B16	1.5	1.2	1.6	1.2	1.2	**6.7**
EEB18N10B17	1.5	1.2	0.6	0.8	2.0	**6.1**
EEB18N10B18	1.5	1.0	2.0	0.4	0.5	**5.4**
EEB18N10B19	1.5	1.5	2.0	1.2	0.7	**6.9**
EEB18N10B20	1.5	1.5	2.0	0.8	2.0	**7.8**
EEB18N10B21	1.5	1.5	1.2	0.4	1.7	**6.3**
MEAN	**1.4**	**1.4**	**1.5**	**0.8**	**1.4**	**6.5**

NOTE. EEB18N=Escuela de Educación Básica 18 de Noviembre, 001:=student´s code, A= Apologies, R= Requests, C= Commands, I=Idioms, G= Greetings

b. Interpretation and Analysis

As it is showed in table 1, students got the mean score of 6.5 out of ten, which corresponds to the average level (see grading scale page 146). These results reflected that students had problems at the moment of talking with others or expressing ideas. However, the highest mean score gotten was for commands 1.5/2, which indicates that students could differentiate them with its corresponding meaning, but some students confused the commands with other expressions. Moreover, in idioms students got the lowest mean score that was 0.8/2. It means that for learners idioms are expression they never have been used before in class, for that reason they did not know the corresponding meaning of them. Therefore, it is evident that students have difficulty in understanding the meaning of idioms. As Bach (1994) says speech acts Speech acts are acts of communication. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed.

Comparison of the Pre and Post-Questionnaires Results

Objective four

To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth-year B students at 18 de Noviembre High school 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	1	5	19	90
Sometimes	1	5	1	5
Never	19	90	1	5
Total	21	100	21	100

b. **Figure 1**
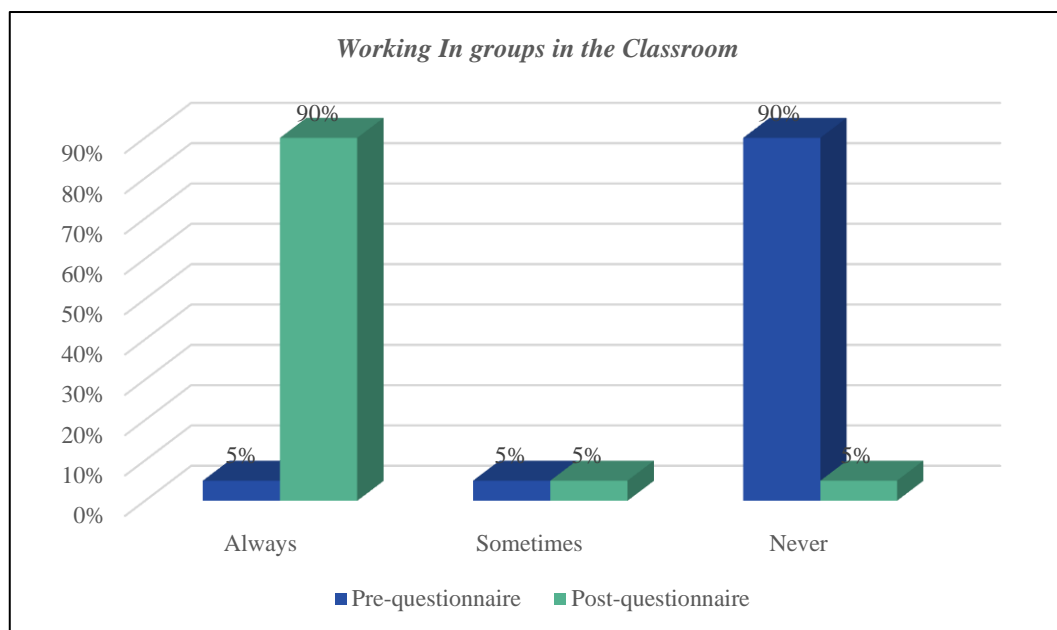
c. **Interpretation and Analysis**

The results showed in table 2, indicated that most of students represented by (90%) answered that they have never worked in groups before administering the intervention plan. As it can be seen, the activities developed in classes were not appropriate to involve students in working cooperatively and interacting between them. So, the majority of the tasks were settled individually and this did not

allowed students to have a clear idea of what they had to do. Nevertheless, after the application of the intervention plan the results were completely different, (90%) of students manifested that they were always involved in group work, and it allowed them participate actively in the class and get the tasks well done. Consequently, group work interaction produced a positive impact on the classroom environment, students work cooperatively in groups or pairs during a given task, and also students were motivated to interact between them.

As Apple (2006), says students who work together effectively will find that they need each other to complete the assignments or tasks in class; however, if one or more members of the group does not do as much as other members—a common group phenomenon known as "social loafing"—the group harmony may suffer a serious breakdown, inhibiting learning and spreading dissent and negative feelings.

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

a. Table 3

Respecting Classmates' Opinions When Working in Groups

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Always	0	0	18	85
Often	3	14	1	5
Sometimes	13	62	1	5
Never	5	24	1	5
Total	21	100	21	100

b. Figure 2

Respecting Classmates' Opinions When Working in Groups
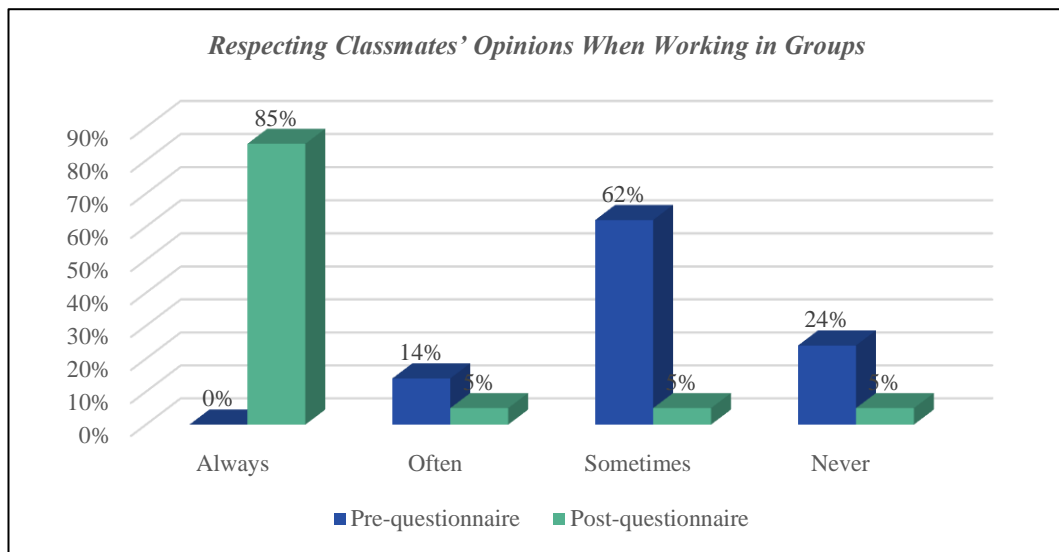
c. Interpretation and Analysis

Based on the results obtained in table 3, more than half of students (62%) expressed that sometimes their opinions have been respected for the rest. It was denoted that when a member of the group said or expressed something the others did not showed respect and made him or her feel nervous at the moment to present a task to the class. On the other hand, after the implementation of group work interaction in the classroom, a vast majority (85%) said that always their opinions were always respected when they worked in groups. It means that group work interaction had a positive impact on students' attitudes. Hence, it gave students the chance to improve their attitudes in front of the activities that their classmates present.

Apple (2016), says all the groups need to have a certain degree of respect within the overall classroom environment in order to have an excellent work where all the member in the group feel comfortable.

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

a. Table 4

Achievement of Learning Working in Groups

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
A lot	0	0	21	100
Little	3	14	0	0
Very little	3	14	0	0
Nothing	15	72	0	0
Total	21	100	21	100

b. Figure 3
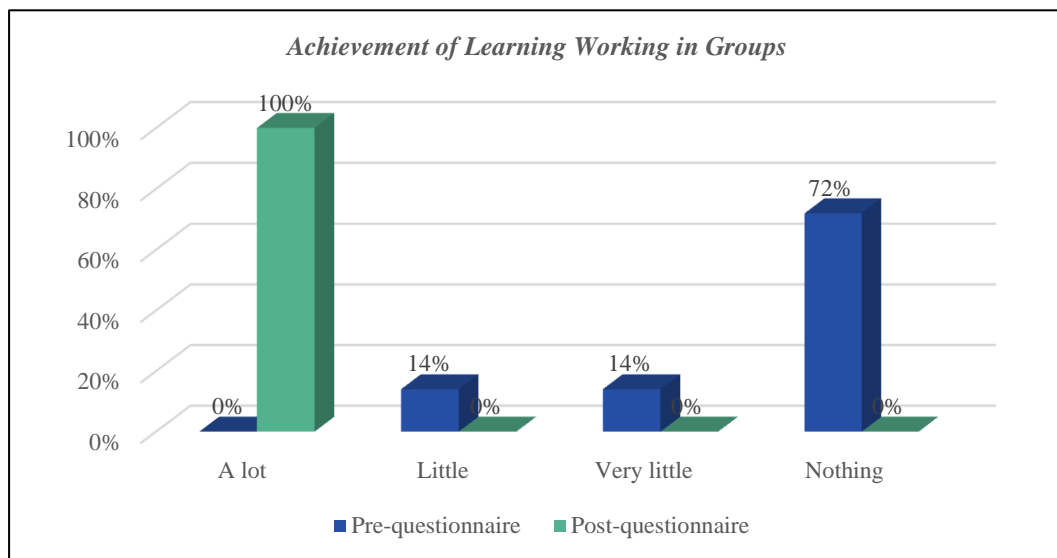
c. Interpretation and Analysis

The results illustrated in Table 4, showed that the majority of students (72%) responded that they did not learn when they worked in groups. It means that the group work activities did not allow them to participate actively, and to share ideas, because only one student leads the group and develops the task. This is why they preferred to do the activities individually and do not interact. But, the data

obtained after administering the intervention plan, all the students said that the activities developed during the class helped them to increase their learning a lot. This is because they developed the tasks and interact with their teacher and classmates. Group work also allowed students improve the knowledge on the topic.

As Apple (2016), says each member in the group must participate equally to create an excellent environment to observe the ability of students in learning. A group leader should not be allowed to create a mini-monarchy or dictatorship within the group.
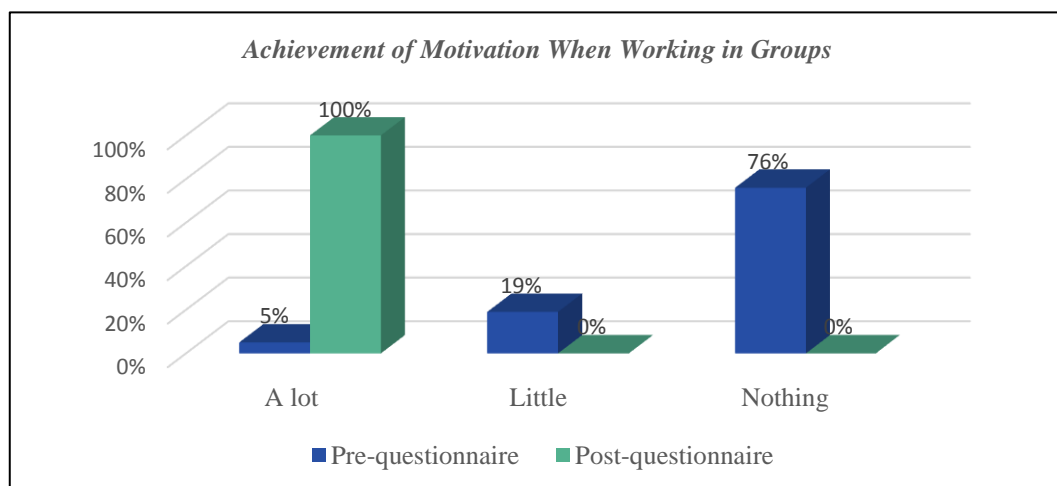
Question 4: How motivated do you feel when you work in groups?

a. **Table 5**

Achievement of Motivation When Working in Groups

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	%
A lot	1	5	21	100
Little	4	19	0	0
Nothing	16	76	0	0
Total	21	100	21	100

b. **Figure 4**

c. Interpretation and Analysis

The data collected from table 5, demonstrated that the majority of students (76%) did not feel motivated working in groups. This indicates that during the development of the activities the students felt nervous and demotivated at the moment to work in groups. But, after the application of the intervention plan all students stated that when working in groups they felt a lot of motivation in the development of the tasks. So, the group work was a good technique to catch students' interest in the development of the activities.

As Apple (2006), says motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation.

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

a. Table 6

Achievement of Collaboration by Each Member of the Group in the Task

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
A lot	0	0	19	90
Little	6	28	1	5
Very little	2	10	1	5
Nothing	13	62	0	0
Total	21	100	21	100

b. Figure 5

Achievement of Collaboration by Each Member of the Group in the Task

(Bar chart categories: A lot, Little, Very little, Nothing; series: Pre-questionnaire, Post-questionnaire)

A lot: Pre-questionnaire 0%, Post-questionnaire 90%
Little: Pre-questionnaire 28%, Post-questionnaire 5%
Very little: Pre-questionnaire 10%, Post-questionnaire 5%
Nothing: Pre-questionnaire 62%, Post-questionnaire 0%
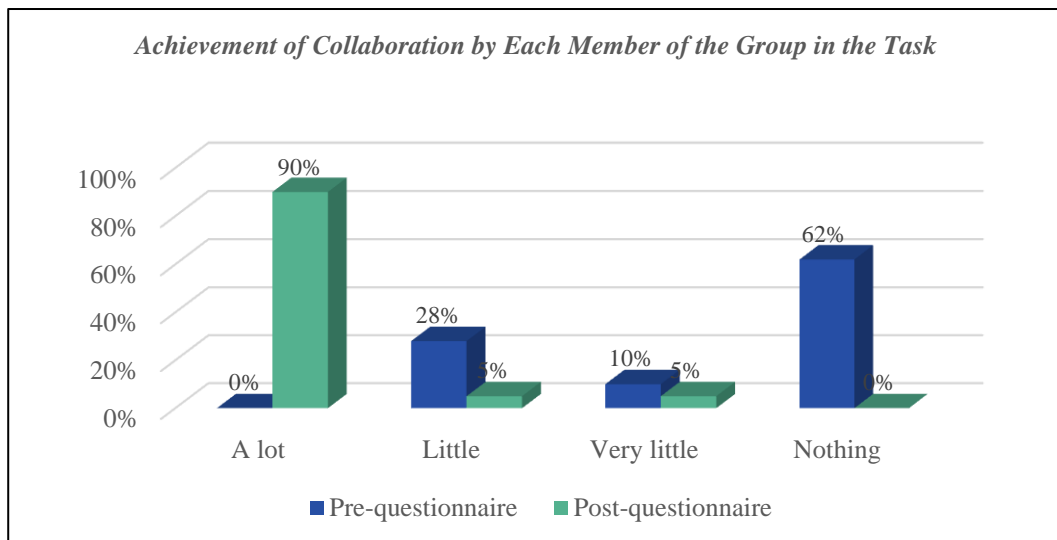
c. Interpretation and Analysis

As it is shown in table 6, it can be noticed that before the intervention plan, more than half of students (62%) said that there was not collaboration when they worked in groups. It means that the teacher could not form the groups in a good way in order to make all members work equally. Thus, it was easier for students to form the groups they wanted. However, after applying the intervention plan, almost all the population (90%), reported that their collaboration working in groups increased a lot. It means that the strategy used by the teacher to form groups was useful, because it made students be more active, eager to participate in the task, and did not interrupt while the rest were working.

As Apple (2006), "collaborative skills" cannot be gained if only one or two members of a group are in charge or are doing most of the work. Finally, groups need to have a certain degree of autonomy ("group autonomy") within the overall classroom environment.

Post-Test Results

Objective five

To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year.

a. Table 7

Post Test Scores of the Students of Tenth-Year B in Speech Acts

Student's Code	A	R	C	I	G	Grade
	2.0	2.0	2.0	2.0	2.0	**10**
EEB18N10B01	1.5	2.0	2.0	2.0	2.0	**9.5**
EEB18N10B02	1.5	2.0	2.0	2.0	1.7	**9.2**
EEB18N10B03	2.0	2.0	2.0	2.0	2.0	**10**
EEB18N10B04	1.5	2.0	2.0	2.0	2.0	**9.5**
EEB18N10B05	1.5	2.0	2.0	2.0	2.0	**9.5**
EEB18N10B06	1.5	1.5	2.0	0.8	2.0	**7.8**
EEB18N10B07	2.0	2.0	2.0	2.0	2.0	**10**
EEB18N10B08	1.5	2.0	2.0	1.2	2.0	**8.7**
EEB18N10B09	2.0	2.0	2.0	0.0	1.7	**7.7**
EEB18N10B10	1.5	2.0	2.0	2.0	2.0	**9.5**
EEB18N10B11	2.0	2.0	1.2	2.0	2.0	**9.2**
EEB18N10B12	1.0	1.5	1.6	2.0	1.0	**7.1**
EEB18N10B13	1.5	2.0	2.0	2.0	2.0	**9.5**
EEB18N10B14	2.0	2.0	2.0	2.0	1.5	**9.5**
EEB18N10B15	1.5	1.2	2.0	1.2	1.5	**7.4**
EEB18N10B16	2.0	2.0	2.0	2.0	2.0	**10**
EEB18N10B17	2.0	1.7	1.2	2.0	2.0	**8.9**
EEB18N10B18	1.5	2.0	2.0	1.2	0.7	**7.4**
EEB18N10B19	2.0	2.0	2.0	2.0	2..0	**10**
EEB18N10B20	1.5	2.0	2.0	2.0	2.0	**9.5**
EEB18N10B21	2.0	2.0	0.0	2.0	2.0	**8.0**
MEAN	**1.7**	**1.9**	**1.8**	**1.7**	**1.8**	**8.9**

NOTE. EEB18N=Escuela de Educación Básica 18 de Noviembre, 001:=student´s code, A= Apology, R= Request, C= Commands, I=Idioms, G= Greetings

b. Interpretation and Analysis

The findings in Table 7, showed a significant development of the students' speech acts, demonstrated with the score mean of 8.9/10, which corresponds to an average level (see grading scale, 146). The highest increment students got was in asking requests 1.9/2. Now they can ask questions politely, use the modals that are

used for this kind of questions correctly. In the same way, in commands and greetings, they obtained similar score 1.8/2. So, learners were able to understand and follow instructions easily, and could greet formal or informally depending on the event or kind of people. Students also increased their knowledge in apologies, both of them agreed with the same score 1.7/2. Students could express apologies and knew that idioms are expressions that are not translated literally. Consequently, it is evident that students had a good development in the aspects of speech acts: making requests, following commands, expressing greetings, directing apologies, and using idioms.

As Searle (1965) says, speech acts can also further be broken down into different families of speech acts, grouped together by their intent of usage, including verdictives, which present a finding; exercitives, which exemplifies power or influence; commissives, which consists of promising or committing to doing something; behavitives, which have to do with social behaviors and attitudes like apologizing and congratulating; and expositives, which explain how our language interacts with itself.
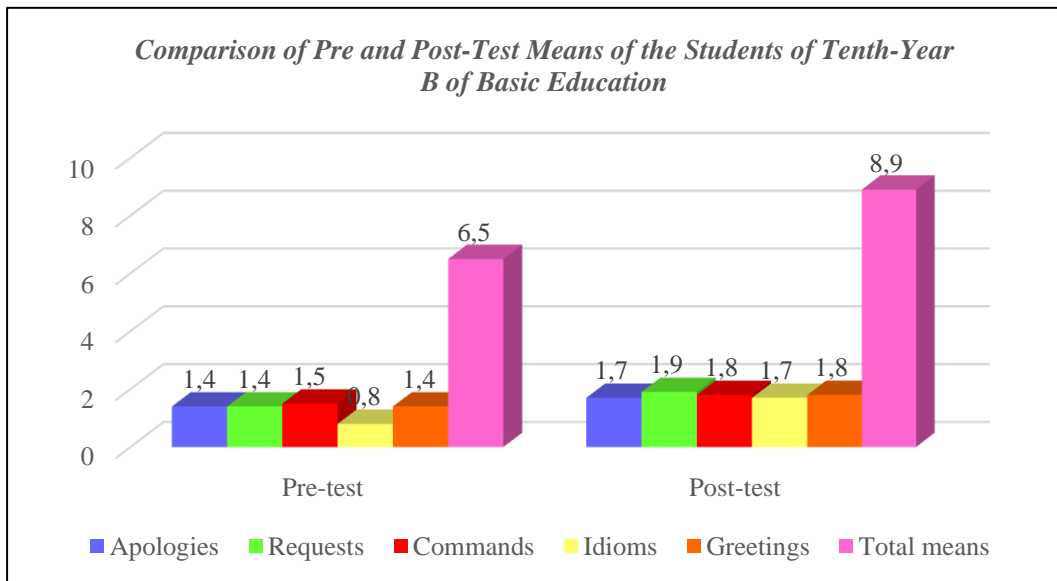
Comparing Pre and Post-Test Means

a. Table 8

Comparison of Pre and Post-Test Means of the Students of Tenth-Year B of Basic Education

	Pre-test	Post-test
Apologies	1,4	1,7
Requests	1,4	1,9
Commands	1,5	1,8
Idioms	0,8	1,7
Greetings	1,4	1,8
Total means	**6,5**	**8,9**

b. Figure 6

Comparison of Pre and Post-Test Means of the Students of Tenth-Year B of Basic Education

Pre-test: Apologies 1,4; Requests 1,4; Commands 1,5; Idioms 0,8; Greetings 1,4; Total means 6,5

Post-test: Apologies 1,7; Requests 1,9; Commands 1,8; Idioms 1,7; Greetings 1,8; Total means 8,9

Legend: ■ Apologies ■ Requests ■ Commands ■ Idioms ■ Greetings ■ Total means

c. Interpretation and Analysis

After the application of the intervention plan, it can be stated that the strategy applied during the development of this work had an important impact on the five aspects of speech acts. Students improved in apologies from 1.4/2 to 1.7/2. Request they improved from 1.4/2 to 1.9/2. Commands they improved from 1.5 /2 to 1.8/2. Idioms they improved from 0.8/2 to 1.7/2. And in greetings from 1.4/2 to 1.8/2. The results demonstrated that the use of group work interaction in class allowed students to reach an excellent level in the development of speech acts. Therefore, the majority of students could express an apology correctly, use requests depending on the context, follow commands, use idioms in a text properly, and greet according to the situation.

g. DISCUSSION

Based on the findings of the research, the results showed that the application of group work interaction had a meaningful impact in the development of speech acts in students of tenth-year B at 18 de Noviembre High school, who demonstrated a significant change of their attitudes in the learning process. The findings in the pre and post questionnaires, the researcher field diary, and the observation sheets, also showed the positive impact that this alternative strategy caused in the improvement of students' speech acts.

The application of the intervention plan based on group work interaction allowed students to achieve meaningful scores. This enhancement is reflected in the significant increase of the students' total mean score from the pre-test that was 6.5/10 to the post-test that was 8.9/10.

According to Shu (2011), group work interaction is an effective method that the teacher can use in class to have an effective environment and an effective work because the students can share the information among them and build a great work for them and for the other classmates.

The aspects that were considered to evaluate student's speech acts were apologies, requests, commands, idioms, and greetings. The pre-test showed that the majority of students could not express apologies politely, make requests, follow commands properly, identify the correct greeting to be used depending on the other person, and use idioms when they had to. In the post-test after the intervention the findings indicated that the problems mentioned before were

overcome positively, students got an excellent development of speech acts. Through the use of group work interaction students were motivated to practice speech acts during the learning process.

At the beginning of the intervention plan the students faced difficulties working in groups, they were afraid of participating, expressing opinions and interacting with the teacher. But, during the application of the intervention plan the students' attitude in front of group work interaction improved a lot and it permitted the researcher know that the activities developed were appropriate to make students feel comfortable and work cooperatively. At the end of the intervention students liked to work in groups almost all time and practice conversations using speech acts.

In addition, this research work had some strengths and limitations that enhanced and affected the development of speech acts. Some strengths were that: students felt motivated to participate and work in groups all time. Teacher and students were very collaborative and enthusiastic in completing all the activities planned. The time for each English class was enough to work. Also, the material was available and appropriate for each lesson. Nevertheless, there were some limitations: the physical condition of the classroom was uncomfortable for students and teacher, and the school desks were very small. Another limitation was that students just preferred to work with close friends or smart students.

The application of group work interaction contributed to develop the students' speech acts. It helped students to feel really motivated to work actively in pairs or in groups, it also encouraged students to speak English easily. So, the use of group

work in each class session facilitated the communication between teacher and students, the relationship had a high improvement, and the learning in the students increased too.

h. CONCLUSIONS

- The difficulties that students faced in the development of speech acts were concerning their communication skills. Students could not communicate properly, they could not express and recognize formal and informal greetings in dialogues or conversations, offer apologies at the moment of interact with each other during the class, follow instructions to accomplish the tasks well, ask someone to make a favor, and also they could not understand the meaning of some idioms and use them correctly.

- The use of group work interaction strategy reduced the students' limitations in the knowledge of speech acts. Students' participation and collaboration significantly increased due to the activities that were carried out helped students to be more dynamic and avoid the same routine during the class. So, students' improved their communication skills accurately.

- The findings of the research work showed that the implementation of group work interaction as an alternative strategy was effective in the development of speech acts during the teaching process. All the students showed satisfaction with their results, they were motivated to participate and interacted with their classmates which permitted them to improve the communication skills according to their level making use of the speech acts.

i. RECOMMENDATIONS

- Teachers should determine the students' weaknesses in the English language learning in order to reduce the students' limitation in using speech acts. Also, they must incorporate interesting and dynamic activities in their lesson plans, providing students opportunities to practice speech acts in conversations and with the teacher. Likewise, teachers should monitor students' work in groups to determine the student's progress in their communication.

- Educators ought to implement and continue using most of the time different activities that involve group work interaction in the classroom, not only to increase the students' academic scores, but also to increase their motivation and encouragement to work in groups sharing information, supporting and learning from each other.

- Teachers have to evaluate the implementation of any activity or strategy performed in the classroom, in order to confirm whether it was effective or useful for students or not, or if it needs to continue being applied. Thus, group work interaction is an excellent strategy to be applied in the class due to the fact that it encourages students to work together as a team in order to create a good classroom environment.

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k. ANNEXES

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

THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR B AT 18 DE NOVIEMBRE HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

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LOJA – ECUADOR
2016

a. THEME

THE DEVELOPMENT OF SPEECH ACTS TROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH-YEAR B AT 18 DE NOVIEMBRE HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at 18 de Noviembre High school during the academic period 2016-2017. This high school began its trajectory in January 1904 thanks to the dynamic participation of the Doctor Lautaro Vicente Loiza as "Sociedad Religiosa Industrial" being the first director the Teacher Mercedes Hidalgo. In 1924, by initiative of the Teacher Virginia Duarte helped by the Doctor Clodoveo Jaramillo director by that time and through Decreto Ministerial is achieved the change of the name to "Escuela Superior 18 de Noviembre", which initially it worked around of San Sebastian then in front of San Francisco Park, where it was famous by 1950-1960.

In 1962, being the director the Teacher Rosario Lazo through an agreement with the Departamento de Construcciones Escolares the actual building was done, and it is located at Mercadillo and Juan José Peña street, that in the present fulfilled 111 years of fruitful work. The actual director is the Dortor María Eufracia Jiménez, now with the help of Ministerio de Eduacion, this high school "18 de Noviembre" and the "Adolfo Jurado González they emerge through Resolucion Ministerial in October 21 of 2015, actually this high school has 1300 students and 56 teachers, according to the requirements of the Ley Orgánica de Educación Intercultural and its bylaw, and according to the standards of quality.

Current situation of the research problem

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

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

In response that students cannot use some expressions and phrases according their level, this research project proposes to investigate several options for making the tenth year B 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 GROUP WORK INTERACTION DEVELOP SPEECH ACTS AMONG STUDENTS OF TENTH-YEAR B AT 18 DE NOVIEMBRE HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR?

Delimitation of the research

Timing

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

Location

The present project will be applied at 18 de Noviembre High school, which is a public school located in the city of Loja at Juan José Peña y Mercadillo Street.

Participants

The participants of this research work are the students of tenth-year B at "18 de Noviembre" High school afternoon section, who are all about thirteen to fourteen

years old; they are twenty-one students, seven girls and fourteen boys and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about group work interaction are adequate for developing speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year?

- What are the issues that limit the development of speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year?

- What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year?

- Which group work interaction strategies are implemented to develop speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year?

- How effective was the application of group work interaction to develop speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year?

c. JUSTIFICATION

The present project is focused on the development of speech acts through group work interaction in order to improve students' knowledge of social policies for communication when they interact in a given context. Therefore, this work will be carried out through an investigation at 18 de Noviembre High school, with students of tenth-year B during the 2016-2017 school year. This work will show the problems that students have.

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

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

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

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

d. OBJECTIVES

General

- To develop speech acts through group work interaction among students of tenth-year B students at 18 de Noviembre High school during the 2016 – 2017 school year.

Specifics

- To research the theoretical and methodological references about group work interaction and its application on speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016-2017 school year.

- To diagnose the issues that limit the development of speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016-2017 school year.

- To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year.

- To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth-year B students at 18 de Noviembre High school during the 2016 – 2017 school year.

- To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth-year B students at 18 de Noviembre High school during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Approach

Communicative language teaching makes use of real-life situations that require communication. The teacher sets up a situation that students are likely to run into the real life. Also, the communicative approach can leave students in doubt as to the outcome of a class exercise, which will vary according to their reactions and responses (Galloway, 1993).

The real-life imitations are used to communicate in all the fields especially in education where students are guide to go into the everyday situations. But, the communicative approach can get students unsure. So, students' motivation to learn comes from their desire to communicate in significant ways about important topics.

Classroom activities in communicative language teaching

According to Richards (2006) says that in CLT, teachers and materials writers have required to find ways of developing classroom activities that reflect the principles of a communicative methodology. The principles on which the first generation of CLT materials are still relevant to language teaching today. After that, the main activity types that were one of the CLT are the following.

Activities focusing on fluency:

- Reflect natural use of language.

- Focus on achieving communication.

- Require meaningful use of language.

- Require the use of communication strategies.

- Produce language that may not be predictable.

- Seek to link language use to context.

Activities focusing on accuracy:

- Reflect classroom use of language.

- Focus on the formation of correct examples of language.

- Practice language out of context.

- Practice small samples of language.

- Do not require meaningful communication.

- Control choice of language.

Task-completion activities

Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities

Student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities

Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities

These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to

get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities

These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Role plays activities

In which students are assigned roles and improvise a scene or exchange based on given information or clues.

The classroom activities in Communicative Language Teaching are indispensable because these help learners to develop their skills different aspect like reasoning, getting information, solving problems, and providing the speaking.

Communicative Competence

Communicative competence is a set of areas of knowledge, aptitudes, skills, attitudes, and existential competences where all human competences contribute in different ways to the learner's ability to communicate and can therefore be considered as features of communicative competence. However, it is useful to make a distinction between linguistic competences and those which do not have a direct link with language and it includes the sociolinguistic competence (The Common European Framework, 2004-2017).

Communicative competence is the knowledge of the rules for understanding and producing both the referential and social meaning of knowledge and to communicate in the social and school environment or produce and understand an

infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences (Rickheit & Strohner, 2008).

Communicative competence involves the ability to correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form or knowledge of grammar rules.

Components of communicative competence

In adittion to these concept mention before there are some components of communicative competence that help people to be able to communicate correctely. So, According to Hymes (1972) Communicative Competence is a theory that seeks to understand an individual's ability to effectively transfer meaning within given contexts. But a controversy exists over how much students learn from implicit and direct methods of instruction, and over how to best assess communicative competence.

Communicative Competence the ability to interact well with others and get the best understanding in different situations using argumentative and alternative communication, and it gives people the opportunity to recognize how their own behavior is when they are communicating with others.

Hymes (1972) in other words, a language user needs to use the language not only correctly, but also appropriately based on communicative competence. Of course, this approach does not reduce the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

Linguistic competence

It is the knowledge of the language program. The knowledge of the sounds and their pronunciation, the rules that govern sound interactions and patterns, the formation of words by means, the rules that govern the combination of words and phrases to structure sentences, and the way that meaning is conveyed through language (Hymes, 1972).

Sociolinguistic competence

It is the knowledge of sociocultural rules of use, or knowing how to use and respond to language appropriately. Where the appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the prohibitions of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude (Hymes, 1972).

Discourse competence

It is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It is knowing how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organizing words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles (Hymes, 1972).

Strategic competence

It is the ability to recognize and repair communication failures before, during,

or after they occur. For instance, the speaker may not know a certain word, or ask what word is in the target language. If the communication is ineffective due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication (Hymes, 1972).

The components of Communicative Competence implies in the correct use of the language in the classroom in order to make learners acquire communicative competence to be opened in a specific situation and increase learners' language ability and to help them to recognize correct sentences grammatically and ordering to form texts, also be able to make themselves understood and try to avoid confusion in the message to use strategies for recognizing and managing communication mistakes.

Sociolinguistic Competence

Sociolinguistic competence is the knowledge and skills involved in using language functionally in a social context. So, language use requires sympathy to social norms and customs which affect to an important degree all linguistic communication between representatives of different cultures. Thus these social norms affect are: rules of address, greetings and politeness, the way in which relations between generations, sexes, people of different social status, social groupings are expressed through special language markers, linguistically codified rituals, differences in register, dialect and accent, through vocal rhythms (The Common European Framework, 2004-2017).

Sociolinguistic competence offers more understandings in learning a language

and it engages the various cultures of English and updating their knowledge about language learning, where students may be able to accomplish the goals of engaging themselves in the pragmatic, authentic, functional use of language for meaningful purpose. So, students must be made aware of formal and informal language use (Mohan K, 2010).

The use of language is convenient in different contexts especially in the sociocultural and educational environment. It is important when we speak in our native language, we don't have to think about who we are talking to, or how we should say something. The production of the language comes naturally, and we do not even realize to go into the process because it is an essential part of effective communication.

Sociolinguistic competence is to know the use of sociocultural rules. For example knowing how to use and respond to language appropriately. The appropriateness depends on the situation of the communication, the issue, and the relationships among the people communicating. Additionally, being appropriate hang on knowing what the rules of the other culture are, what manners indices are used in each case (Hymes, 2013).

The sociocultural rules are supplement on sociolinguistic competence for give to everyone the knowledge of how to use and produce a language in a natural way according to each situation. So it is important to know the etiquettes of others cultures.

Nevan (2014) as reported in Canale and Swain (1980) defines sociolinguistic competence as "understanding of the social context in which communication takes

place, including role relationships, the shared information of the participants and the communicative purpose for their interaction".

In other words sociolinguistic competence is defined as the ability to communicate and understand communication with the reference to the circumstances a person is in. Although people seem to assume this process to be quite natural and simple on the contrary, when speaking a foreign language the unexpected reality of its complexity turns out.

There are a lot of problems in sociolinguistic competence, but the major focus is in speech acts which involves idioms, greetings, commands, expression to express a request and an apology.

Speech Acts

Speech acts is a field where a hearer and an utterance is involved by the speaker, there are many kinds of acts associated with the speaker's utterance. The speaker will characteristically have moved his jaw and tongue and made noises. In addition, he will characteristically have performed some acts within the class which includes informing or irritating or boring his hearers (Searle, What is a Speech Act?, 1965).

Speech acts is an important are of the language to be studied. So I think it is essential to any specimen of linguistic communication that it involve a linguistic act. It is not, as has generally been supposed, the symbol or word or sentence, or even the token of the symbol or word or sentence, which is the unit of linguistic communication, but rather it is the production of the token in the performance of the speech act that constitutes the basic unit of linguistic communication.

Idioms

They are essential tools for communicating with others using different expressions to have successful communication, whether in listening, speaking, reading, or writing. The idioms selected for study should have practical value and be within the student's ability to comprehend (Dixson, 1990).

A successful communication needs to be well understood between the speakers, so it is important to know a lot of expressions that help to communicate in a good way.

Greetings

They an important of the communicative competence necessary for being a member of any speech community. Also, greetings are routinely expected to occur at the beginning of a formal or informal situation (Duranti, 1997).

Greetings are the way to express our own education depending on the situation that can be in a formal or informal way.

Commands

Command expression is a context which is used to make someone or thing to do what we want, they are used to ask someone to make a favor or accomplish an order (English Grammar in Focus, 2010).

Verbal command

It is a command which uses "Bare-Infinitive" in the beginning of this expression. Examples: Do it!, Come here!, Stand up!, Sit down!, Close the window!, Come on over!, Come back here!, Write the story!, and Read the novel!.

Nominal Command

It is a command which uses "BE" in the beginning of this expression. Take notice that the /BE/, here, is not like /is, am, are, was, were, been, or even being. This /BE/ is a real kind of "BE". For examples: Be careful!, Be diligent!, Be a man!, Be on time!, Be there immediately!, Be smart!, Be mine!, Be a good teacher!.

Request

"It implies personal benefits for the listener, within reason, the more polite is the request. Request ends to make be indirectly or directly'' (Clark & Schunk, 1980).

Examples:

Might I ask you where Jordan Hall is?

Could 1 ask you where Jordan Hall is?

Would you mind telling me where Jordan Hall is?

Can you tell me where Jordan Hall is?

Could you tell me where Jordan Hall is?

Apology

"It is an acknowledgment expressing regret or asking pardon for a fault or offense" (Ho, 2005).Apologies are a common occurrence in everyday life, particularly in the maintenance of friendships. Empathy is a particularly important component of these apologies.

An apology is used to ask someone absolution for something made wrong and it is part of our daily life.

Process of learning sociolinguist competence

The process of learning sociolinguistic competence is challenging even in one's first language. Having good sociolinguistic competence means knowing how to "give every person his or her due" (Broersma, 2004). It means knowing when to be quiet, and when to talk, when to give compliment to others, and when to apologize.

It also means being able to know what the right thing to say is and then saying it appropriately. There are an infinite number of combinations of roles, tasks, contexts, and feelings that govern what is appropriate in any given meeting.

Importance of sociolinguistic competence

Good sociolinguistic skills in a second language are important because if you make serious mistakes in this type of competence, people will l not simply think that you are ignorant. For example, if your grammar is excellent, you will be judged all the more severely for sociolinguistic errors. Misunderstandings result in amusement, contempt, disappointment, shock, bewilderment, serious insult, or ethnic stereotypes (Broersma, 2004).

Improving sociolinguistic competence needs to be a part of the language learning process from the beginning and be focus exclusively on language components such grammar, vocabulary, and pronunciation, and very little attention is paid to helping students understand how to be appropriate in a new cultural context.

Rafael (2005) says that there are some examples of issues with sociolinguistic competence in the EFL that Rafael mentions belong which are the most updated

version of the textbooks.

Examples of issues with sociolinguistic competence in the EFL classroom

- Raising Cultural and Linguistic Awareness: It includes opportunities for incorporating new cultural and linguistic information into one already existing 'data bank'. This area should explore the variety of option students are given to see how one piece of language can be used in different situations, and how a specific cultural setting can at times dictate how language must be used (Rafael, 2005).

Thus, when students have an idea of the series of possibilities they have to express something, it is easier for them to imagine new ways of doing. So the goals of language teachers must be a focus on provide students with tools on how to face up an issue. If students are not given tools, their progress might be stuck.

- Declarative Knowledge: ''It assumes that both teachers and students have full knowledge of grammar and, therefore, it is used in new and different situations'' (Rafael, 2005).

As a consequence, classrooms should have rooms for students to use their creativity and to incorporate examples outside the context. For this reason, it is consider that when specific grammar structures are being practiced, books should include patterns, but should not give away so much information in order for students to have some freedom in choosing the language they want to utilize following the patterns given.

- Procedural Knowledge: It is related to the grammar and vocabulary that is presented for students to use in a spontaneous way. The issue is not limited to

the knowledge of grammar and vocabulary, but to the creativity of students is able to demonstrate (Rafael, 2005).

In this problem the role of the teacher is to help students maximize the potential of a situation so that students realize their strengths. For example, if the situation addresses 'rejecting an invitation', teacher can prompt students to try expressing it in various contexts: a friend, a relative, their boss, the President.

Sociolinguistic competence and second language acquisition

Regan (1995) says that the connection between sociolinguistics and language learning has been seen in a variety of ways, and in very different definitions of sociolinguistic knowledge in second language acquisition. So, sociolinguistics also looks at the broader social-psychological aspects of language.

According to this assumption Annoussamy (2006) states that for learning a new language in school one has to pay full attention to nine social-psychological aspects of language in the acquisition of sociolinguistic competence which are summarize under.

Social-Psychological aspects of language

Communication

Language being essentially a tool for communication, learning requires communication. Teachers and scholars should be engaged in communication activities (Annoussamy, 2006).

Communication involves more than talking to students, the latter should be actively involved by way of answering or executing orders given. What the teacher says should be of interest to the learner so as to make him listen to

enthusiastically.

Repetition

A word, or sentence pattern has necessarily to be met several times for getting memorized. The teacher helps to repetition and makes it interesting; in that way language is acquired without conscious effort (Annoussamy, 2006).

It is better to provide several texts on the same topic and long texts from the same book so that the same words are met several times. The learner who has got the adequate level would be well advised to read the same book or watch the same film again and again, if found interesting.

Intensity of learning

There are three phases in the process of learning a language, which are: Early exciting phase Middle difficult stage**,** and joyful victory phase. In the early phase the attraction of novelty sparks motivation. In the middle phase complication starts; scholars are asked to write and to speak. (Annoussamy, 2006).

These stage helps learners to learn a new language through motivation to talk, write in and outside the classroom.

Maturation

''The teaching should be intense in the initial stage, one cannot expect immediate result, and such is the complexity of the language acquisition process'' Annoussamy (2006).

Language is used by the learner in silent form when he thinks or dreams. But convincing too early to express orally or in writing. But, learner should not be asked to search his brain for what shows abstract.

Continuity in learning

The continuous practice is necessary especially as long as the teaching consists mostly of oral language. Besides that, the interruption in learning a language is unsuccessful (Annoussamy, 2006).

The learner should do it continuously check-out he ranges the stage of relative fluency enabling him to keep contact with the language by himself in one form or other.

Suggestions for learning sociolinguistic competence

- Learners need to take individual responsibility for seeing that this dimension of the language learning process is included in their program of study from the beginning. When an individual takes responsibility for this part of the language learning process, he or she is in a good position to develop meaningful relationships with members of the target culture (Broersma, 2004).

Taking language learning in to their own hands, language learners are assured that their learning will not end when their formal instruction comes to a close often long before learners are fluent in their target languages.

- Language learners need to remember that sociolinguistic competence is part of a larger system. When learning new grammatical structures the learner should immediately try to practice the new structures with the goal of testing sociolinguistic appropriateness (Broersma, 2004).

Some learners have even gone so far as to deliberately say something wrong so that native speakers would correct them, and they would learn something new about what was appropriate.

- "As language learners become more proficient in a second language, they also need to be increasingly committed to becoming observers of the interactions of native speakers around them'' (Broersma, 2004).

Learners should watch how people stand when talking to each other. Also, they should watch for the kinds of physical touching people do by knowing what to look for, learners can discover a great deal through observation.

- Another suggestion for developing sociolinguistic competence is to keep a language journal which records questions, problems, and discoveries. If there is some feature of the target language which is troubling or frustrating to a language learner, it may be the key to an insight about the communication process (Broersma, 2004).

It is possible that a few people intend to be rude, but when it seems like everyone, including friends, are acting rude, it is time to explore one's definition of rudeness to see if an underlying sociolinguistic expectation is not being met.

- The process of building sociolinguistic competence will not go far without the language learners establishing relationships with a few people who are native speakers of the target language and have lived most if not all of their lives in the target culture (Broersma, 2004).

The importance of language helpers as a resource for building sociolinguistic competence cannot be overstressed. In many cases, the only way to understand what is happening sociolinguistic will be through the insights of language helpers. However, one should try to avoid being frustrated when it seems that language helpers offer contradictory advice on sociolinguistic issues.

- As one way to bring together the suggestions made above, language learners
  should make a focused effort to learn the speech acts they need in order to
  function in the target language (Broersma, 2004).

Learners will be able to use the correct speech in any situation to make a good function of the target language, they should then assess the kinds of variables which will influence the performance of specific speech acts, and discuss the speech acts with their language helpers.

Teaching sociolinguistic competence

Sociolinguistic competence can be generally divided into two areas. One is appropriateness of form, that is, pragma-linguistics, which signals "the particular resources that a given language provides for conveying particular illocutions" (Leech, 1983); the other is appropriateness of meaning, that is, socio-pragmatics, which defines the ways in which pragmatic performance is subject to specific sociocultural conventions and values (Kulka & Kasper, 1993).

In addition, Ya (2010) argues that one of the factors that make sociolinguistic competence so hard to acquire is the variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that naturally exist in that competence. To put it differently, what is appropriate in one cultural situation might be entirely inappropriate in another one. The language learner often cannot differentiate between the rules of speaking of his or her native context and those of the target context.

Ya (2010) summits that there are three main reasons why sociolinguistic competence is not often treated as a topic in its own right and as an indispensable

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aspect of language teaching:

- Language teachers often think that they do not have time for sociocultural teaching due to time constraints in their curriculum.

- Teachers may not have enough confidence in believing that they can teach sociocultural aspect of foreign language learning well.

- The teaching of sociocultural competence often involves dealing with student attitudes which teachers usually find very challenging when trying to guide their students to understand and appreciate the logic and meaning of the target culture.

Littlewood (1981) as reported on Omoluc (2014) says that the speaker's choice of language depends on two factors.

- The first one is the overall knowledge of the language.

- 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.

Koran (2006) supports that in teaching sociolinguistic competence is implemented through various procedures and activities. Some of them are given below:

- Playing videotaped materials focusing on various elements of sociolinguistic with native speakers of the language.

- Holding discussions on a range of topics with a purpose of teaching/learning

and practicing the competence.

- Presentations by students on topics of their interest with the purpose of teaching speech acts such as agreeing/disagreeing politely, congratulating, and techniques for building speech coherence and cohesion

- Explicit instruction of the basic speech acts such as requests, apologizing, invitations, and greetings.

- Role-play activities used both as means and goal of teaching/learning the competences.

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

The key element a teacher should keep in mind in a foreign language class teaching sociolinguistic competence.

The materials are specifically generated to teach a foreign language can superficially help the teaching-learning process to explore relevant and significant language use beyond the way native speakers utilize it. Likewise, it has been argued that while direct exposure and immersion in the target language can further enhance learners' skills, it is also the quality of information being addressed what will help construct different learning situations where grammar structures, subject-specific terms and a wide range of structures be used in order to communicate ideas that matter (Rafael, 2005).

Classroom implications

Assume about "four components that make up the structure of communicative competence" with the third being sociolinguistic competence. Here language

competence depends on the speaker's ability to "produce and understand language in different sociolinguistic contexts". One way that teachers can develop this competence is to "help learners use both the appropriate forms and appropriate meanings when interacting in the classroom" (Canale & Swain, 1980).

This implication is useful for learners to increase or develop language in sociolinguistic settings using the appropriate words. So, when teaching sociolinguistic competence is the most important through group-work interaction activities, where these clearly engage students to practice the language analyzing the effects of it. Also, it appears to be a possible way for students to increase their sociolinguistic awareness.

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. Each member of a team is responsible not only for learning what is taught but also for helping partners learn, thus creating an atmosphere of achievement (Johnson & Johnson, 2011).

Cooperative Learning is the structured, systematic instructional technique in which groups work together to achieve a common goal. Also cooperative learning employ many strategies in the classroom that promote effective learning and increasing student achievement across all grade levels and subject areas.

Cooperative learning is an approach that minimizes the unpleasant situations and maximizes the learning and satisfaction that result from working on a high performance team. Cooperation enhances learning in several ways. Weak students

working individually are likely to give up when they get stuck; working cooperatively, they keep going (Felder & Brent, 2006).

Cooperative learning is not simply a synonym for students working in groups. It is a learning exercise where students are able to act collaboratively in order to get the task well done.

Johnson, Johnson & Holubic (2008) as reported in Gillies & Boyle (2009) states that cooperative learning is divided in two kinds: formal and informal.

Informal cooperative learning

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

Formal cooperative learning

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

Johnson & Johnson (2011) says that there are some Cooperative efforts which can result in participants motivated for mutual benefit so that all group members:

- Gain from each other's efforts.

- Recognize that all group members share a common fate.

- Know that one's performance is mutually caused by oneself and one's team members.

- Feel proud and jointly celebrate when a group member is recognized for

achievement.

Class activities that are used cooperative learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development. For resources and professional development information on Kagan Structures:

Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it (Kagan, 2001).

Think-Pair-Share

Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group (Kagan, 2001).

Three-Step Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team (Kagan, 2001).

Round Robin Brainstorming

Class is divided into small groups with one person appointed as the recorder. A question is posed with many answers and students are given time to think about

answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called (Kagan, 2001).

Three-minute review

"Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions" (Kagan, 2001).

Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer (Kagan, 2001).

Team pair solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help than they can do alone (Kagan, 2001).

Circle the sage

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the

chemical reactions involved in how salting the streets help dissipate snow (Kagan, 2001).

Partners

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set (Kagan, 2001).

Basic Principles of Cooperative Learning

Cooperation as a value

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

Heterogeneous grouping

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

Positive interdependence and individual accountability

Students who work together effectively will find that they need each other to complete the assignments or tasks in class; however, if one or more members of

the group does not do as much as other members—a common group phenomenon known as "social loafing"—the group harmony may suffer a serious breakdown, inhibiting learning and spreading dissent and negative feelings. Good cooperative learning techniques ensure that each member of the group is responsible for a certain amount of work, while at the same time encouraging a group sense of "all for one, one for all (Apple, 2006).

Simultaneous interaction and equal participation

In these principles each member in the group must equally participate, regardless of perceived ability or social status. A group leader should not be allowed to create a mini-monarchy or dictatorship within the group (Apple, 2006).

Collaborative skills

Any of the members in the group cannot be gained if only one or two members of a group are in charge or are doing most of the work that they have to develop (Apple, 2006).

Group autonomy

All the groups need to have a certain degree of autonomy within the overall classroom environment in order to have an excellent work where all the member in the group feel comfortable (Apple, 2006).

Cooperative Learning: Making "Group Work"

Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. "Cooperative learning is the instructional use of small groups so that students work together to maximize their

own and each other's learning'' (Smith, 1996).

Cooperative learning involves people working in teams to accomplish a common goal, under conditions that involve both positive interdependence that all members must cooperate to complete the task and individual and group accountability where each member is accountable for the complete final outcome.

Forming teams

Felder & Brent (2006) say that in cooperative learning instructors should form teams rather than permitting students to choose their own teammates. So, when students self-select into teams, the best students tend to group, leaving the weak ones to move for themselves, and friends group, leaving some students out of groups and excluding others from circles within groups.

The following criteria are recommended for team formation:

- Form teams of 3–4 students for most tasks. When students work in pairs, the diversity of ideas and approaches that leads to many of the benefits of cooperative learning may be lacking. In teams of five or more, some students are likely to be inactive unless the tasks have distinct and well-defined roles for each team member (Felder & Brent, 2006).

- Make the teams heterogeneous in ability level. The unfairness of forming a group with only weak students is obvious, but groups with only strong students are equally undesirable. The members of such teams are likely to divide up the homework and communicate only cursorily with one another. (Felder & Brent, 2006).

- If the assignments require work being done outside class, form teams whose

members have common blocks of time to meet during the week (Felder & Brent, 2006).

- When students in a particular demographic category are historically at risk for dropping out, don't isolate members of that category in a team. Students belonging to at-risk populations are also at risk for being marginalized or adopting passive roles when they are isolated in teams (Felder & Brent, 2006).

Assigning group tasks that promote learning

The decision to include cooperative learning assignments in a course should be based on a careful examination of course goals. For example, if students are expected to be able to apply theoretical knowledge to real-world problems, or demonstrate decision-making or problem-solving skills similar to those made by professionals in the field, then it may be appropriate to include group work in the design of the course (Davis, 1999).

The group's work is very possible that little discussion or interaction actually occurred as the assignment moved to completion; in this case, though the instructor asks for a group effort, students are able to divide work up, delegating tasks to individuals, one of whom eventually gathers together the various individual parts. Interaction and discussion are much more likely if students are required to solve a problem or make a decision based on research and analysis of a complex situation.

Teaching students to work in groups

Davis (1999) reported that in a competitive academic environment, where students have most often been rewarded for individual effort, collaboration may

not come naturally or easily for everyone. And even though most students have worked together informally in study groups or social organizations, they may never have thought carefully about the kinds of skills that best promote group achievement. Faculty who make collaborative assignments and fail to provide specific guidelines or models for successful work may find students struggling to get group projects off the ground.

In a group work some students initially express doubts about the value of group work, or feel that class time is best spent hearing from the instructor rather than working with students who, they believe, known as little as themselves. Others may feel that they have succeeded thus far on individual effort, and they don't want to be weighed down by other students with different histories of success or different working methods.

Forming and guiding groups

Most faculty who have included collaborative work in their courses agree that groups of between 4 and 6 students seem to work best, though depending on the task, larger groups (8-10 students) can function successfully. Determining how the groups will be formed can be more complicated, since ideally the groups should be diverse enough to include students with a range of intellectual abilities, academic interests, and cognitive styles. Allowing students to select their own group members can work well in small classes, but this method always runs the risk of further isolating some students or creating cliques within the class as a whole (Davis, 1999).

Once groups have been determined and their assignments have been explained,

it is not intelligent to wait until the final product or solution appears before providing feedback. Not only students sometimes need help interpreting assignments, often they need advice and encouragement at the outset, to reassure themselves that the path they are choosing leads in the right direction.

Group Work Interaction

Group Work Interaction involves organized discussion with a selected group of individuals with the purpose of obtaining perspectives about the same topic. Group work demands a balance between building a sense of solidarity and responsibility among members during the problem solving process, and getting the task accomplished. This demands from the members of the group not only intelligence and creativity but also social skills (Valqui, 2014).

Group Work Interaction is an activity where students have the opportunity to work cooperatively to get the tasks well done. Also, it encourage them on act with good values as: solidarity and responsibility. But, the most important is that the members of the group can develop their social skills.

The importance of group work interaction

Work with other students on joint projects that will be evaluated. This will require all students of the group to contribute to the planning, research, presentation of findings and to writing the final report. The groups may be self-selecting, or the tutor may organize the composition of them to mix students from different backgrounds together. Every group will begin to form its own rules and ways of working together. The roles of members in the groups can be formalized and explicit - complete with titles - or implicit and informal (Hartley, 2003).

Group Work is important because the members of the group are expose to share everything in the group. So, they must be well organized to get the job successful and reach their goals. Finally, group work benefit to the members in different ways providing them all the doubts they have.

Five stages of group work development

Tuckman and Jensen (1977) as reported in Valqui (2014) mention that the following five stage model of group work development are important in the development of students' learning and behavior.

Stage 1: Forming

In this stage, personal relations are characterized by dependence. Group members have a desire for acceptance by the group and a need to be known that the group is safe. They set about gathering impressions and records about the similarities and differences among them and forming preferences for future sub grouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

Stage 2: Storming

This stage is characterized by competition and conflict in the personal-relations dimension an organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and rise their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment.

Stage 3: Norming

In this stage, interpersonal relations are characterized by cohesion. Group members are engaged in active response of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their defined ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and sets dissolve.

Stage 4: Performing

This stage is not reached by all groups. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. By now, the group should be most productive.

Stage 5: Interrupting

This final stage involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

These five phases are not to be moved through as rapidly as possible. Problems in performing may often be traced back to insufficient storming and norming, for instance. Group discussion, while storming out some controversies, may return to issues involved in forming, redistributing responsibilities, rediscovering common

values, and modifying procedures. Similarly, a group having difficulty in performing may either implicitly or explicitly, need to state some norms. These stages are considerable more fluid and interactive, as well as less deterministic, with groups moving freely between stages.

Open Groups

Teacher-group

This is likely where the teacher is monitoring groups at work, and wants to talk to a particular group about the way they are working (to help or correct) or to call back answers to the task they have been set. The group might also call the teacher over to clarify something they don't understand about the task, or to tell the teacher their results when they have finished (Hill, 2000).

Group-group

This usually occurs as part of the feedback from a group task activity, where the teacher puts two groups together to discuss their results, or where all the groups in the class have an open forum about their answers. In both cases the teacher will operate as a facilitator rather than as a participant (Hill, 2000).

Closed-groups

As with closed pairs, closed group work is considered a normal part of communicative ELT practice. As well as 'information gap' and 'opinion gap' activities, group work frequently involves more in the way of cooperative discussions and problem-solving, sometimes including role-playing, for example as a committee making a decision (Hill, 2000).

It is evident from this brief look at what is involved in pair and group work,

that successful learning and teaching is likely to involve a range of these kinds of classroom organization. Some are necessary for checking work in the accuracy and controlled practice phases of lessons, others are important for working on fluency in the freer stages.

Communicating with the group

When interacting with the group, the facilitator must remember that a two way process of transmitting and receiving information is in operation. Both sender and receiver interpret messages in different ways, depending on a number of factors such as class, ethnic background, gender, sexual orientation and age. A facilitator's interaction with group members is both verbal and non-verbal. The verbal interactions are stated openly using speech. The non-verbal are not stated in speech but are transmitted in other ways such as in body language (Prendiville, 2004).

Verbal interaction examples

- Comments to people: 'You're very brave to say that.'
- Expressions of values and attitudes: 'I really like strong women.'
- Volume and tone of voice.
- Revealing political agenda by excluding or including certain beliefs: 'The unemployed have only themselves to blame'

Non-verbal interaction examples

- Facial expressions and posture.
- Assumptions based on gender.
- Assumption of a person's social class.

- Perception of a person's racial or ethnic background.

- How and when a person chooses to sit, move, or hold themselves.

How the facilitator interacts with group members strongly influences the group process. It is not only what the facilitator says, but how s/he behaves that is important. People take in messages (verbal and nonverbal) from each other all the time. The non-verbal can either enhance or contradict a point being communicated. Saying you are not angry, while clearly giving off the body message of a stiff back and hurt expression are contradictory signals.

Students' role

British Columbia Institute (2010) summarise some parts to raise positive interdependence is for each member to assume a meaningful role. Clearly define the roles. Leave the students to choose roles; however, if a group is together for more than one formal task, ask participants to rotate roles. Some roles are:

Facilitator

- Moderates team discussions.

- Keeps the group on task.

- Ensures equal involvement.

- Ensures equal opportunities to learn, participate and earn respect.

Recorder

- Distributes and hands in materials.

- Completes worksheets, written assignments or summaries for oral reports.

Reporter

- Summarizes the group's activities or conclusions.

- Assists the recorder with writing worksheets and group reports.

Timekeeper

- Keeps the group aware of time constraints.

- Aids the facilitator in keeping the team on task.

- Consults with other teams if needed.

- Leaves the work area in good condition.

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

Wild card

- Fills in for an absent member.

Teacher's role

The use of learning groups should not replace direct instruction but rather supplement the instruction. As with direct instruction, it is the instructor's role in group learning to plan classroom, lab or shop activities, and assess or evaluate the learning outcomes. Since group work is often a structured, graded activity in online learning, the instructor's role is to monitor the groups and ensure that they are staying on track, intervening when they appear to be going in the wrong direction (British Columbia Institute, 2010).

Set the mood

- Provide a rationale for using group learning.

- Discuss positive interaction skills.

- Assign groups.

- Use an ice-breaker activity.

Describe the activity

- Be concise about the structure of the activity.

- Describe student roles.

- Provide a handout to describe more complex activities.

Monitor the activity

- Circulate but don't float.

- Provide assistance if a group doesn't clearly understand their obligations.

- Walk the room and monitor for positive interaction.

- Give public praise for good interaction.

- Intervene if a group's activity is not productive.

- Signal when it's an appropriate time for a transition.

Debrief

- Lead a discussion on the results from the activity.

- Prompt for group self-assessment on the quality of interaction.

Time to work in groups

To involve students in their own learning, to make course topics come alive, to deepen students' knowledge about a topic, and to develop particular skills, try assigning tasks to small groups during your class time that can be at the beginning, at the mi8ddle, or at the end of a class. Groups increase most when their task is challenging and closely related to the course content, course objectives, and students' experiences and interests (Waterloo, 2005).

Collaboration in group work

Collaboration is common in the classroom. The members of the team are faced with unclear tasks that require creative and innovative solutions. These types of challenges call the students' attention to share and create new knowledge while working together toward a solution. However, collaboration does not come naturally, and educators are being challenged to prepare students to collaborate and provide opportunities that highlight the value of collaboration as a tool that helps them think in new ways and become creative, effective problem-solvers (Wiscousin, 2007).

Motivation in group work

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time (Waterloo, 2005).

Relationship between the members of the group

Children will not impulsively know how to interact effectively in a group setting. The social skills required for high quality co-operative work need to be taught explicitly and children will need plenty of practice to refine their aptitude to work as a team. There are two areas being assessed during group work; the learning task in hand and the teamwork. It can be helpful for the teacher and the children to collectively draw up a charter of agreed behaviors for working in groups in order to have a good relationship (Holubec, 1994).

Beebe and Masterson (2003) as reported in Burke (2011) says that there are

advantages and disadvantages to working in a group.

Advantages

- 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 produce greater satisfaction. Students who are engaged in group problem solving are more committed to the solution 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.

- Team work is highly valued by employers. Well-developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates.

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.

- An individual may dominate the discussion. This leads to members not

gaining satisfaction from the group because they feel too alienated in the decision making process.

- Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

- It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others

Generally, effective student participation in group work is an important learning outcome. While many students feel as though they can accomplish assignments better by themselves rather than in a group, instructors find that group work helps the students apply knowledge. However, only assigning a group does not itself create critical thinking outcomes. Therefore, the instructor must be cognizant of how best to facilitate effective collaborative learning environments.

f. METHODOLOGY

Design of the research

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

This action research has the aim of developing speech acts through the application of group work interaction. Action research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of group work interaction in order to develop speech acts in the English Foreign Language among tenth-year B students at 18 de Noviembre High School during the 2016-2017 school year.

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

Methods, techniques and instruments

Methods

In this research work different methods which will be 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 post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

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

The Scientific method: Will facilitate the study of 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.

Pre-test-Post-test: 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 group work interaction in order to make a pretest-posttest comparison of the cognitive dimension of the performance of speech acts of the participants (tenth-year B students at 18 de Noviembre High school) being treated.

Questionnaires: Will be given to the participants to answer questions related to their attitudes and feelings toward the 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 tenth-year B students at 18 de Noviembre High School during their English classes. There will be two types of observation as detailed below.

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

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

Participant observation: In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of group work interaction in order to improve speech acts among tenth-year B students at 18 de

Noviembre High school during the academic period 2016-2017. The instrument of this participant observation is the field notes.

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

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

Population and Sample

The target population of this research work is constituted by the students of tenth-year B of Basic Education at 18 de Noviembre High school in the afternoon section, academic year 2016-2107, which are a total of 21 students; it is a small population, it was no necessary to take a sample of it.

Intervention Plan and Description

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

Activation

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

Connection

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

Intervention Plan

Week 1

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to talk about free time activities and places in the past tense and use request.
KEY VOCABULARY	Rid , fish, hike, swim, camp, relax, exercise, bike, beach, yacht, lake, nature, tent, forest, trail, waterfall, tour, park, camping, site, swimming pool, gym, sleep, take, pictures, trip, activities.
INSTRUCTION AL FOCUS	**Activation:** Warm up - Guess the picture One person comes to the front and starts to draw a picture. The students must try to guess what the picture is before the person has finished drawing it. The person who guesses correctly comes to the front to

	draw another picture
	• Teacher explains what is requesting trough examples by using the board.
	• Teacher shows flash cards about famous vacation destination.
	• Teacher shows students words that describe these places.
	Connection:
	• Teacher tells students to look at the pictures and read the information below each one of them. Then draw their attention to the words that are illustrated with pictures in the book.
	• Students have to mime the action.
	• Teacher explains the uses of there were/ there was by using the board and then ask them to apply it in the exercises of the book.
	• Students listen and match each person with the picture described in the book.
	• Complete the phone call about Peter's family vacations.
	• Students have to use request in order to talk about vacations
	Affirmation

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

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

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

Week 2

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to share personal narrative about vacations in pairs using sequence connector, time conjunctions and request.
KEY VOCABULARY	Climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics.
INSTRUCTION AL FOCUS	**Activation:** Warm up - Simon says The teacher makes two groups and chooses two students. Then teacher says: Simon says bring me a book the students follow the instruction, and if the teacher says "do that" the students who do it will be out of the game. • Teacher writes in the board and tells students examples and uses of request. • Teacher brings pictures of verbs that are used to

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

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

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

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

Week 3

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able: Students will be able to talk about past adventure events working in pairs by using formal and informal greetings.
KEY VOCABULARY	Town , barbed-wire fence, waterfall, look for, walk, watch, rang, missing, tired, trail, region adventurous, search shortcut, scared
INTRUCTIONALS FOCUS	**Activation:** Warm up - Circle games Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle. The person in the middle calls out one instruction. eg, "Change if you are wearing a white shirt."

	All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction. e.g. "Change if you live in Canada."
	All the people living in Canada now change places and the person left standing calls out another instruction. eg, "Change if you are married."
	Keep playing for a few minutes.
	• Teacher writes in the board and tells students examples and uses of formal and informal greetings in our lives.
	• Teacher brings pictures of verbs and vocabulary that are used to describe adventure tales through flashcards.
	• Teacher explains about synonymous of words.
	Connection
	• Read the text and identify the meaning of the words in red. Use the word Bank.
	• Students answer the following questions about the sequence of events in the story.
	• Using words with similar meaning to demonstrate comprehension.
	• Summarizes a story using synonyms and greeting.

	Affirmation:
	• Work in group of four and share little adventure tales using synonymous and greetings.
	• Some students can present the tales for whole class.
CLASSROOM SOURCES	Student´s book
	Students' notebook
	Board
	Chart
	Markers
	Flashcards
	Copies
DATA COLLECTION SOURCES	Data source: 1: Field notes
SUPORT	Coaching and guidance from your thesis advisor
TIME	Week 3

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

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

Week 4

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able students will be able use idioms talking about experience in a trip.
KEY VOCABULARY	- To have itchy feet - To hit the road - To live out of a suitcase - To be a Sunday driver - To hit the pedal to the metal
INTRUCTIONALS	**Activation:** Warm up - Find the lie Give each student a small piece of paper. Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of

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

SOURCES	Board Markers
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPORT	Coaching and guidance from your thesis advisor
TIME	Week four

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

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

Week 5

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	- By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to exchange information about hobbies, leisure activities and forms or entertainment by using commands.
KEY VOCABULARY	Plasticine, coin, jewelry, breakdance, candle, cap, clay, craft, plane and stamp.
INSTRUCTIONAL FOCUS	**Activation** Warm up: **D-A-S** One person have to pass in front of the class, and select a paper of one box and another from the other box. In the first box, there will be hobbies; and in the second box there will be the letters D (Draw), A (Act), and S (Speak). Then the student will have to draw, act or speak to the class the hobby that he/she selects, depending on what he letter of

the "D-A-S" has.

The other students have to raise their hands and the person that guess will have to pass to the front and do the same.

This activity only will be with five students.

- The researcher explains what commands are trough examples by using the board.

- The researcher shows flash cards about hobbies, leisure activities and forms or entertainment.

- The researcher shows students words that describe these things.

Connection

- The researcher explains to the students what they have to do.

- Students have to complete the conversations with the words of the box.

- Students have to look up new words in a dictionary to identify their meanings and learn their pronunciation, and then they have to complete each list with hobbies and verbs.

- Students listen and complete the information of a radio talk.

- Students have to read the conversation, then look for the meanings of the blank word and write them in the charts.

	• Students have to complete a list of Do's and Don'ts to attend concerts. • Students have to have a conversation using commands. **Affirming** • The researcher gives to the students a worksheet where they have to identify, underlining the commands.
CLASSROOM RESOURCES	Student´s book Board Markers Flashcards Worksheet
DATA COLLECTION SOURCES	Data source 1 : Field notes
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week five

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

Week 6

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to express advice and obligation about life situations, using commands.
KEY VOCABULARY	Friends, e-mail, social network, photography, cooking, hiking, videogames, reading.
INSTRUCTIONAL FOCUS	**Activation** Warm up: **Jump in – Jump out** The researcher has to say; say what I say, do what I say; or say the opposite what I say, but do what I say. Therefore, students have to follow the instruction. If the researcher says: say what I say, do what I say; Jump in/ Jump out/ Jump to/ Jump right/ Jump left, students have to do and say the same.

	But if the researcher says: say the opposite what I say, but do what I say; Jump in/Jump out/Jump to/Jump right/Jump left, students have to say the opposite of the researcher says, but do the same that he/ she does.
	• The researcher explains what commands are trough examples by using the board.
	• The researcher shows flash cards about advice and obligation about life situations, using commands.
	• The researcher shows students words that describe these things.
	Connection
	• Students have to label the pictures using the words in the box.
	• Students have to read and listen the dialogue. Then complete the grammar chart below.
	• Students have to unscramble the words and complete the sentences.
	• Students have to match the situations with their corresponding comments.
	• Students have to fill in the gaps with the verb forms Have to, must to, or should.
	• Students have to talk about hobbies to their partner

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

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

Week 7

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to determine main ideas, supporting details and/or examples in texts or paragraphs.
KEY VOCABULARY	Hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, punches, dedication, discipline, fighting techniques, attend, demand, kick, training, self-defense, wooden panels, bricks, resistance, skills, logical, challenging, piece together.
INTRUCTIONALS FOCUS	**Activation:** Warm up – Ball Pass The teacher has all students sit in a circle. A ball is going to be used and thrown it to one student.

	The teacher is going to start saying one English word as the ball is passed. Students then throw to another student and say a different English word.
	If a student who receives the ball drops it, he/she is out.
	The game keeps going until you have one winner. It can be played with different categories.
	Connection
	• Teacher organizes groups of 4 members.
	• Teacher and students have to read and answer the questions of the first activity before read.
	• Students have to read the definitions of the second question and find in the text the bold words that correspond to each one of them. They must use a dictionary to confirm their answers.
	• Teacher makes students to read the text in page 42, activity 3.
	• Students have to identify supporting details or examples associated with the main ideas mentioned in the activity 4 and solve it.
	• Students have to read and look for some words that the author used to support his ideas and complete the chart of task 5.
	• Students have to read three people's profile in task

	six, select one and write a piece of advice for a hobby his or her.
	Affirmation:
	• At the end of all the activities, each group has to choose a leader which is going to use requests to ask for opinions of the other groups about the activities solved in the lesson 3.
	• Finally, the teacher corrects students' mistakes and guides them with the correct answers.
CLASSROOM SOURCES	Student´s book Board Markers Dictionary
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPORT	Coaching and guidance from your thesis advisor.
TIME	Week seven

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

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

Week 8

RESEARCH PROBLEM	How does the group work interaction develop speech acts among students of tenth-year B at 18 de Noviembre High school of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to use daily idioms related to hobbies, leisure and entertainment in oral exchanges, and give and oral presentation with the support of visual aids.
KEY VOCABULARY	- To be in full swing - To be the life and soul of the party - To be / feel in one's element - To blow away cobwebs - To make a big thing of something
INTRUCTIONALS FOCUS	**Activation:** Warm up – Books closed Talk to students about activities that people do, different from work or study.

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

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

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

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

ORGANIZATION AND MANAGEMENT OF THE RESEARCH RESOURCES

Human

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

Material

- Lesson plans
- Book
- Sheets of paper
- Flashcards
- Mp3 player
- Flipchart
- Notebook

Technical

- Computer
- Projector
- Printer
- Internet

g. TIMELINE

ACTIVITIES	Jul3	Jul4	Aug1	Aug2	Aug3	Aug4	Sep1	Sep2	Sep3	Sep4	Oct1	Oct2	Oct3	Oct4	Nov1	Nov2	Nov3	Nov4	Dec1	Dec2	Dec3	Dec4	Jan1	Jan2	Jan3	Jan4	Feb1	Feb2	Feb3	Feb4	Mar1	Mar2	Mar3	Mar4	Apr1	Apr2	Apr3	Apr4	May1	May2	May3	May4	Jun1	Jun2	Jun3	Jun4	Jul1	Jul2	Jul3	Jul4	Aug1	Aug2	Aug3	Aug4
PHASE I: PROJECT																																																						
Presentation of the Project	x	x	x	x	x	x																																																
Designation of the Project Advisor									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																											
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	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	x					
Private review																																													x	x								
Corrections																																															x	x	x	x				
Public sustentation and Incorporation																																																		x	x	x	x	x

h. BUDGET AND FINANCING

Resources	Cost
Internet connection	200,00
Print of reports	100,00
Print of the project	150,00
Print of the final report and thesis	300,00
Unexpected expenses	200,00
TOTAL	850,00

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

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ANNEXES

Annex 1: Observation sheet

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

DATA COLLECTION SOURCE: OBSERVATION SHEET

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

Annex 2: Field notes

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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:** Tenth-year B students & The researcher	**Role of the researcher:** **Duration of the observation:**
Description of the event	**Reflective Notes**	

Annex 3: Pre and Post-test & Scoring Guide

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

DATA COLLECTION SOURCE: PRE / POST TEST

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

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

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

a. sorry / I / so / am _____

b. That / my / is / fault _____

c. me / please / excuse _____

d. Don't / mad / be / me / please / at _____

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

a. (   ) Could you give me the tickets, please?

b. (   ) I'm afraid you will miss your airplane.

c. (   ) I wonder whether you could give me information about the tour guide.

d. (   ) I'm sorry about the problem with your luggage.

e. (   ) I would like to enquire about round-trip flight from Oporto to Lisbon.

f. (   ) Stop talking now!

g. (   ) Can you help me with information about the tourist packages?

h. (   ) I appreciate your help with the tickets.

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

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

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

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

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

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

<u>**CONVERSATION 1:**</u>

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

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

CONVERSATION 2:

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

………………………………………………
Student Signature

THANKS FOR YOUR COLLABORATION

Test Scoring Guide

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

a. I am so sorry (0.50)

b. That is my fault (0.50)

c. Please excuse me (0.50)

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

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

a. Request (0. 25)

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

c. Request (0. 25)

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

e. Request (0. 25)

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

g. Request (0. 25)

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

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

a. Leave her alone!   (0,4)

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

c. Come back!   (0,4)

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

e.   Call me later!   (0,4)

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

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

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

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

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

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

6. Complete the conversations using formal or informal greetings and

farewells according with the context. (2p)

Conversation 1

a.   Hello (0. 25)

b.   Hello (0. 25)

c.   Bye   (0. 25)

d.   Bye   (0. 25)

Conversation 2

e.   Good morning   (0. 25)

f.   Good morning   (0. 25)

g.   See you tomorrow (0. 25)

h.   Good bye   (0. 25)

Annex 4. Pre and Post Questionnaire

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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?

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

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

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

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

a. A lot   ( )

b. Little   (   )
c. Very little   (   )
d. Nothing   (   )

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

e. A lot   (   )
f. Little   (   )
g. Very little   (   )
h. Nothing   (   )

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

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

…………………………………………
Signature students

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: The development of speech acts through group work interaction among students of tenth-year B at 18 de Noviembre High

School 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 students of tenth-year B at 18 de Noviembre High school 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 students of tenth-year B at 18 de Noviembre High School during the 2016	**General** - To develop speech acts through group work interaction among students of tenth-year B students at 18 de Noviembre High school during the 2016 – 2017 school year. **Specific** - To research the theoretical and methodological references about group work interaction and its application on speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016-2017 school year. - To diagnose the issues that limit the development of speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016-2017 school year.	**Dependent variable** - Communicative Language Teaching. - Communicative Competence. - Sociolinguistic competence. - Speech acts: apology, commands, request, greetings, and idioms. **Independent variable** - Cooperative learning. - Basic Principles of Cooperative Learning: Collaboration, Cooperation as a value, Heterogeneous grouping, Simultaneous interaction and equal participation, collaborative skills, and group autonomy. - Group work interaction - Student Roles	**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 **Intervention and observation** - Administering test and questionnaires - Observing and	- Observation sheet - Pre and Post test - Pre and Post Question-naires - Field Notes

– 2017 school year? • What are the issues that limit the development of speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year? • What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year? • Which group	• To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year. • To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth-year B students at 18 de Noviembre High school during the 2016 – 2017 school year. • To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth-year B students at 18 de Noviembre High school during the 2016 – 2017 school year.	• Teacher Roles • Advantages • Disadvantages	monitoring students´ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report.	

work interaction strategies are implemented to develop speech acts among students of tenth-year B at 18 de Noviembre High school during the 2016 – 2017 school year? • How effective was the application of group work interaction to develop speech acts among students of tenth-year B at 18 de Noviembre High school 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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