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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

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

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

AUTHOR

DENISE ESTEFANÍA ROBALINO SÁNCHEZ.

THESIS ADVISOR

DRA. CARMEN ENITH DÁVILA VEGA, MG. SC.

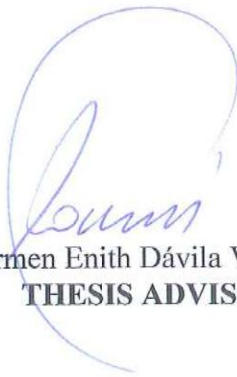**LOJA– ECUADOR**

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The present research work entitled **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF NINTH-YEAR C AT DR. MANUEL AGUSTÍN CABRERA LOZANO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR** under the responsibility of the undergraduate student Denise Estefanía Robalino Sánchez has been thoroughly revised and fully analyze, therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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Firma: ....

Autora: Denise Estefanía Robalino Sánchez.

Cédula: 1150019196

Dirección: Loja, La Inmaculada 1, calles: Ana Icaza y Miguel Ochoa

Correo electrónico: estefaniachikt@outlook.com

Celular: 0968190698

DATOS COMPLEMENTARIOS

Directora de tesis: Dra. Carmen Enith Dávila Vega, Mg.Sc

Presidente	Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc.
Primer vocal	Lcda. Yanina Belén Quizhpe Espinoza, Mg. Sc.
Segundo vocal	Lcdo. Orlando Vicente Lizaldes Espinosa, Mg. Sc.

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DEDICATION

This research is dedicated specially to all people who always supported me to achieve my goals above the difficulties. I also dedicate it to my mom Rosa Sánchez, for being the person who always trusted on me, for her unconditional love, patience, advice and economical help. She was my inspiration to overcome the troubles and to accomplish my goals. Also, this research is dedicated to my sisters María Robalino and Gina Robalino, who always have been with me, and have given me a hand when I needed.

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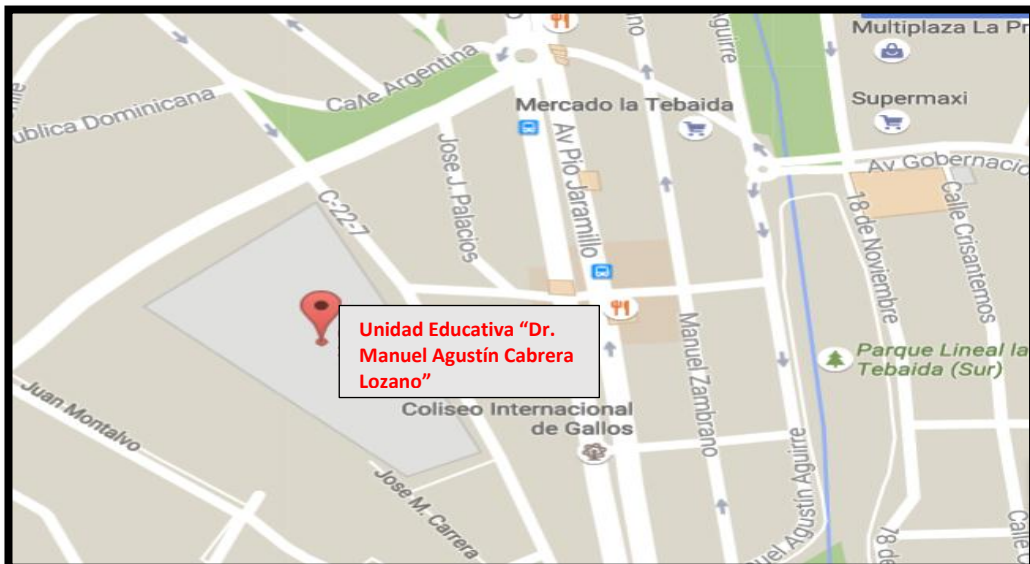
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a. TITLE

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

b. RESUMEN

El siguiente trabajo de investigación se llevó acabo para desarrollar los actos de habla a través de la interacción de trabajo grupal con los estudiantes del noveno año C de la unidad educativa "Dr. Manuel Agustín Cabrera Lozano". Los métodos científico, descriptivo analítico- sintético y estadístico, fueron utilizados para analizar la información obtenida. Se aplicaron pruebas y cuestionarios a veinte y siete estudiantes antes y después del plan de intervención. La información obtenida se presentó en tablas y figuras. Los resultados del presente trabajo de investigación revelaron que los estudiantes entendieron y usaron mejor algunos actos de habla para comunicarse apropiadamente en el idioma inglés. Estos actos son disculpas, saludos, órdenes, peticiones y modismos. Se concluye que la aplicación de la interacción del trabajo grupal fue excelente ya que los estudiantes al final del plan de intervención mejoraron e incrementaron significativamente la participación, comunicación, relación y cooperación en las clases de inglés.

ABSTRACT

The following research work was carried out to develop speech acts through group work interaction among students of ninth year C of the Dr. Manuel Agustín Cabrera Lozano high school. The scientific, descriptive, analytic-synthetic and statistical methods were used to analyzed the information gathered. Tests and questionnaires were applied to the twenty-seven students before and after of the intervention plan. The information obtained was presented in tables and figures. The main result of the present research work showed that students understood and used better some speech acts to communicate properly in the English language. These acts are apologies, greetings, commands, requests and idioms. It is concluded that the application of the of group work interaction was excellent, since, students at the end of the intervention plan developed and increased significantly the participation, communication, relationship, and cooperation in the English classes.

c. INTRODUCTION

Speech acts are the act of saying something to improve the communication and the knowledge about expressions and phrases like apologies, requests, commands, greetings and idioms. Learning speech acts make students to understand the meaning in a social context and express what they want to say identifying the attitude of the speaker in the real life. However, speech acts are not well developed in high schools, this is because for students is difficult to understand the different meanings of the communicative expressions and to know how people in an foreign country give excuses, ask a petition, give orders, greet people and say expressions that cannot be understood literally. Basically, these problems are barriers that learners face when they learn a foreign language.

Particularly, the students of ninth year C of the Dr. Manuel Agustín Cabrera Lozano High School demonstrated an inappropriate attitude to learn the English language and they have problems to acquire the speech acts due to the lack of knowledge and the passive interaction among them.

For the reasons mentioned above, the problem is stated in the following major question: How does the group work interaction develop speech acts? This is because group work promotes the participation and interaction between students helping one each other to solve the task together improving the relationship in the class. The use of group work in the classroom facilitate the learning process and provides a good environment to learn (Cooper, 2013).

The five specific objectives that guided this work were, to research the theoretical and methodological references about group work interaction; to diagnose the issues that limit the developments of speech acts; to design an intervention plan based on the group work interaction in order to develop speech acts; to apply the most suitable activities of the group work interaction in order to develop speech acts; to validate the results obtained after the application of group work interaction to develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year.

During the research work different methods were used: the first one was the scientific method which helped the researcher to identify the appropriate group work activities used with the students of the 9th year C of Basic Education classes and contributed with the support to gather the data. The Descriptive method was useful in describing the different stages of the study and the kind of resources used by the researcher. Also it served to explain and analyze the object of investigation. The analytic method permitted to analyze and interpret the obtained results gathered through questionnaires and the pre and posttest. It also helped to draw conclusions. The statistical method was used to make the quantitative statistical analysis of data obtained from the tests and the qualitative data from the questionnaires.

The structure of the present work includes the following contents:

First, it has the abstract which contains the formulation of the general objective, the description of the main methods, techniques and instruments, the population, the presentation of the main results and the most important

conclusions that were gotten through the thesis work. Then, the Introduction that presents the thesis work in its whole parts that include the contextualization of the problem, the main problem that was the motivation to develop this research, reasons why the topic was chosen, the specific objectives of the research work, the methodology that was used and the contents of the thesis. Next, the Literature Review where the two variables mentioned in the theme are synthesized and which served as indicators to improve the speech acts through an intervention plan.

It also contains the Materials and Methods, this section describes the methods, techniques, procedures and instruments, and it also gives a reference about the researched population.

After that, the Results are presented in tables and figures to facilitate their interpretation and analysis of the data, gather through the pre/post tests and questionnaires. Then, the Discussion which includes the major findings and describes the implemented intervention, the parameters to get the results of the research, the phases of the intervention, the strengths and the contribution to improve speech acts in the classroom.

The Conclusions have some important parts of the research work draw from the second, fourth and fifth objective of the project and from the results of the data gathered. The Recommendations were based on the conclusions which contain suggestions for teachers in order to improve the students' speech acts.

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, 2015).

Abbot (2012) says that speech acts involve controlled activities, either individual or choral, in order to ensure correctness with relaxed controlled activities, such as pair or group work, which process communication in a relaxed way.

Another definition according to Milleret 2010 is that speech act is an utterance that serves some function in communication. It might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. It just slipped my mind." Speech acts include real-life interactions and require not only knowledge of the language, but also knowledge about how to use that language appropriately in a given situation within that culture.

Furthermore, speech acts are an important marker of the communicative competence of our students because they represent key moments of linguistic and non-verbal expression when the speaker's intention must be communicated properly within a cultural context (Milleret, 2010).

Cohen (2016) states speech acts are often patterned, routinized utterances that speakers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining. In many scholarly and class-room contexts, the terms pragmatics and speech acts are used interchangeably.

Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances. Even more crucially, the situations calling for a certain speech act and the rules for how to give that speech act vary across cultures (Blum Kulka, House, & Kasper, 2011).

Classification of speech acts

Cohen (1996) identifies five categories of speech acts within the illocutionary forces based on Austin's (1962), Searle's (1969) theory. They 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. They include commanding, requesting, advising, etc. Examples of directives are presented below:

- Turn the TV down
- Please don't use my electric shaver
- Could you please open the window?

Commisives: Commit the speaker to some future course of action, in which the fit becomes between world and words. They include promising, offering, threatening, etc. Some examples are presented below:

- I'll be back in five minutes.

- I'll never buy another computer game.

Expressives: As the name suggests, these are used to express the speaker's attitude towards a state of affairs which the speech act presupposes. In this class, no direction of fit exists. They include thanking, apologizing, congratulating, greeting etc. Examples are presented below:

- Well done, Ali.

- I'm so happy

- Wow, great.

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). They include christening, wedding, dismissing, etc.

Expressive speech acts: Apologies and Greetings

Apology

Istifici (2011) says that the act of apologizing is called for when there is some behavior which has violated social norms. When an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, the culpable person(s) needs to apologize. Here, are two parts: an apologizer and an apology. However, only if the person who caused the infraction perceive himself or herself as an apologizer do we get the act of apologizing. The act of

apologizing requires an action or an utterance which is intended to "set things right".

Blum-Kulka & Olhstain (2010) establish two ways how to produce an apology. Firstly, using illocutionary force verbs (be) sorry, apologize, regret, excuse) represent the most direct production of apology. Secondly, it is possible to apologize through expressing the utterance that relates to the cause, responsibility, willingness to offer repair or promise that it will not happen anymore.

Greetings

Kadhim (2011) defines greetings as marginally illocutionary acts since they have no propositional contents. For example, in saying 'Hello', one indicates recognition in a courteous fashion. Therefore, 'greeting' is defined as a "courteous indication of recognition, with the presupposition that the speaker has just encountered the hearer".

Wei (2010) says that the speech act of 'greeting' is one type of the expressive speech acts which reflect the psychological states of the speakers specified in the propositional contents. Each speaker may find himself/herself tending to express pleasure many times daily at meeting or seeing a hearer.

Halliday (1973) classifies greeting as time-free and time-bound. Halliday uses these two forms according to American society since each society has its own particular customs and ways of acting:

Time-free greetings: A. How do you do? ; B. Hello. How are you? , C. Hi. How are you? , D. Glad to meet you! , E. (It's) Good to see you (again)!, F. (How/very) Nice to see you (again), G. Long time no see you!

Time-bound greetings: A. Daily formal greetings: Morning: Good Morning, Afternoon: Good afternoon, Evening: Good evening, Day: Good day, Night: Good night. B. Seasonal (in) formal greetings: Happy New Year!, Happy Anniversary!, Happy Easter!, Happy birthday (to you)!

Directives speech acts: Requests and Commands

Requests

Beltran & Martinez (2015) define the speech act of requesting as an illocutionary act in which the speaker asks the hearer to perform an action which is for the benefit of the speaker.

Therefore, this speech act has been regarded as one of the most threatening speech acts, since it intrinsically threatens the hearer's face. Given the face-threatening nature involved in making this speech act, the speaker may want to modify the impact of it by employing particular modification devices that have been classified into two types: internal and external. The internal modification devices refer to those linguistic elements that appear within the same request act in order to mitigate or intensify its force (e.g. Could you probably open the door for me?), whereas external modification devices appear in the immediate linguistic context surrounding the request act (e.g. Could you open the door for me? I'm carrying so many bags that I cannot do it) (Beltran & Martinez, 2015).

Commands

Aikhenvald (2013) says that the speaker uses commands when he or she wants the hearer to do something directly or indirectly for the sake of the speaker. Furthermore, Aikhenvald (2013) says that teachers may teach or give a command

by a song, glance, a gesture, or a picture or by telling students to make the action. For example:

- Teacher gives a command such as: Close the window, raise your hands, stand up, sit down, etc.

- Students make the action of the commands. If the student does the command correctly, the teacher knows the student understands the command.

- The students understanding is reinforced by performing the actions

Idioms

According to Wulff (2016) defines idioms as words, phrases, or expressions that are either grammatically unusual, as in, "Long time, no see!", or their meaning cannot be taken literally, as in, "It's raining cats and dogs!" This expression does not mean that cats and dogs are falling from the sky, but it is a metaphorical expression (word picture) that means that it is raining very heavily.

Another definition according to Verlag (2014) is that idiom is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear. When students gain an understanding of American idioms, and the facility to use them, they are truly a part of the American English speech community.

Idioms are an important part of every language. Therefore, as a language learner, knowing idioms is useful in at least two ways (Wulff, 2016):

- The more idioms learners know, the more native-like students' language will sound. By learning idioms, students learn a lot about the culture of the community speaking the language they are learning.

How to teach speech acts?

Scarcella (1990) cited in Jawarowska (2015) provides second language instructors with a number of guidelines intended to reduce negative consequences of communication difficulties and increase the learners' conversational competence through improving their motivation:

1. Stress the advantages of conversing like a native speaker.

2. Stress that it is not necessary to converse perfectly to communicate in the second language.

3. Impress upon learners that they should not be overly concerned with communication difficulties.

4. Help students accept communication difficulties as normal.

5. Provide students with information about communication difficulties.

6. Do not expect students to develop the conversational skills needed to overcome all communication difficulties.

7. Provide communicative feedback regarding student success in conveying meaning and accomplishing communicative objectives.

8. Teach students strategies to help them overcome communication difficulties in the real world.

Strategies for learning and performing the speech acts

According to Cohen (2010) provides some strategies to perform the speech acts. He considers important that L2 Learners need to develop their meta-cognitive and cognitive strategies that would better assist them in learning L2, either independently or with an instructor.

- The metacognitive strategies are divided into three modes: (1) planning (choosing the appropriate pragmatic strategies, how to structure the discourse, and the time to employ them), (2) monitoring (examining their function throughout the process of implementing the act), and (3) evaluating (assessing the effectiveness of the selected strategies to deliver the act).

- Then, they will utter the speech act by relying on their cognitive skills to ascertain the suitable language materials (e.g., vocabulary, verb forms, and sentence structure). The use of both tactics may be concurrent.

After students have developed their meta-cognitive and cognitive strategies, they need to put in practice their knowledge to communicate each other. These strategies are:

- Repetition of the forms is a way to help students notice, promote fluency, and internalize what students have learned. There will be pre-teaching of vocabulary and guiding questions to engage the students, to check their background knowledge, and to incorporate their ideas into the topic. Students will be able to detect the language (i.e., the vocabulary, forms, and structure) used to successfully perform the speech act.

- Exposed to the students in a speech event in which they can write or discuss the relevant speech act in their first language.

- Provide real exemplars of authentic dialogs to the students. After students have learned and recognized aspects of speech acts, they move to pragmatically practice these speech situations.

- Engage to the students to create dialogues to perform role-plays.

- Students should reflect on their performances and get feedback from each other or from competent L2 speakers.

Group Work Interaction

According to Tubbs (2011) states that group work interaction is "the process by which three or more members of a group exchange verbal and nonverbal messages in an attempt to influence one another".

Cooper (2013) states that group work promotes the participation and interaction between students helping one each other to solve the task together improving the relationship in the class. The use of group work in the classroom facilitate the learning process and provides a good environment to learn.

Another definition according to Conyne & Diederich (2012) say that group work refers to the dynamic interaction between collections of individuals for prevention or remediation of difficulties or for the enhancement of personal growth/enrichment through the interaction of those who meet together for a commonly agreed-on purpose and at prearranged times.

Harte (2011) defines group work as a method of social work that is utilized in order to `help individuals to enhance their social functioning through purposeful

group experiences, and to cope more effectively with their personal, group or community problems`.

Group work formation

To understand the reasons behind the effect of group work, whether good or bad, it is essential to understand how groups are formed. Friendship is one of the factors that can be put into consideration when forming group work. In such groups, students have excellent relationships. They respect each other, accept criticism from one another and listen to each other. Friends work together; they work cooperatively instead of competitively. Groups can also be formed based on ability where clever students are grouped with weak ones. The point is to allow the weak students to watch and learn from high achievers, which will eventually improve their performance (Nihalani, 2010).

Furthermore, Hassanien (2007) proposes three types of group formation: randomly, where the teacher assigns students to groups, self-selection, where students choose their own group members, or a mixture of both. He further adds that a group of four or five is more convenient as students have the chance to participate equally in group activities.

Group size and duration

Shannon McCurdy (2016) stated that group size can vary, as can the length of time that students work together. Pairing is great for thirty-second or one-minute problem solving. Groups that work together for ten to 45 minutes might be four or five people. (If there are more than four or five, some members will stop participating). In large groups it is useful to assign roles within each group

(examples: recorder, reporter to the class, timekeeper, monitor, or facilitator). If students are not used to working in groups, establishing some discussion guidelines with the class about respectful interaction before the first activity can foster positive and constructive communication. It is useful to arrange the students in groups before giving them instructions for the group activity, since the physical movement in group formation tends to be distracting.

The structure of group work

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

- The learning objective. Why are the students doing this? What will they gain from it? How does it tie into the rest of the course?

- The specific task: "Decide," "List," "Prioritize," "Solve," "Choose

- Structure the task to promote interdependence for creating a group product. Create an activity for which it is truly advantageous for students to work together.

- The expected product: for example, reporting back to the class; handing in a sheet of paper; distributing a list of questions to the class.

- The time allotment. Set a time limit.

- The method of reporting out; that is, of sharing group results with the class.

- Closure, which is critical to the learning process. Students need to feel that the group-work activity added to their knowledge, skills, abilities, etc. Summary remarks from teachers can weave in the comments, products, and ideas.

Stages in the group work

Managing each of these stages effectively will greatly enhance the group performance (Harte, 2016).

Stage 1: Forming

The first stage involves significant testing, and trial and error. Initial concerns about openness and support within the group are manifested by a lack of cohesion and a difficulty in sharing thoughts, feelings and experiences with each other. An internal appraisal of group value and how each individual belongs to the group are key features of this stage. Often frustrations will be built upon between individuals who disagree strongly, but this will generally not surface until storming begins.

A knowledge and understanding of the feelings and emotions felt by group members in this stage is helpful, if not essential, to the effective structuring of a program to work towards the desired outcome for the group.

Stage 2: Storming

This stage sees group members begin to confront each other as they begin to vie for roles within the group that will help them to belong and to feel valued. Thus as members begin to assert their individual personalities, the comfort of the forming stage begins to come under siege. Members experience personal, intra and inter group conflicts. Aggression and resentment may manifest in this stage and thus if strong personalities emerge and leadership is unresponsive to group and individual needs, the situation may become destructive to the group's development.

Stage 3: Norming

During this stage the group begin to work more constructively together towards formal identified or informal tasks. Roles begin to develop and be allocated within the group and although these may be accepted, some members may not be comfortable with the role or roles which they have been allocated. During this stage sub-groups are likely to form in order that a supportive environment is once more created. Acceptable and unacceptable behaviors within the group are created and reinforced and thus the `norms` for this group become fabricated.

Stage 4: Performing

This stage sees the group performing effectively with defined roles, in fact at this stage it could be said that the group has transformed into a team. It is now that decisions may be positively challenged or reinforced by the group as a whole. The discomfort of the storming and norming phases has been overcome and the group has a general feeling of unity. This is the best stage for a group to complete tasks, assuming that task, rather than process and individuals, are the focus of the group.

Stage 5: Mourning

The final stage in the life of a group ultimately is its termination. Though often overlooked, this stage in group development is equally important to positive outcomes. The ending of a group can be a very unhappy and distressing time for some members, as they may feel some extent of dependency on the group.

Strategies to enhance the effectiveness in group work

Tubbs (2014) provides the following strategies in order to enhance the effectiveness in the gourp work:

Think, Pair, Share: this activity involves pupils first of all spending time on their own considering a problem or issue before pairing up with a partner to compare notes. This helps them to deepen their understanding of a topic, issue or problem in a secure non-threatening setting and use the opinions of others to help further inform their own before sharing the outcomes of their deliberations with a group or the rest of the class.

Listening and Talking Triad: Working in threes, each pupil takes it in turn to be the talker, questioner or recorder. The talker explains something, comments on an issue or expresses opinions. The questioner prompts and seeks clarification. The recorder makes notes and gives a summary report at the end of the conversation.

Snowballing: this activity encourages everyone, including pupils who are normally more reluctant to speak, to first of all come up with their own ideas, then share them with a partner and finally in a larger group. This process ensures that everyone's views are represented.

Jigsaw: this activity is great for ensuring the participation of all pupils in 'home' and 'expert' groups. Pupils could be numbered 1-5 in their home groups and invited to join an expert group to share information, knowledge and ideas on the correspondingly numbered sub theme. The experts then return to their home groups to report on their area of expertise. The activity could be extended by

inviting each home group to engage in a collaborative task, the successful completion of which requires the input of each 'expert.'

Rainbow Group: this activity, is similar to the above in that it involves movement between groups, thus encouraging pupils to work with a wider range of peers. Each group member is given a number or color. Upon completion of the group task, all pupils with the same number or color form new groups to compare what they have done in their original groups.

Carousel: Working in small groups, pupils rotate to different desks each of which has a flipchart sheet with a question or component relating to a particular topic at the top. Each group has a time limit in which to discuss, agree and write down their responses, thoughts and ideas. They then rotate after the allocated time to another sheet with a different question or component relating to the topic. They have to read the responses, thoughts and ideas of the previous group, discuss whether they agree or disagree and justify with a written explanation. The group then writes down its own thoughts and ideas on the issue. If some of these stem from the previous groups' responses, they could connect the thoughts and ideas with arrows.

Students' roles in the group work

In order for groups to run as smoothly as possible it can be a good idea to assign roles to members. Sometimes this happens naturally, but if not, assigning and rotating roles, if necessary, can be a good way of ensuring the work load is distributed amongst all members of the group (Queensland, 2016).

Manager/Leader, the role of the manager is to get the group organized, keep the group on task, organize tasks into sub-tasks and make sure everyone has a chance to contribute

Sceptic/Thinker, the role of the sceptic is to ensure the group avoids premature agreement, ask questions that will lead to understanding and push the group to explore all possibilities

Checker/Recorder, the role of the recorder is to check for consensus among group members and record the group's solutions

Timekeeper, the role of the timekeeper is to 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 and fills in for an absent member if there is no fifth member

Conciliator, the role of the conciliator is to resolve conflicts, minimize interpersonal stress, and ensure that members feel 'safe' to give opinions

Explainer, the role of the explainer is to re-emphasize the main points, check understanding and ensure that each member understands the task.

The role of the teacher with the group work in the classroom

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

- Manage the group
- Manage activities
- Manage the learning.

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

Problems associated with group work

The University of Queensland (2016) say due to the nature of working in teams, group members can sometimes find that they are not working effectively, which negatively impacts on their progress, and their ability to be successful. Some common problems identified by individuals working in teams are:

Tasks not being completed by deadline

- Discuss and establish timelines that ALL members can agree on.
- Ask each member to present a progress report each meeting on what they have completed since the last meeting.
- Offer to assist one another to complete tasks if necessary.

Difficult to get started

- Take time for all members to introduce themselves.
- Develop a shared understanding of the task by brainstorming.
- Ensure each member has an opportunity to speak and make suggestions.
- Nominate someone to act as the manager or leader.
- Exchange names and contact details.
- Decide on jobs or sub-tasks for each member.

Ideas are not thoroughly discussed as a team

- Engage in more brainstorming, particularly focusing on the 'What if …?' and 'What else ..?' type questions.

- Ask each member individually for ideas.

- If few ideas are generated, organize to complete some further research individually and then meet up as a team at a later date.

Members not contributing

- Establish why a member is quiet or not participating.

- Communicate that all opinions will be valued.

- Ensure that each member gets their turn to contribute, this may mean 'going around the circle'.

Ineffective communication

- Identify specific issues which seem to affect communication.

- Consider how to address such issues. For example, if team members seem to be misunderstanding each other, it may be helpful to clarify what is being said.

Conflict between team members

To ensure that disagreements between members are dealt with effectively it is important to:

- Respect the ideas of other group members.

- Show that you have heard other member's ideas and when disagreeing do so politely and respectfully.

- Understand that working in a team requires some negotiation and compromise.

- Take a break to diffuse the situation and recollect thoughts at a later meeting.

-

Domineering personalities

- Create time limits on individual contributions or have a 'talking stick'.

- Ensure that each member has a chance to speak, without interruption.

- Remind all members that it is important to hear all opinions in relation to the topic and respect those opinions.

Inability to focus on task

- Set particular tasks to be completed in each session

- Ensure that individuals prepare for meetings and talk through what they have completed since the last meeting.

Benefits of group work

There are some benefits of group work according to different authors. They are:

- Hull (2010) believes that students learn best if they are put in groups. Working in groups allows learners to achieve higher order thinking skills and retain knowledge longer than working individually. In groups students discuss, argue, explain and negotiate meaning, they become more responsible for their learning and develop critical thinking skills.

- Brown (2008) argued that group work teaches learners to respect the learning pace of other learners in the group and improve their English language skills. It also created a stress-free environment where learners feel at ease. Added to that, shy students are more comfortable working in groups, they gain more confidence in their ability to learn; students benefit from sharing their backgrounds and complement one another's weakness

- Brown (1994) states that group work provides a context in which individuals help each other; and it can enable individuals and groups to influence and change personal, group, organizational and community problems'.

Burke (2011) gives more benefits of group work such as:

- The total knowledge available in a group is likely to be larger than that available to individual students, which can enable more powerful problem solving and can therefore allow the teacher to give students more difficult problems than could give to individual students.

- 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" behavior.

- 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

Group Work Benefits for Teachers

Verner (2016) provides some group work benefits for teachers such as:

- Group work activates different learning styles

Part of teaching is reaching as many different learning styles as possible. One of those learning styles is social, also known as interpersonal. Students who learn this way work well with others and benefit from working things out with groups.

When you assign group work and give students goals to accomplish during their time together, these students flourish.

- Teachers get authentic performance for assessments

It can be hard for ESL teachers to assess speaking performance in their students. Putting students in groups and unobtrusively listening to them is a perfect way to see how much they are really putting to use. Professors can hear pronunciation, spoken grammar, and ability to communicate just by listening in on some classroom group work.

- Teachers know what the students are getting and what they need to clarify

When teachers listen to their students' performance during group work, the teacher can see what concepts they aren't getting and that teachers may need to explain again.

e. MATERIALS AND METHODS

Materials

Three kinds of resources were used during this research work such as: human, materials and technical. The human resources were the 27 students of the ninth year C at Dr. Manuel Agustin Cabrera Lozano high school who took part in this research work, the English teacher who helped to control students' behavior in the classroom, and the thesis' advisor who assisted to give suggestion to develop the intervention plan. The material resources were the paper and cardboard that permitted to elaborate worksheets, print pictures, print scripts and print the thesis project. The technical resources used were the computer and the speakers that allowed to present the different activities during the research work.

Design of the research

This research work was carried out based on the design of Action Research in order to understand, to evaluate and then to change a situation, at the same time to conduct and improve educational practice through group work to develop speech acts. Agreeing with Burns (2010) who states that Action Research involves finding out immediate solutions identifying a problematic situation that the participants consider worth looking into more deeply and systematically observation and analysis to make further changes as required.

Methods

The subsequent general methods were used to develop the research:

The scientific method helped the study of group work interaction and speech acts.

Also, it assisted in the phases of observations done before and during the intervention plan.

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

The analytic method-synthetic method was used to analyze the obtained results through the observation checklist, questionnaires and the pre and posttest and to make the interpretation of the data including logical analysis. It also was used to establish the conclusions based on the results of major tendency.

The statistical method was used to collect, analyze and interpret qualitatively and quantitavely all the answers which were represented in graphics and tables to indicate the percentages and results got in the questionnaires, checklist and tests applied to students.

Techniques and instruments

Tests

 A pre-test which contained five questions was used to collect students' answers, in order to diagnose the level of speech acts, at the beginning of the intervention plan. The same pre-test was used as a post-test and applied at the end, to gather information about students' progress on speech acts developed during the intervention plan.

Observation sheet

Through the observation sheet the researcher perceived the students' performance of speech acts. It was used to describe accurately and comprehensively the level of   acceptability of each indicator of the dependent variable. Furthermore, it was used to determine what has happened in class, and to analyze and reflect upon the findings when the plan ends.

Questionnaires

A questionnaire with five multiple choice questions was applied at the beginning and at the end of the intervention plan to obtain information related to students' attitudes and feelings about the group work interaction to develop the speech acts.

Field notes

The field notes were used in each lesson to record a description about events, activities, participants´ behaviors, attitudes and feelings toward the treatment to improve the speech acts (the issue), through group work interaction.

Population

The students of the ninth year C of Basic Education of Dr. Manuel Agustin Cabrera Lozano high school, who participated in the development of this action research were 27 students. They are between twelve and thirteen years old. They are 10 girls and 17 boys.

f. RESULTS

This section details how each objective of this action research was reached.

The first objective was accomplished with the search of current theoretical references about speech acts and group work interaction which were the support to make the intervention plan, to interpret and analyze the results, to give the recommendations and to design the suitable instruments which assist in the development of the intervention.

The second objective was obtained with the pre-test results that are shown below in Table 1 which permitted to identify the students' limitations in speech acts.

The third objective was achieved through the design of the intervention plan which contained eight lesson plans. Each lesson had different type of activities like role plays, games, presentations about a topic of their preference, dialogues, songs, dynamics, jigsaw technique and think pair share that focused on the improvement of speech acts. It was developed during two months.

The fourth objective was fulfilled with the application of the activities of group work interaction and the pre and post questionnaire results that are shown in the Tables from 2 to 6.

Finally, the objective five was accomplished with the findings obtained from the posttest that show what was the effect of group work interaction in the development of ninth year students' speech acts. The results are shown in Table 7.

Pre Test Results

Objective two of the research work

To diagnose the issues that limit the development of speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year.

Table 1

Pre-test Scores of 9th Year "C" Students in Speech Acts

Student's code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
UEDMACL9C01	0.4	2	0	0	0.8	3.2
UEDMACL9C02	0	1	1.5	1	1.6	5.1
UEDMACL9C03	0.4	2	0	0.5	2	4.9
UEDMACL9C04	0	2	0	0	0.4	2.4
UEDMACL9C05	0.4	2	0	0.5	2	4.9
UEDMACL9C06	0.4	2	0.5	0.5	2	5.4
UEDMACL9C07	0	2	0	0	1.2	3.2
UEDMACL9C08	0	2	0	0	0.4	2.4
UEDMACL9C09	1	1	1	0.5	1.2	4.7
UEDMACL9C10	0.4	2	0.5	0.5	2	5.4
UEDMACL9C11	0.8	1	0	1	1.6	4.4
UEDMACL9C12	0	2	0.5	0	2	4.5
UEDMACL9C13	0.4	1.5	0	0	0.4	2.3
UEDMACL9C14	0.4	2	0	1	1.6	5
UEDMACL9C15	0.8	2	1	0.5	1.2	5.5
UEDMACL9C16	0.4	2	1	0.5	2	5.9
UEDMACL9C17	0	1	0.5	2	1.2	4.7
UEDMACL9C18	0	2	2	0	1.2	5.2
UEDMACL9C19	0	2	1	0.5	2	5.5
UEDMACL9C20	0	2	0.5	1	2	5.5
UEDMACL9C21	0	1	0.5	0.5	1.2	3.2
UEDMACL9C22	0	2	0	0	0.4	2.4
UEDMACL9C23	0.8	1.5	1	0.5	1.2	5
UEDMACL9C24	0.4	0.5	0	0	2	2.9
UEDMACL9C25	0.8	1	0	0.5	2	4.3
UEDMACL9C26	0	2	1.5	0.5	1.6	5.6
UEDMACL9C27	0.8	2	0.5	0.5	1.2	5
MEAN	0.32	1.69	0.50	0.46	1.42	4.39

Note. UEDMACL= Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano";01= Student's code; I= Idioms; C= Commands; R= Requests; G= Greetings; A= Apologies

a. Interpretation and Analysis

Based on the results gathered in table 1, the students showed a failing qualitative score range (see grading scales page 142) in all the aspects of speech acts demonstrated through the score mean 4.39 out of 10. Nevertheless, the highest score mean was 1.69/2 in commands. In fact, it demonstrated that students have a good knowledge of the main commands, but not all of them. Conversely, the lowest score mean 0.32/2 was in idioms, this is because students did not understand the meaning of idioms to complete a sentence in a whole context. Therefore, it is evident that students had limitations in the use of speech acts when they communicate either in a formal or informal way.

Based on what has been said before Cohen 2016 states that speech acts are often patterned, routinized utterances that speakers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining. In many scholarly and class-room contexts, the terms pragmatics and speech acts are used interchangeably.

Comparison of the Pre- and Post-Questionnaire Results

Objective four of the research work

To apply the most suitable activities of the group work interaction in order to develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year.
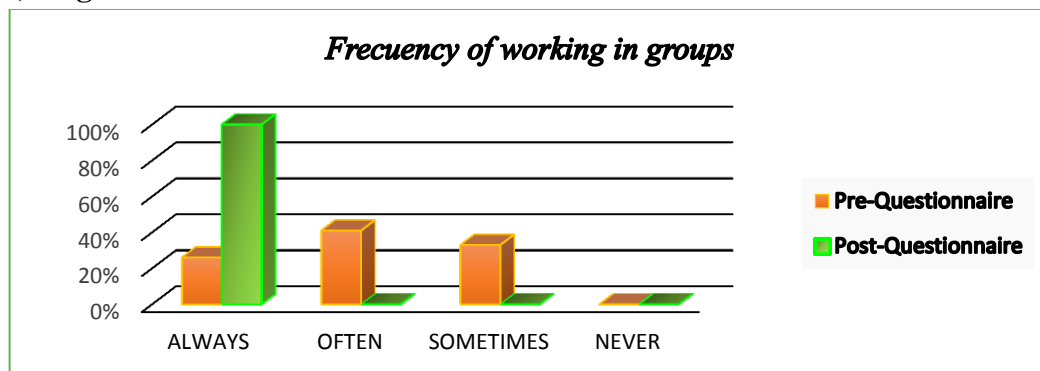
Question 1: How often do you work in groups?

a) **Table 2**

Frequency of working in groups

	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	7	26	27	100
Often	11	41	0	0
Sometimes	9	33	0	0
Never	0	0	0	0
Total	27	100	27	100

b) **Figure 2**

c) **Interpretation and analysis**

The results displayed in Table 2 show that several students that correspond to the 41% said that they often worked in groups before the intervention. This data demonstrates that students were familiar with this strategy and were working interactively. But after applying the intervention plan, the frequency of working in group increased to 100% because this strategy was applied to different activities that encouraged students to interact more actively and cooperatively in English classes. The use of group work in classroom activities motivates the learning and increases the idea of cooperation through learning. Agreeing with Burke (2011)

group work promotes participation, interaction and gives students the opportunity to learn from each other.

Question 2: Do your classmates respect your opinions when you are working in a group?

a) Table 3

Respecting opinions in group work

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Always	15	55	22	81
Often	5	19	5	19
Sometimes	4	15	0	0
Never	3	11	0	0
Total	27	100	27	100

b) Figure 3
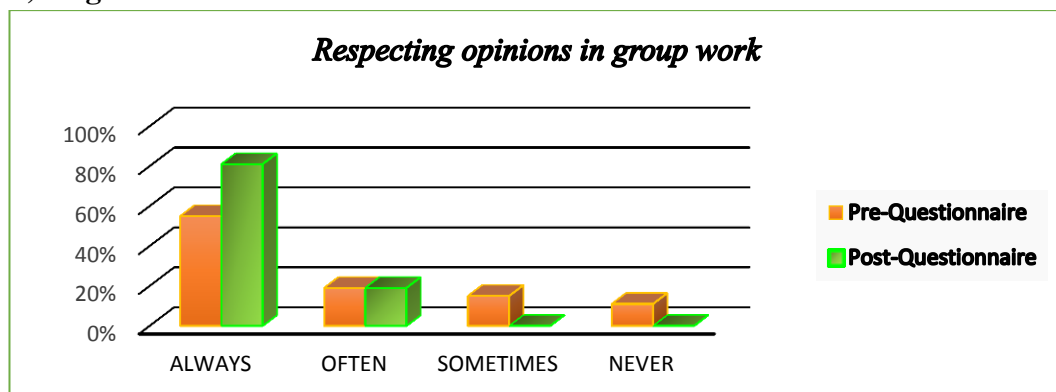
c) Interpretation and analysis

In this question, the data stated that more than half of the students (55%) answered that their opinions are always respected when they are working in groups. It shows that the students' attitudes in respecting and agreeing with the opinions is not enough to develop and motivate group tasks, to foment participation, to provide a good environment and to maintain a good relationship between them. In contrast, after the intervention plan the respect for their partners'

opinions increased to 81% which demonstrates students' work improved and let them to establish communication, to share their backgrounds and to complement one another's weaknesses. As Brown (2008) argues, group work teaches learners to respect the learning pace of other learners in the group and improve their English language skills.
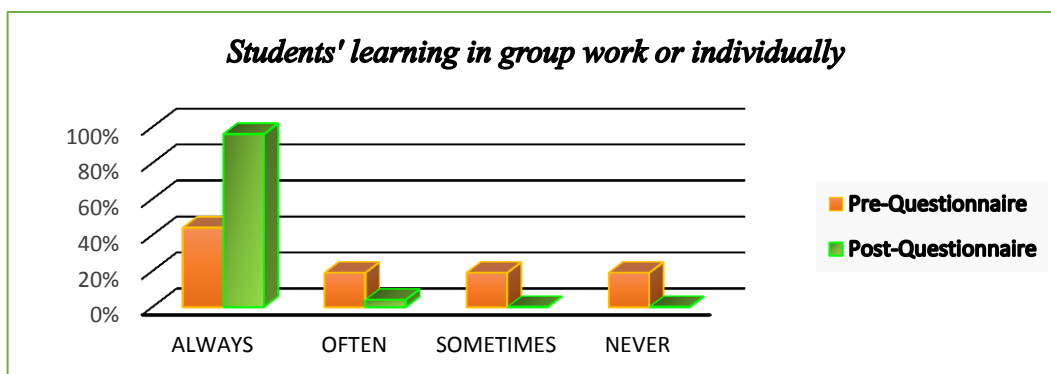
Question 3: Do you learn more when you work in a group than when you work individually?

a) Table 4

Students' learning in group work or individually

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Always	12	44	26	96
Often	5	19	1	4
Sometimes	5	19	0	0
Never	5	19	0	0
Total	27	100	27	100

b) Figure 4

c) Interpretation and analysis

In Table 4, the results before the intervention plan showed that several students (44%) answered that they learn more when they are working in groups. It demonstrates that a great number of students think that working cooperatively

enables them to better retain the knowledge because they have more information to acquire than a single individual. However, after the intervention plan, the percent was higher and it increased to 96%. Students expressed that when they work in groups, they establish communication on a personal and educative level, there is more information available to learn in a fun way and the class tends to be active and participative. As Hull (2010) believes, students learn best if they are asked to work in groups. Working in groups allows learners to achieve more knowledge than working individually. In groups students discuss, argue, explain and negotiate for meaning, they become more responsible for their learning.
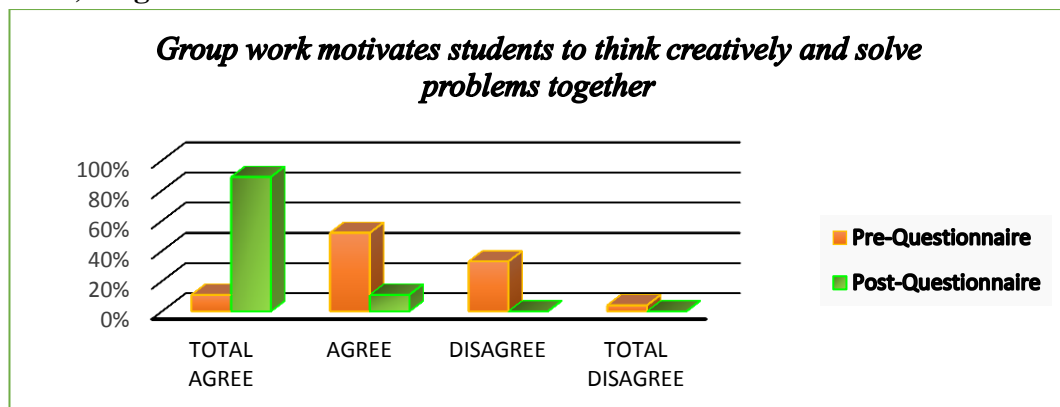
Question 4: Do you agree with working in groups motivate students to think creatively to solve problems together?

a) **Table 5**

Group work motivates students to think creatively and solving problems together

	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Total agree	3	11	24	89
Agree	14	52	3	11
Disagree	9	33	0	0
Total disagree	1	4	0	0
Total	27	100	27	100

b) **Figure 5**

c) Interpretation and analysis

Based on the results shown above, before the intervention plan more than half of the students (52%) agreed that group work motivates them to think creatively and to solve problems together. It indicates that more than half of the students like to work in groups in a good way with companionship and consciousness but the rest of the students did not, which makes difficult to accomplish the activities in the class. In contrast, after the intervention plan most of the students (89%) were totally agreed, which means that group work encouraged to the students to work together, to clarify their thoughts and generate new ideas. Agreeing with Burke (2011) group work stimulates creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one".
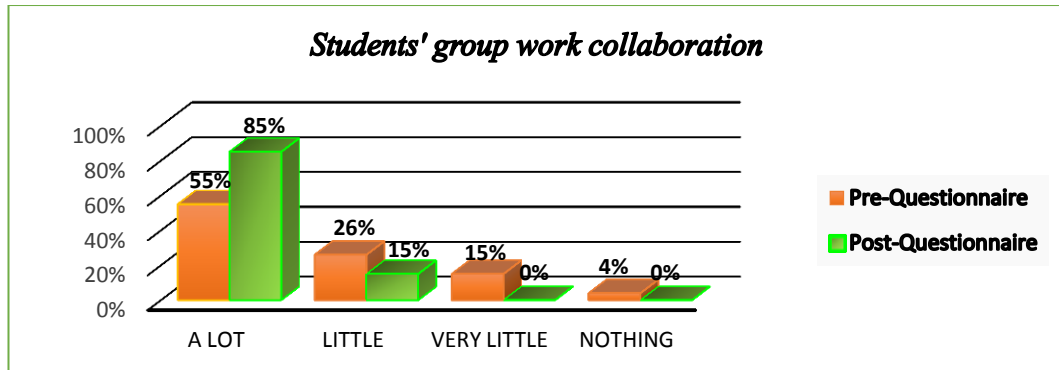
Question 5: How much does each member of the group work collaborate in the task?

a) Table 6

Students' group work collaboration

	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
A lot	15	55	23	85
Little	7	26	4	15
Very little	4	15	0	0
Nothing	1	4	0	0
Total	27	100	27	100

b) Figure 6

Students' group work collaboration

c) Interpretation and analysis

As it can be observed in the Table 6, before the intervention plan more than half of students (55%) answered that group members collaborate a lot in the task. It shows that not all students collaborated and participated, this is because they were overconfident that the other members of the group were going to do the task. Otherwise, after the intervention plan, the students' collaboration increased to 85% because they performed activities which motivated them to work towards common goals. Likewise, students were assigned some roles like the leader, timekeeper, checker, thinker and explainer in order to promote the collaboration and participation in group work. Brown (1994) states that group work provides a context in which individuals help each other; and it can enable individuals and groups to influence and change personal, group, organizational and community problems.

Post-Test Results

Objective five of the research work

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

a. Table 7

Post-test Scores of 9th Year "C" Students in Speech Acts

Student's code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
UEDMACL9C01	2	1	1	2	2	8
UEDMACL9C02	2	2	2	2	2	10
UEDMACL9C03	2	2	2	1	2	9
UEDMACL9C04	2	2	2	2	2	10
UEDMACL9C05	0.8	2	2	2	1.6	8.4
UEDMACL9C06	2	2	2	2	2	10
UEDMACL9C07	2	1	2	2	2	9
UEDMACL9C08	2	2	2	2	2	10
UEDMACL9C09	1.6	2	2	2	2	9.6
UEDMACL9C10	2	2	2	2	2	10
UEDMACL9C11	2	2	2	2	2	10
UEDMACL9C12	2	2	2	2	2	10
UEDMACL9C13	2	2	0	2	2	8
UEDMACL9C14	2	2	2	2	2	10
UEDMACL9C15	2	2	0	2	2	8
UEDMACL9C16	1.2	2	2	2	2	9.2
UEDMACL9C17	2	2	2	2	2	10
UEDMACL9C18	2	2	2	2	2	10
UEDMACL9C19	2	2	2	2	2	10
UEDMACL9C20	1.6	2	2	2	2	9.6
UEDMACL9C21	2	2	2	2	2	10
UEDMACL9C22	2	2	2	2	2	10
UEDMACL9C23	2	1	0	2	1.2	6.2
UEDMACL9C24	2	1	0.25	2	2	7.25
UEDMACL9C25	1.2	2	2	2	2	9.2
UEDMACL9C26	2	2	2	2	2	10
UEDMACL9C27	2	2	2	2	1,2	9.2
MEAN	1.87	1.85	1.68	1.96	1.93	9.28

Note. UEDMACL= Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano"; 01= Student's code; I= Idioms; C= Commands; R= Requests; G= Greetings; A= Apologies

b. Interpretation and analysis

Table 7 shows students' development in speech acts is excellent (see grading scales page 142). It means that students after the intervention plan increased their knowledge as it is demonstrated through the mean score of 9.28/10. Nevertheless, the highest mean score was 1.96/2 in greetings, which shows that students are able to use formal and informal greetings in conversations. Similarly, in the other aspects, students got high scores. Thus, in idioms 1.87/2, commands 1.85/2, and apologies 1.93/2, which demonstrates that they interpret the meaning of idioms easily, understand and follow commands, and use appropriate verbs and expressions for apologizing. In contrast, the lowest mean score was 1.68/2 in requests, that shows the improvement was not achieved totally because there are some students that continue making some mistakes in forming and identifying sentences with modals.

In conclusion, the group work interaction strategy contributes satisfactorily to the development of speech acts and improves students' communication in the English language. As Burke (2011) states that 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.

Comparing Pre and Post-Test means in Speech Acts

a) Table 8

Parameters	Pre-test means	Post- test mean
Idioms	0.32	1.87
Commands	1.69	1.85
Requests	0.50	1.68
Greetings	0.46	1.96
Apologies	1.46	1.93
Total	4.39	9.28

b) Figure 7
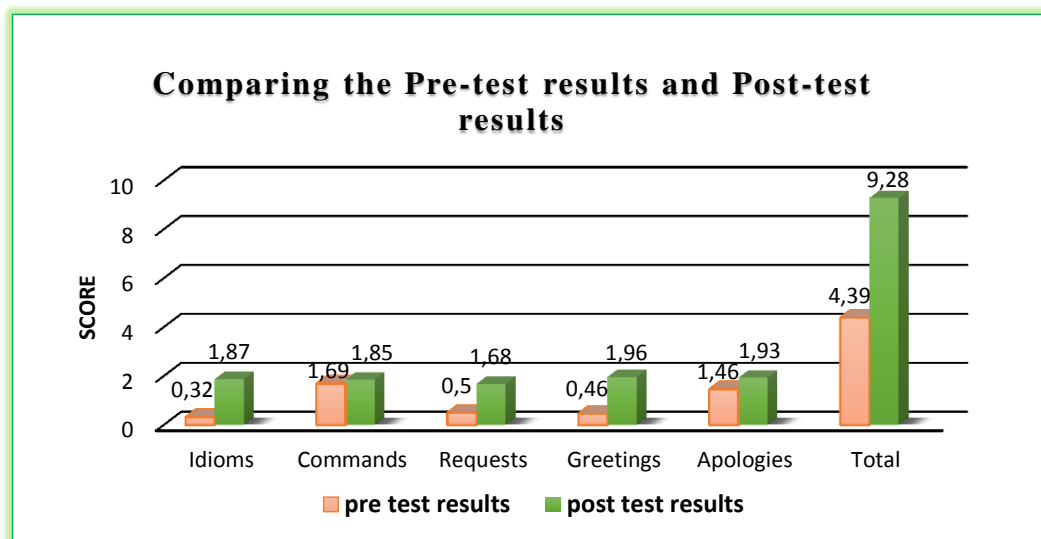
c) Interpretation and analysis

As it is illustrated in the Table 8, the mean score had a significant change from the pre-test to the post-test that went from 4.39/10 to 9.28/10, which means that students improved their level from failing to excellent. Consequently, all the aspects such as: idioms, commands, requests, greetings and apologies taken into account for the test were successfully accomplished in every student's performance. Therefore, group work interaction had a positive impact on the development of speech acts.

g. DISCUSSION

The outcomes of this research which was the development of speech acts through group work interaction among students of ninth-year C at Dr. Manuel Agustin Cabrera Lozano high school of the city of Loja during the 2016 – 2017 school year, shows students received a significant impact on the development of students' speech acts. The findings obtained from pre- and post-tests and questionnaires, the field notes and observation sheet were completely relevant; students had a good performance in speech acts at the end of the intervention plan. The intervention achieved important changes in students that can be seen in the significant increase of the students' mean from the pre-test which was 4.39, to the post-test which was 9.28.The results were stated from the literature review since, according to Abbot (2012), speech acts involve controlled activities, either individual or choral, in order to ensure correctness with relaxed controlled activities, such as pair or group work, which process communication in a relaxed way.

The pre-test results showed that most of the students had problems in understanding and expressing the main aspects of speech acts, such as idioms, commands, requests, greetings and apologies, which did not allow them to communicate well in the English language and the appropriate grammatical structure to form sentences, questions and phrases. However, in the post-test results after the intervention, the findings indicated that students had an excellent improvement in all the aspects mentioned before, which demonstrates that group

work interaction enhances all the aspects of speech acts through communication and dynamism.

At the beginning of the intervention the students' progress was slow, which was understandable since the students were exposed little by little to the use of group work in the classroom. So, step by step, they started to accept working in groups with activities related to speech acts such as: mimes, games, role plays, discussions, think pair share, puzzles, songs, audio scripts, videos, and dialogues until they felt confident and comfortable to perform acts of communication. During the intervention plan the students' attitude when they were put in groups was positive. They showed more interaction and collaboration when each member had a role. There were also considerable complications that students had in speech acts, especially in requests and idioms, because grammatically they got confused in forming and recognizing the modals to make a request and understand the meaning of idioms. At the same time, it was difficult for them to form statements due to the lack of learning of verbs, but they were performing and improving their communication in the English language. At the end of the intervention, they were able to successfully express phrases to request, to greet, to give orders and to apologize. They loved to practice speech acts through dialogues, exchanging ideas, describing people, or expressing idioms. They enjoyed practicing through group work interaction.

Additionally, this research had some strengths and some limitations during the intervention plan that improved and impeded the students' performance in speech acts. Some strengths in the implementation were that students participated most of

the time and were not afraid to ask questions, form sentences incorrectly, to share their ideas without issues in the groups, to help each other, and they were very amenable to all the instructions and showed a good attitude. Also, the time that was five hours per week and the number of students was suitable for the development of each activity. On the other hand, there were some limitations to be considered, not all students easily understood the instructions to start working in groups, for this reason it took a little of time to organize and put them in groups, and students liked to work with the same classmates most of the time.

Group Work Interaction strategy contributed to develop the students' speech acts through activities that motivate them to speak and interact between them and the teacher. In the same way, it helped to develop a better relationship and writing and communication skills. The students' confidence, participation, cooperation, and understanding of the themes covered in the intervention plan increased positively.

h. CONCLUSIONS

- The ninth year C students of Dr. Manuel Agustin Cabrera Lozano high school had problems in communicating each other easily. Students had difficulties to interpret and use idiomatic expressions, ask questions formally and greet people properly. They also had few knowledge of verbs, questions and sentence structures in order to express apologies and understand commands.

- The use of group work interaction activities encouraged students to share different ideas and perspectives, practice the language especial the speaking skill using the acts of communication without fear to express and make mistakes because they received help from each other. Similarly, students learned to work cooperatively. They stablished communication, participated and interacted in the classroom.

- The results gained in the intervention plan demonstrated that the use of group work interaction was excellent, students improved their relationship and their collaboration. Also they improved their communication. The use of suitable expressions to apologize, greet, make request, give orders and say idiomatic phrases made them comprehend in a better and clear way the English language.

i. RECOMMENDATIONS

- Teachers ought to diagnose students' weaknesses and strengths in the English language learning in order to choose an effective strategy and plan activities that motivate and engage to the students to develop the speech acts.

- Teachers ought to apply group work interaction activities frequently to develop and improve the students' speech acts. Activities such as role play facilitate students to comprehend the contents and simulate a situation presented in real life in order to motivate students to speak accurately and fluently.

- It is recommendable for teachers to use group work interaction strategies, since contributes to students become active learners. Using strategies provide a good environment where pupils feel confident to communicate, express and learn better the English language. Furthermore, it helps them to develop teamwork skills like communication, respect, collaboration, creative thinking and social interactions that make students act properly according to the situation as well as learning about various backgrounds, culture, beliefs, and attitudes.

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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 NINTH-YEAR C AT DR. MANUEL AGUSTÍN CABRERA LOZANO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR

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

 AUTHOR

DENISE ESTEFANÍA ROBALINO SÁNCHEZ

LOJA – ECUADOR

2016

a. THEME

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

b. PROBLEM STATEMENT

Background

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

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

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

Current situation of the research problem

One of the goals of the Ecuadorian Curriculum for English as Foreign Language for Educación General Básica and Bachillerato (2016) is "to develop learner's understanding of the world-of other cultures and their own-and to communicate their understanding and views to other through English." In addition, students upon their graduation in third of Bachillerato are expected to reach at least the level B1 according to the Common European Framework of Reference o (CEFR). Therefore, the tenth-year students are expected to reach the A2 level of CEFR.

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

In response to this problem, this research project proposes to investigate several options for making the ninth-year C students aware of the importance of the speech acts, which will allow them to communicate better using some, polices for apologizing and asking for permission. The researcher will consider some

effective teaching strategies such as the group work that will enhance students'
cooperative work and speech acts as well. Group work interaction provide good
communication between students also it provides a structured learning experience
that can prepare students for the realities and diversity of the workplace, working
with people with different skills, cultures, approaches and from different places.
Through that the classes tend to be challenging, interesting, motivating, engaging,
and fun (for everyone)!

Research Problem

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

HOW DOES THE GROUP WORK INTERACTION DEVELOP SPEECH ACTS
AMONG STUDENTS OF NINTH-YEAR C AT DR. MANUEL AGUSTÍN
CABRERA LOZANO 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 Dr. Manuel Agustín Cabrera Lozano which
is a public, secular and mixed, work in session afternoon located in the city of
Loja at John F. Kennedy C-22-7 entre Abraham Lincoln streets and Avn. Manuel
Benjamín Carrión.

Participants

The participants of this research work are the ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school who are all about thirteen to fourteen years old; they are twenty seven students, ten girls and seventeen boys and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about the group work interaction are adequate for developing speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year?

- What are the issues that limit the development speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year?

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

- Which group work interaction activities are implemented to develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year?

- How effective was the application of group work interaction to develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano 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 Dr. Manuel Agustín Cabrera Lozano high school with students of ninth year C during the 2016-2017 school year. This work will show the problems that students have.

There a lot of problems that exist when students greet, apologize, make requests, use idioms or express something in different culture that is why this project looks for the way to improve these issues that 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 improve 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 the speech acts through group work interaction among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year?

Specific

- To research the theoretical and methodological references about group work interaction among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year.

- To diagnose the issues that limit the developments of speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year.

- To design an intervention plan based on the group work interaction in order to develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano High School during the 2016-2017 school year.

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

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

e. THEORETICAL FRAMEWORK

Communicative Competence

Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Widdowson (1983) made a distinction between competence and capacity. In this respect, he defined competence, i.e. communicative competence, in terms of knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity", i.e. a force for the realization of what Halliday called the "meaning potential" (Widdowson, 1983:27). Having defined communicative competence in this way, Widdowson is said to be the first who in this reflections on the relationship between competence and performance gave more attention to performance or real language use (Bagarie & Mihaljevie, 2004).

Chomsky stated that communicative competence should be related to a system of rules generating an ideal speech situation, not regarding linguistic codes that link language and universal pragmatics with actual role systems. Contrary to Chomsky the sociolinguistic Dell Hymes, argued that the theoretical and the practical problems converge. "It is not that there exists a body of linguistics theory that practical research can turn to and has only to apply. It is rather that work

motivated by practical needs may help build the theory that we need" (Rickhet & Strohner, 2008).

According Hymes (1980), reports that communicative competence is the capacity to use correctly the structure of grammar in different situations of the social life. However, Widdowson (1983), stablished a difference between competence and capacity, for him competence is an understanding about how phrases and words are form and how words sound also said that competence is based into a sociocultural situations of the language but ability is the strength that allows imagine or invent new things competitively.

In addition, communicative competence is based on three main components such as: linguistic, sociolinguistic and pragmatic. These three components are necessary in the communicative competence because it makes that people or students know and understand all about how the English language function.

Components of communicative competence

Linguistic competence: include lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge but also to cognitive organization and the way this knowledge is stored (Jones Neli, 2014).

Sociolinguistic competence: refer to the sociocultural conditions of language use. Through its sensitivity to social convention (rules of politeness, norms

governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence (Jones Neli, 2014).

Pragmatic competence: is concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of texts types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed (Jones Neli, 2014).

Sociolinguistic Competence

According to Common European Framework of Reference (2016) sociolinguistic competence refers to the knowledge and skills involved in using language functionally in a social context. Since language is a social phenomenon, its use requires sensitivity to social norms and customs which affect to an important degree all linguistic communication between representatives of different cultures, even if the participants are frequently unaware of them. These social norms affect, amongst other factors, 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, for example. Linguistic competence leads us to consider social and intercultural parameters and the way in which they influence language use.

Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used: the rules of the participants, the information they share, and the functions of the interaction. Only in a full context of this kind can judgement be made on the appropriateness of a 'particular utterance', as mentioned by Brown (2000). Lyie Bachman's (1990) sociolinguistic competence comprises aspects, which deal with factors such as politeness, formality, metaphor, registers, and culturally related aspects of language.

Broersma (2001) stated that the process of learning sociolinguistic competence is challenging even in one's first language. He also proposed that evidence of this can be found in the popularity of "Miss Manners" columns. He claims if we all had perfect sociolinguistic competence, we wouldn't need advice about the proper way to send wedding invitations or give a dinner party. Having good sociolinguistic competence means knowing how to "give every person his or her due." It means knowing when to be quiet, and when to talk, when to give compliments to others, and when to apologize. It also means being able to read situations and know what is the right thing to say or do. There are an infinite number of combinations of roles, tasks, contexts, and feelings that govern what is appropriate in any given encounter.

Sociolinguistic competence, as Canale and Swain (1980 and 1983) define, is the learner's ability to use language appropriately in various social contexts. Sociolinguistic competence is vitally important, besides, quite difficult to acquire especially for learner who have never lived in the target culture because what is appropriate to say in one culture may be completely different in another. Therefore, learners should be aware of these differences in order to develop communicative competence. Moreover, it is necessary for learners to study culture and cross-cultural differences so that they can understand and interiorize the target culture and its differences from their native culture.

Although including culture training into EFL classes seems to be rather challenging, and the everlasting debate about how to teach culture has not been concluded yet, developing sociolinguistic competence of the learners has to be the main goal of language teaching in order to help learners raise a deeper awareness and understanding of the foreign language to be able to communicate appropriately in target culture without being alienated (Akalam, 2015).

Teaching sociolinguistic competence

One might ask why achievement of skills in sociolinguistic competence has not been directly incorporated into all foreign language. An obvious method of helping students attain this knowledge is to teach culture in the foreign language classroom. However, "culture" is a very amorphous term, and a society's culture is so all encompassing that it is hard to define and reduce to teachable components, especially for students with a limited target language proficiency. A look at the

models available to teach culture will show just how much variation exists in the definition of what constitutes an appropriate selection of a culture.

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

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

- Holding discussions on a range of topics with a purpose of teaching/learning and practicing the competence.

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

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

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

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

Various techniques within the classroom organization

As for the organization of techniques within the classroom Abbott (1981, p. 112) points at two facts that must be born in mind. Firstly, every learner will get the necessary preparation and secondly, everybody will get the adequate practice. Organization of activities must involve controlled ones either choral or individual in order to ensure correctness, and also other techniques providing learners with more relaxed control activities to allow communication, e.g. pair or group work,

when learners are divided into groups or into pairs in order to process communication in a more relaxed way. (Abbott, ibid.)

Drills

Although Abbott (1981, p. 112) admits drills as artificial techniques that require learners paying almost no attention to the meaning, he insists on the need to start with techniques involving repetitions, predictability and memorizing which are features that authentic conversations lack. Moreover, he reminds that learners are aware of the problem of the certain artificiality of the classroom environment. Further, he suggests using contextualized dialogues more resembling natural conversations (ibid, p.120-122).

Dialogues

Littlewood (1981, p. 8) agrees to some extent, stating that every technique has its role in teaching language fluency and understanding. He also focuses on the amount of control and creativity that certain techniques provide, when memorized dialogues and contextualized dialogues are much more controlled by teacher than for example cued dialogues or role-playing and improvisation. He considers cued dialogues as a gateway to the technique of role-play that definitely supports mastering communicative competence of a foreign language. Although learners interact via given series of cues, they still have the opportunity to interact on their own by selecting appropriate language from their own repertoire.(ibid, p. 17)

Role-plays

Revell (1981, p. 10), unambiguously, puts role-plays in the first place to improve the ability of communication in language classrooms. Nevertheless, she states the necessity of some previous psychological preparations when implementing role-plays with older learners, contrary to young learners who happily settle in role-play activities. Such preparatory activities to role-plays include games, production of gestures, mime, cued or partially cued dialogues. She stresses using verbal or visual stimuli for example more detailed description of a situation or use of a picture in order to help understand the purpose of the role-play (ibid, p. 27-33).

Surprisingly, Abbott (1981, p. 128) disagrees saying that he does not see anything communicative in role-plays, on the contrary he suspects danger with young children in unreasonable grading of metalanguage, when e.g. a task "Greet a friend" involves the notion greet, which is difficult to understand for little learners, unlike the notion of simple hello.

Nevertheless, Littlewood (1981, p. 43-49) agrees with Revell and points out role-plays as a technique belonging into the group of social interactional activities in which learners must intertwine both social and functional factors of the language. It means that learners are requested to communicate in situations that can occur outside the classroom, they need to act in specific social roles and behave as if the situation was real (Littlewood,ibid.).Revell (1981, p.60) defines the role-play as a technique which pictures the communicative situation as very similar to a real life situation when the participants get social roles, some basic

information about the persons and their intentions. Their goal is to communicate appropriately referring to a language form and understanding the situation. Revel also implies the need of some stimuli in the form of additional material as a map, an article or a menu to help learners interact.

The group work organization

The group-work (a group of four to 5 learners organized in order to communicate) has its place where pair-work seems to be insufficient, mainly in role-plays, discussions in the bigger groups, project work, etc. The advantage might be the presence of more opinions on the other hand the main disadvantage is the dominance or passivity of some members of the group. (Harmer, 1989, p. 164 166)

Ur (1991, p.232) sees the main pros in the possibility to offer learners to activate independently, be more motivated and cooperative. Nevertheless, similarly, she mentions some of the drawbacks such as the use of mother tongue, learners can be noisy and they might do the task badly.

Jigsaw, activities are the tasks on sharing the information by the type of "mosaic". Information gap was in the basis of the job. Each participant of the training pairs or groups was offered the only part of the overall "information bank"—text for reading or listening. After reading the piece of information the students exchanged it and restored the general content of the text that helped to solve a posed speech-thought task or a problem.

Classroom implications to teach sociolinguistic competence

Canale and Swain (1980) postulate about "four components that make up the structure of communicative competence" with the third being sociolinguistic competence (Asghari, n.d.). Here language competence depends on the speaker's ability to "produce and understand language in different sociolinguistic contexts" (Diaz-Rico & Weed, 2010).

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" (Diaz-Rico & Weed, 2010). All students need to be seen as "legitimate participants in order to access" language though authentic learning experiences (Swain & Deters, 2007, p.8240. Here, students learn the appropriate language to use in different social situations.

Reciprocal teaching also develops sociolinguistic competence. Here, students assume the role of the teacher. They ask questions, and scaffold "that help students understand what they are reading" (Freeman & Freeman, 2001, p.50). This support provides "a structure they can rely on to build their competence (Freeman & Freeman, 2001, p.82).

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, 2015)

By the concept of speech acts, Austin showed that to utter a performative sentence is to be evaluated in terms of, what we might call, conventionality, actuality, and intentionality of uttering the sentence. Uttering a performative sentence is to be described in terms of (I) associated conventions which are valid (without which the purported act is disallowed; a violation of the felicity conditions, (II) the speaker's actual, accurate utterance of the sentence to the hearer, which induces an associated response from the hearer (without which the purported act is vitiated; a violation of the felicity conditions, and (III) an associated intention of the speaker (without which the purported act is abused; a violation of the felicity conditions (Oishi, 2010).

Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances. Even more crucially, the situations calling for a certain speech act and the rules for how to give that speech act vary across cultures (Blum Kulka, House, & Kasper, 2011).

Classification of speech acts

Austin (1962) divides the linguistic act into three components. First, there is the **locutionary act**, "the act of 'saying' something." Second, there is the **illocutionary act**, "the performance of an act in saying something as opposed to the performance of an act of saying something." Third, there is the **perlocutionary act,** for "saying something will often, or even normally, produce

certain consequential effects upon the feelings, thoughts, or actions of the audience, of the speaker, or of other persons." In other words, a locutionary act has meaning; it produces an understandable utterance. An illocutionary act has force; it is informed with a certain tone, attitude, feeling, motive, or intention. A perlocutionary act has consequence; it has an effect upon the addressee. By describing an imminently dangerous situation (**locutionary component**) in a tone that is designed to have the force of a warning (**illocutionary component**), the addresser may actually frighten the addressee into moving (**perlocutionary component**). These three components, then, are not altogether separable, for as Austin points out, "we must consider the total situation in which the utterance is issued. The total speech act, if we are to see the parallel between statements and performative utterances, and how each can go wrong. Perhaps indeed there is no great distinction between statements and performative utterances." In contradistinction to structuralism, then, speech act theory privileges parole over langue, arguing that external context. The context of situation is more important in the order of explanation than internal context, the interrelationships among terms within the system of signs (Henderson & Brown, 2015) .

Later on, Searle (1977) has reclassified more consistently Austin's version of illocutionary forces. The most important criterion of his taxonomy is called direction of fit: "this has to do with whether the words are supposed to fit the facts of the world or whether the world is supposed to come to fit the words. There are four values: words-to -world, world-to -words, neither, and both" (Sadock, 2006). By depending on this criterion, Searle distinguishes five functions of using

language under which five classes of speech acts are classified. The functions are: Saying how something is; trying to get people to do something, committing ourselves to doing something; expressing sentiments or attitudes; and Bringing about changes in reality (Van Eemeren & Grootendorst, 2012).

Based on Austin's (1962), and Searle's (1969) theory, Cohen (1996) identifies five categories within the illocutionary forces of speech acts based on the functions assigned to them. The classes of speech acts are (Stain Salatiga, 2012):

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. E.g: 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. In this class, no direction of fit exists. E.g: thanking, apologizing, congratulating, greeting etc.

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

Expressive speech acts: Apologies and Greetings

Apology

The act of apologizing is called for when there is some behavior which has violated social norms. When an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, the culpable person(s) needs to apologize. We are dealing here, therefore, with two parties: an apologizer and an apologize. However, only if the person who caused the infraction perceive himself or herself as an apologizer do we get the act of apologizing. The act of apologizing requires an action or an utterance which is intended to "set things right" (Istifici, 2011).

As (Marquez, 2013) states an apology is a "compensatory action for an offense committed by the speaker which has affected the hearer. According to Bataineh & Bataineh (2006) apologies fall under expressive speech acts in which speakers attempt to indicate their state or attitude. They add that in order for an apology to have an effect, it should reflect true feelings.

The strategies used to apologise depend on many social variables (Blum-Kulka and Olhstein,1984 ,pp.206-207). There are two ways how to produce an apology. Firstly, using illocutionary force verbs (be) sorry, apologise, regret, excuse) represent the most direct production of apology. Secondly, it is possible to apologise through expressing the utterance that relates to the cause, responsibility, willingness to offer repair or promise that it will not happen anymore (Blum-Kulka and Olhstain, ibid).

Moreover, Wolfson (1985) states that when participants were given a situation in which they were supposed to apologize no explicit formula was used. What is important is the relationship of a speaker and an interlocutor. Various cultural backgrounds count as a significant feature too, because what one group considers offensive is not so offensive for the others (Wolfson, 1985, p. 70).

Greetings

Malinowski (1923:315) cited in Nodoushan (2006:3) defines an expression of greeting such as 'How do you do' as a special kind of speech that is called 'phatic communication' a type of speech in which ties of union are created by a mere exchange of words". These words do not exchange meanings, instead, they fulfill a social function .Similar to such expressions are 'Nice day' and 'You are looking smart today' (Kadhim, 2011).

Greetings are marginally illocutionary acts since they have no propositional contents. For example, in saying 'Hello', one indicates recognition in a courteous fashion. Therefore, 'greeting' is defined as a "courteous indication of recognition, with the presupposition that the speaker has just encountered the hearer".

The speech act of 'greeting' is one type of the expressive speech acts which reflect the psychological states of the speakers specified in the propositional contents. Each speaker may find himself/herself tending to express pleasure many times daily at meeting or seeing a hearer. Therefore, 'greeting' is one of the expressive acts mostly used in our daily life.

Halliday (1973) classifies greeting as time-free and time-bound. Halliday uses these two forms according to American society since each society has its own particular customs and ways of acting:

- Time-free greetings:

A. How do you do?

B. Hello.How are you?

C. Hi.How are you?

D. Glad to meet you!

E. (It's) Good to see you (again)!

F. (How/very) Nice to see you (again)

G. Long time no see you!

- Time-bound greetings:

A. Daily formal greetings:

1. Morning: Good Morning

2. Afternoon: Good afternoon.

3. Evening: Good evening

4. Day: Good day.

5. Night: Good night.

B. Seasonal (in) formal greetings:

1. Happy New Year!

2. Happy Anniversary!

3. Happy Easter!

4. Happy birthday (to you)!

5. Mary happy returns (of the day)!

6. (A) Merry Christmas (to you)!

7. Many happy returns (of your birthday)

Directives speech acts: Requests and Commands

Requests

The speech act of requesting has been one of the most widely examined features in both the interlanguage and cross-cultural pragmatics fields. Specifically, a request consists of an illocutionary act in which the speaker asks the hearer to perform an action which is for the benefit of the speaker (Trosborg 1995; Sifianou 1999).

Therefore, this speech act has been regarded as one of the most threatening speech acts, since it intrinsically threatens the hearer's face (Brown and Levinson 1987). Given the face-threatening nature involved in making this speech act, the speaker may want to modify the impact of it by employing particular modification devices that have been classified into two types: internal and external. According to Sifianou (1999: 158), internal modification devices refer to those linguistic elements that appear within the same request act in order to mitigate or intensify its force (e.g. Could you probably open the door for me?), whereas external modification devices appear in the immediate linguistic context surrounding the request act (e.g. Could you open the door for me? I'm carrying so many bags that I cannot do it) (Beltran & Martinez, 2015).

The research on the speech acts of requests were done for instance by Olshtain and BlumKulka (1984). They elicit the request strategy based on the scale of

directness. The most direct level is produced by using imperatives (Open the window!). The conventionally indirect level by using would or could (Could you open the window?) and open ended indirect strategies (It's cold in here.) (Blum-Kulka and Olhstein,1984 , p. 207).

Commands

Austin (1955) writes that a command is a kind of decision "that something is to be so, as distinct from a judgment that it is so". On the other hand, Schiffer (1972) emphasizes the speaker's intention to make the hearer do something by commanding. All of the above authors make different but correct assertions, which demonstrate that the notion of command is indeed an ambiguous concept. Therefore, before discussing commands, one must articulate the notion of command (Sakakibara, 2013).

Idioms

Idioms are words, phrases, or expressions that are either grammatically unusual, as in, "Long time, no see!", or their meaning cannot be taken literally, as in, "It's raining cats and dogs!" This expression does not mean that cats and dogs are falling from the sky, but it is a metaphorical expression (word picture) that means that it is raining very heavily (Wulff, 2016).

Idiom is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear. When students gain an understanding of American idioms, and the facility to use them, they are truly a part of the American English speech community. This may be one reason why so many

students are interested in learning idioms. Some idioms are so widely used that they are clichés—so commonplace in the spoken language that they are best avoided in writing for fear of suggesting an unoriginal mind! Clichés and proverbs, another form of idiomatic usage, do not vary in form, e.g., "Curiosity killed the cat" not "the dog" and "Too many cooks spoil the broth" not "the meal." Other idioms may allow for some form of variation, such as "to look (or feel) like death warmed over;" or in the form of taking on modifiers, e.g., "It was (beautiful) music to my ears" (Verlag, 2014).

Why you should learn English idioms?

Idioms are an important part of every language. Therefore, as a language learner, knowing idioms is useful in at least two ways (Wulff, 2016):

- The more idioms you know, the more native-like your language will sound;

- By learning idioms, you learn a lot about the culture of the community speaking the language you are learning.

How to teach speech acts?

Cohen (1996) claims that the fact that speech acts reflect somewhat routinized language behavior helps learning in the sense that much of what is said is predictable. For example, Wolfson & Manes, (1980) have found that adjectives *nice* or *good* (e.g., "That's a nice shirt you're wearing" or "it was a good talk you gave") are used almost half the time when complimenting in English and *beautiful, pretty,* and *great* make up another 15 percent.

Yet despite the routinized nature of speech acts, there are still various strategies to choose form - depending on the sociocultural context - and often a

variety of possible language forms for realizing these strategies, especially in the case of speech acts with four or more possible semantic formulas such as apologies and complaints. Target language learners may tend to respond the way they would in their native language and culture and find that their utterances are not at all appropriate for the target language and culture situation. (Cohen, 1996, p. 408)

At present, there is an increasing number of studies dealing with teaching speech act behavior in an ESL/ EFL classroom. Olshtein and Cohen (1990), for instance, conducted a study of apologies made by EFL learners in Israel who were taught a set of lessons on the strategies used by native English speakers to apologize. They found that situational features can indeed be taught in the foreign language classroom. Whereas before these apology lessons, the nonnative speakers' apologies differed from the native English speakers', after instruction, learners selected strategies, which were more native-like.

Scarcella (1990) provides second language instructors with a number of guidelines intended to reduce negative consequences of communication difficulties and increase the learners' conversational competence through improving their motivation:

1. Stress the advantages of conversing like a native speaker.

2. Stress that it is not necessary to converse perfectly to communicate in the second language.

3. Impress upon learners that they should not be overly concerned with communication difficulties.

4. Help students accept communication difficulties as normal.

5. Provide students with information about communication difficulties.

6. Do not expect students to develop the conversational skills needed to overcome all communication difficulties.

7. Provide communicative feedback regarding student success in conveying meaning and accomplishing communicative objectives.

8. Teach students strategies to help them overcome communication difficulties in the real world (Jawarowska, 2015).

Cooperative Learning

Cooperative Learning, sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task. The task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments (Teachervision, 2016).

According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful small-group learning:

Positive interdependence: Students feel responsible for their own and the group's effort. To create positive interdependence within groups, the group task must be designed so that the participation of every member is necessary to its completion, and students must clearly understand their interdependence in accomplishing the task. The task should also capitalize on the variation among group members so

that individual strengths can be tapped. Johnson and Johnson (1994) observed that interdependence may be accomplished in the following four ways:

- Goals can be made interdependent by assigning a task that requires each member to contribute for the group to be successful. In other words, they sink or swim together.

- Resources can be distributed to ensure each group member has a unique piece of information essential for completing a task, and no one can complete the task alone or without each member's contribution.

- Rewards are excellent motivators for interdependence when given both for individual contribution to the group task and for the overall group effort and result. Group members then know they have a stake in each other's learning and their own.

- Roles can be assigned to give each group member a distinct way to participate in the group's work. Each member's job should be necessary to completing the task. Some common roles are recorder, materials manager, encourager, and reporter (Brame & Biel, 2015).

Face-to-face interaction: Students encourage and support one another; the environment encourages discussion and eye contact. To consolidate and build new understanding, groups need to have considerable face-to-face interaction. Importantly, these interactions should be designed to encourage the exchange of ideas and not just to work out the logistics of completing the assignment. While interaction may seem to be a given of group work, we've seen groups avoid this element by merely splitting up work on a task and agreeing to put the individual

pieces together as a whole. For example, we've watched groups assigned to create a PowerPoint presentation quickly divide the work and go off to separate computers to create a few slides. They did come back together to assemble the slides, but without discussion of the concepts contained in the presentation. When the time came to present, the students talked about the slides they made. When questioned, none of the students could address any part of the topic except the one he or she had personally worked on (Cynthia J. Brame,2015).

Individual and group accountability: Each student is responsible for doing their part; the group is accountable for meeting its goal. As teachers, our concern is that each student learn, and for this we need to create an accountability system that provides feedback to the individual learner as well as to the group. Teachers often assign both an individual and a group grade for a group task. The key to this accountability system is that the members of the group are aware that each individual will receive a grade and that each is a participant in the evaluation process. Each group member may provide feedback on his or her own performance and the work of others. Johnson and Johnson (1994) also suggest that a group "checker" be identified to ask each member to explain the group's work or responses (Frey & Fisher, 2016).

Group behaviors: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs. Group work should promote frequent use of interpersonal and small-group skills. These are some of the applied skills held in such high regard by employers, and they include the ability to resolve conflicts in a constructive manner, to communicate

effectively, and to ably draw upon the strengths of others to solve problems. Although they are young, students in classrooms that feature productive group work are learning each day how to organize and coordinate efforts and are acquiring a results-oriented outlook that will serve them well through years to com

These valuable skills can be taught and practiced using a helping curriculum (Sapon-Shevin, 1998). Students in classrooms that emphasize this approach learn how to offer help to others ("Can I help you find the right chapter?") as well as how to accept such offers ("Yes, can you give me a hand?"). Learners also need to know when and how to request assistance from others ("I don't understand this. Could you explain it to me?"). Often overlooked, but certainly critical, is the skill of declining assistance with grace ("I'd like to try it again first, but I appreciate the offer"). At the heart of practicing interpersonal skills is the reality that all of us are, at different times, givers and receivers of help. Reciprocity in supporting one another is essential if students are to reach productive results (Cynthia J. Brame,2015).

Group processing: Group members analyze their own and the group's ability to work together. Although it's the most easily overlooked of all the elements of cooperative learning, frequent and regular group processing is the key to a group's future effectiveness. Teachers often forget to include this step in their group work design. And even when it is incorporated, in the rush to finish the project, turn in the assignment, and hurry off to the next class, students can easily shortchange assessing their work as a group. However, the opportunity for groups to talk to

one another about what worked and what didn't is crucial to future success. It's not a matter of blaming individuals but, rather, of figuring out what should change and what should be retained. Educators know that the complex task of school improvement requires the analysis of successes and areas that need improvement. In the same way, learners need an opportunity to notice what they did well and what got in the way (Frey & Fisher, 2016).

Cooperative learning changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The authority of setting goals, assessing learning, and facilitating learning is shared by all. Students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' self-esteem, motivation, and empathy (Teachervision, 2016).

Some challenges of using cooperative learning include releasing the control of learning, managing noise levels, resolving conflicts, and assessing student learning. Carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems (Cynthia J. Brame,2015).

Why is working cooperatively important?

The authors of Classroom Instruction that Works cite research showing that organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in measured student achievement (Marzano & Rickering, 2014) .

Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more metacognition, and greater psychological health and self-esteem (Jhonson & Jhonson, 2013).

When implemented well, cooperative learning encourages achievement, student discussion, active learning, student confidence, and motivation. The skills students develop while collaborating with others are different from the skills students develop while working independently. As more businesses organize employees into teams and task forces, the skills necessary to be a "team player" (e.g., verbalizing and justifying ideas, handling conflicts, collaborating, building consensus, and disagreeing politely) are becoming more valuable and useful. Using cooperative groups to accomplish academic tasks not only provides opportunities for students to develop interpersonal skills but also gives them authentic experiences that will help them be successful in their future careers.

The Basis of Group Work Today

Although group work has been used in teaching for thousands of years, it really wasn't until the 1970s and the work of Lev Vygotsky that groups were widely recognized as key to the learning process. Perhaps the most influential theorist on the role of peer-assisted learning, Vygotsky drew the world's attention to the vital importance of collaboration. He proposed that "every function in the

child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people … and then inside the child" (1978, p. 57). In other words, learning is social. What children learn through social interactions with adults and peers forms the basis for more complex thinking and understanding. Over time, these skills, learning, and thinking processes become internalized and can be used independently. In short, by interacting with others, children learn not only what to think but how to think (Frey & Fisher, 2016).

Vygotsky believed all learning to be the product of sociocultural phenomena, mediated by interactions with others (Berk & Winsler, 1995), or that the learner's view of the world is shaped by social interactions. Without the benefit of an expanded view, a student's learning is limited by the range of his or her experiences. Thus, interactions with peers expand a student's aptitude for seeking new information. With this assertion, collaboration with peers becomes a necessary part of the learning process of a child. Indeed, Vygotsky identified both the teacher and peers as important agents in the process (Crain, 2005). In this light, we must view group work as more than a means of completing a project or task. Productive group work is an essential stepping stone to learning and mastery (Frey & Fisher, 2016).

Group work can go wrong and often does. Even if we recognize that group learning is vital for our students, simply placing them in groups and giving them a task does not mean learning or mastery is soon to follow. Conditions must be right. In their seminal work Learning Together and Alone, David Johnson and Roger Johnson (1975) identified many of the conditions necessary for successful

group work. They defined cooperative learning as an instructional arrangement that allows two to six students the opportunity to work together on a shared task in order to jointly construct their knowledge and understanding of the content (Frey & Fisher, 2016).

Interaction Working Groups

One of the ways interaction aids and supports the work of its member organizations is by convening a wide variety of issue-based working groups where members gather to discuss and share vital information, receive training and produce joint materials or products. Typically, these groups are developed according to member interest in an issue or topic around which they feel their collective voices will clarify or strengthen responses (Interaction, 2016).

Group Work

Group work is one pedagogical strategy that promotes participation and interaction. It fosters a deeper and more active learning process, and it also provides instructors with valuable demonstrations of the degree to which students understand particular topics or concepts. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging that combats the anonymity and isolation that many students experience at a large campus. Some students may initially be reluctant to participate in group work, so sharing the reasons for group work with your students can help to convince the reluctant ones. It might help them to know that research has shown that groups frequently devise more and better solutions than the most advanced individual (Barkley , 2014 & Cooper, 2013). Working

together in groups also gives students the opportunity to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher (Burke, 2015).

Groupwork can emphasize 'action and influence as well as reaction and adaption'. Thus, Allan Brown argues (Willam, 2015):

Groupwork provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, organizational and community problems. (Brown 1992: 8. Emphasis in the original)

Group work may simplistically be described as the study and application of the processes and outcomes experienced when a small group comes together (Harte, 2016).

Konopka (1963) defines groupwork as a method of social work that is utilised in order to `help individuals to enhance their social functioning through purposeful group experiences, and to cope more effectively with their personal, group or community problems`. This definition shows a tradition within groupwork of helping individuals with problems. Brown provides a modernised and more comprehensive definition of group work (1994, p.8). He states that `groupwork provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, organisational and community problems` (original emphasis). He goes on to distinguish between `relatively small and neighbourhood centred` work and `macro, societal and political

approaches` within community work, explaining that only the former may be properly classified as groupwork (Harte, 2016).

How to form groups

Small groups or learning teams can be formed in four ways: randomly, teacher-selected, by seat proximity, or student-selected. Random and teacher-selected group assignments avoid cliques and ensure that students interact with different classmates throughout the semester (McCurdy, 2016).

Once you know your students fairly well, teacher selection can be useful for grouping students. Consider selecting groups or pairs with varying strengths and skill levels, since research has shown that groups of problem solvers with diverse skills consistently out-perform groups of problem solvers who are highly skilled in the same way (Page, 2007, cited in Davis, 2009, p. 194).

You may also want to consider using your students' attitudes toward group work as a mechanism to help you create groups. Take a one-question survey, or add this question to the initial survey you use at the beginning of the semester: Which of the following best describes your experience of group work?

A. I like group work because my group helps me learn.

B. I question the value of group work because in the past I've ended up doing all the work.

C. I have little or no experience working in groups.

D. I have different experience of group work than the choices above. (Please explain.)

Those who check "B" can be put into a group of their own. They might find this to be the first time they are really challenged and satisfied by group work (adapted from Byrnes and Byrnes, 2009).

Group size and duration

Shannon McCurdy (2016) stated that group size can vary, as can the length of time that students work together. Pairing is great for thirty-second or one-minute problem solving. Groups that work together for ten to 45 minutes might be four or five people. (If there are more than four or five, some members will stop participating). Groups can be formal or informal. Informal groups may be ad-hoc dyads (where each student turns to a neighbor) or ten-minute "buzz groups" (in which three to four students discuss their reactions to a reading assignment). Formal group assignments can serve semester-long group projects.

In large groups it is useful to assign roles within each group (examples: recorder, reporter to the class, timekeeper, monitor, or facilitator). If students are not used to working in groups, establishing some discussion guidelines with the class about respectful interaction before the first activity can foster positive and constructive communication.

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

The structure of group work

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

- The learning objective. Why are the students doing this? What will they gain from it? How does it tie into the rest of the course?

- The specific task: "Decide," "List," "Prioritize," "Solve," "Choose." ("Discuss" is too vague.)

- Structure the task to promote interdependence for creating a group product. Create an activity for which it is truly advantageous for students to work together.

- The expected product: for example, reporting back to the class; handing in a sheet of paper; distributing a list of questions to the class.

- The time allotment. Set a time limit. Err on the side of too little rather than too much. You can decide to give more time if necessary.

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

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

Stages in group work

Managing each of these stages effectively will greatly enhance your group performance (Harte, 2016).

Stage 1: Forming

The first stage of this group process is joining, referred to as engagement by Rogers. This phase involves significant testing, and trial and error. Initial concerns about openness and support within the group are manifested by a lack of cohesion and a difficulty in sharing thoughts, feelings and experiences with each other. An internal appraisal of group value and how each individual belongs to the group are key features of this stage. Anxiety, isolation, inadequacy and frustration are common emotions felt by group members at this early stage in the life of a group, as well as being emotionally threatened by members of the group who are perceived to be stronger or better. Thus the group seeks to create a comfort zone in which individuals are not keen to upset the status quo for fear of alienation.

Oppressive behaviour is least likely within the formation stage of a group as individuals generally look to create a comfort zone and do not wish to rock the boat. Often frustrations will be built upon between individuals who disagree strongly, but this will generally not surface until storming begins.

A knowledge and understanding of the feelings and emotions felt by group members in this stage is helpful, if not essential, to the effective structuring of a programme to work towards the desired outcome for the group.

Stage 2: Storming

This stage sees group members begin to confront each other as they begin to vie for roles within the group that will help them to belong and to feel valued. Thus as members begin to assert their individual personalities, the comfort of the forming stage begins to come under siege. Members experience personal, intra and inter group conflicts. Aggression and resentment may manifest in this stage and thus if strong personalities emerge and leadership is unresponsive to group and individual needs, the situation may become destructive to the group's development. Indeed there is a high potential for individuals to abandon the group during this stage, as for some the pressures created by the group may become too much of a strain.

The potential for oppressive behaviour is strong within the storming phase as group members vie for preferred roles and release frustrations built within the forming period. This personal oppression should be discouraged whilst it is understood that a degree of conflict is necessary if the group is to further develop.

It is important to be aware that conflict will take place within all groups, and if handled well this conflict can produce benefits for the group in terms of development, objective and task setting, and ultimate outcome. Thus conflict is not inherently something to be feared or avoided.

Stage 3: Norming

During this stage the group begin to work more constructively together towards formal identified or informal tasks. Roles begin to develop and be allocated within the group and although these may be accepted, some members

may not be comfortable with the role or roles which they have been allocated. During this stage sub-groups are likely to form in order that a supportive environment is once more created. Acceptable and unacceptable behaviors within the group are created and reinforced and thus the `norms` for this group become fabricated.

The storming and norming phases of group development are inextricably linked, as it is often through the storming and challenging that acceptable group norms become set.

It is important that a youth worker works hard during this stage to ensure oppression against individuals within the group do not become the acceptable norm, as then all group members will oppress these individuals. Thus, individual oppressions must be challenged and emphasis placed on challenging attitudes and opinions but not group members.

Stage 4: Performing

This stage sees the group performing effectively with defined roles, in fact at this stage it could be said that the group has transformed into a team. It is now that decisions may be positively challenged or reinforced by the group as a whole. The discomfort of the storming and norming phases has been overcome and the group has a general feeling of unity. This is the best stage for a group to complete tasks, assuming that task, rather than process and individuals, are the focus of the group.

Potential exists within this stage for oppression to begin if one or more group members does not appear to fit in with the group's view of its task, or is not performing as effectively as expected. Again it is important to challenge this if it

occurs and to show how each member can benefit the group, through achievement of task, leadership, reviewing, moving on, or by monitoring the groups process.

Stage 5: Mourning

The final stage in the life of a group ultimately is its termination. Though often overlooked, this stage in group development is equally important to positive outcomes. The ending of a group can be a very unhappy and distressing time for some members, as they may feel some extent of dependency on the group. Garland et al. describe some of the typical responses to the ending phase as:

Denial – `forgetting` the time of the groups termination.

Regression – reverting to a less independent state of functioning.

Need expression – in the hope the group will continue.

Recapitulation – detailed recall of past experiences within the group.

Evaluation – detailed discussion on the value of the group experience.

Flight – destructive denial of any positive benefit of the group, or a positive disengagement towards other interests.

Roles in groups

In order for groups to run as smoothly as possible it can be a good idea to **assign roles to members**. Sometimes this happens naturally, but if not, assigning and rotating roles, if necessary, can be a good way of ensuring the work load is distributed amongst all members of the group (Queensland, 2016).

Manager/Leader, the role of the manager is to take on the responsibility of:

- getting the group organised

- keeping the group on task

- organising tasks into sub-tasks

- making sure everyone has a chance to contribute

Sceptic/Thinker, the role of the sceptic is to:

- ensure the group avoids premature agreement

- ask questions that will lead to understanding

- push the group to explore all possibilities

Checker/Recorder, the role of the recorder is to:

- check for consensus among group members

- record the group's solutions

Conciliator, the role of the conciliator is to:

- resolve conflicts

- minimise interpersonal stress

- ensure that members feel 'safe' to give opinions

Explainer, the role of the explainer is to:

- re-emphasise the main points

- check understanding

- ensure that each member understands the task, their component and what they have to do

The role of the teacher with the group work in the classroom

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

- managing the group

- managing activities

- managing the learning.

In many small group teaching situations, the role of the teacher is that of facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas. However, small groups function and behave in various ways and have different purposes. Teachers therefore need to be able to adopt a range of roles and skills to suit specific situations, often during the same teaching session. Other roles that may be adopted include that of:

- the instructor, who imparts information to students

- the neutral chair

- the consultant, from whom learners can ask questions

- the devil's advocate

- the commentator

- the wanderer, such as in a larger workshop

- the absent friend (McCrorie, 2006).

Some of the problems associated with leading effective small groups are summarised (Jacques, 2013):

- the teacher gives a lecture rather than conducting a dialogue

- the teacher talks too much

- students cannot be encouraged to talk except with difficulty; they will not talk to each other but will only respond to questions from the tutor

- students do not prepare for the sessions

- one student dominates or blocks the discussion

- the students want to be given the solutions to problems rather than discuss them.

Effective tutors are essential to ensuring that small groups work well. Any teaching event will be more successful if the teacher:

- is enthusiastic

- has organised the session well

- has a feeling for the subject

- can conceptualise the topic

- has empathy with the learners

- understands how people learn

- has skills in teaching and managing learning

- is alert to context and 'classroom' events

- is teaching with their preferred teaching style

- has a wide range of skills in their teaching repertoire, including 'questioning, listening, reinforcing, reacting, summarising and leadership' (McCrorie, 2012, p. 8).

Problems associated with group work

The University of Queensland (2016) said due to the nature of working in teams, group members can sometimes find that they are not working effectively, which negatively impacts on their progress, and their ability to be successful. Some **common problems** identified by individuals working in teams are:

Tasks not being completed by deadline

To ensure your task is completed on time it may be beneficial to:

- Discuss and establish timelines that ALL members can agree on.

- Ask each member to present a progress report each meeting on what they have completed since the last meeting.

- Offer to assist one another to complete tasks if necessary.

Difficult to get started

To ensure that your group gets off to a good start it may be beneficial to:

- Take time for all members to introduce themselves, including name, background, specific strengths.

- Develop a shared understanding of the task by brainstorming.

- Ensure each member has an opportunity to speak and make suggestions.

- Develop an agenda and a timeline.

- Nominate someone to act as the manager or leader, either for that team meeting or for the term of the project.

- Exchange names and contact details, including email addresses and phone numbers.

- Decide on jobs or sub-tasks for each member.

Ideas are not thoroughly discussed as a team

To ensure that you have enough information to complete your task it could be beneficial for your group to:

- Engage in more brainstorming, particularly focusing on the 'What if …?' and 'What else ..?' type questions.

- Ask each member individually for ideas.

- If few ideas are generated, organise to complete some further research individually and then meet up as a team at a later date.

Members not contributing

To ensure that all members contribute to the group task it may be beneficial to:

- Establish why a member is quiet or not participating.

- Communicate that all opinions will be valued.

- Ensure that each member gets their turn to contribute, this may mean 'going around the circle'.

Ineffective communication

To ensure effective communication between members it may be beneficial to:

- Identify specific issues which seem to affect communication.

- Consider how to address such issues. For example, if team members seem to be misunderstanding each other, it may be helpful to clarify what is being said.

Conflict between team members

To ensure that disagreements between members are dealt with effectively it is important to:

- Respect the ideas of other group members.

- Show that you have heard other member's ideas and when disagreeing do so politely and respectfully.

- Understand that working in a team requires some negotiation and compromise.

- Take a break to diffuse the situation and recollect thoughts at a later meeting.

Domineering personalities

To ensure that people do not dominate group discussions it may be beneficial to:

- Create time limits on individual contributions or have a 'talking stick'.

- Ensure that each member has a chance to speak, without interruption.

- Remind all members that it is important to hear all opinions in relation to the topic and respect those opinions.

Inability to focus on task

To ensure that your group does not get off task it may be beneficial to:

- Set particular tasks to be completed in each session

- Meet first and then go for lunch after you have completed some work to give yourselves a reward for staying on task

- Ensure that individuals prepare for meetings and talk through what they have completed since the last meeting.

Group Work Benefits for Students:

- Students Talk

What is more important in the process of language learning than speaking? Putting ESL students in groups gets them speaking up and practicing the language that they are trying to learn. Speaking is an important skill, and producing out loud language can be intimidating for nonnative speakers at any point in their journey. You can minimize the intimidation by including group work from the very start of your classes. When your students start speaking in their first ESL classes, it becomes a natural part of who they are and how they

learn, and it fails to be an intimidating feat to delay until later in their studies (Verner, 2016).

● Students Help Each Other

When group work happens, whether it is in the work place or the classroom, collaboration is part of the process. Your ESL students are no exception. When they work in groups you will see that students help each other learn. Students can answer language specific questions or clarify confusing points of English in ways that ESL students can understand and you may not be able to explain. When they help each other, it benefits both of the students involved. The student with the question will have it answered, and the student with the answer will remember it better because they have taught it to another (Verner, 2016).

● Students Challenge Each Other

Students will be intentional about helping each other when they work in groups, but they may not realize that they will challenge each other as well. Studies show that speakers modify their speech to be more like the people to whom they are talking. That means less accomplished students will become better speakers just by talking to others more advanced than them, without help and without pressure (Verner, 2016).

● Students Encourage Each Other

Encouragement between language learners can happen in many ways. One way encouragement comes is when lower level students see the accomplishments of higher level students. When students share their experiences as well, one student's story becomes a blueprint for success for the other! (Verner, 2016).

- Students Grow Closer to Each Other

By working together, your students will also develop relationships with each other. They will share <u>personal opinions</u> and life goals. They will talk about what they have experienced and what they want most out of life all in the name of learning a language. When they do, they become friends. These relationships are important for international students. For students who travel overseas to study English, having a network of friends is extremely important. Daily cultural struggles can become overwhelming, and individuals submerged in a second language need support. Most often, your students do not have family nearby, so their classmates become their family and offer support and encouragement on a daily basis Verner, 2016).

- Students Use Language Creatively

Communicative classrooms focus on getting students to use the language they know to get their meaning across. This is when creative language happens. Creative use of language makes communication possible even when speakers may not know the perfect grammar for what they are trying to say, and nothing is more true to life than that. When students work in groups, they have to work together to accomplish a goal. Even when grammar takes a backseat in these collaborations, communication happens, and that will give your students a dry run for when they have to face communication in the English speaking world (Susan Verner, 2016).

- Students Develop Cultural Sensitivity

If you teach a class of international students, you will see just how much culture affects a person's beliefs, values and expectations. Some ESL students

have never known a person from <u>another culture</u>, and your class will be an opportunity to know people from all over the world. That means encountering individuals with different values, expectations and beliefs. When your students can accept and appreciate their classmates, they will be on their way to doing the same for people all over the world (Susan Verner, 2016).

Group Work Benefits for Teachers

- Group Work Activates Different Learning Styles

Part of teaching is reaching as many different learning styles as possible. One of those learning styles is social, also known as interpersonal. Students who learn this way work well with others and benefit from working things out with groups. When you assign group work and give students goals to accomplish during their time together, these students flourish (Verner, 2016).

- You Get Authentic Performance for Assessments

It can be hard for ESL teachers to assess speaking performance in their students. Putting students in groups and unobtrusively listening to them is a perfect way to see how much they are really putting to use. You can hear <u>pronunciation</u>, spoken grammar, and ability to communicate just by listening in on some classroom group work (Verner, 2016).

- You Know What Your Students are Getting and What You Need to Clarify

When you are teaching grammar in isolation, it's easy for students to follow a pattern and fill in the blanks. When you have your students working together, talking together, using the right grammar isn't as predictable as it is in isolated exercises. When you listen to your students' performance during group

work, you can see what concepts they aren't getting and that you may need to explain again. If you are unsure whether they have really understood a particular language strategy, assign a group task that will elicit it and listen closely.

Relationship Advantages

The columnist David Brooks interpreted research as indicating that human beings are "wired to cooperate and collaborate, just as much as we are to compete (Galanes, G., & Adams, K. 2013).

- You may enjoy fellowship and companionship.

- You may receive moral and emotional support for your views and objectives.

- You may have your impulsiveness curbed or your reticence challenged.

- You may cultivate ties that yield future personal or career advantages.

Relationship Disadvantages

Despite the advantages it offers, working in groups almost invariably presents challenges and disadvantages in the realm of relationships. These are some of the chief dangers you may encounter as part of a group (Galanes, G., & Adams, K. 2013):

- It will probably take a lot of time to create, maintain, and repair the human relationships involved in a group.

- Your group may generate conflict which hurts people's feelings and otherwise undermines their relationships.

- You may misunderstand other group members' intentions or messages.

- Some group members may attempt to deceive, manipulate, or betray the trust of other members.

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

This action research has the aim of developing the speech acts through 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 different cooperative learning strategies to improve speech acts in the English Foreign Language among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School during the academic period 2016-2017.

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

Methods, techniques and instruments

Methods

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

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

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

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

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

Pretest- Posttest: Will be given at the beginning and at the end of the intervention plan. At the beginning it will be given to measure the performance of speech acts that students have; and at the end to measure the performance of the group work interaction achieved by the students after the intervention plan designed in this research project with the activities applied with the cooperative learning strategies in order to make a pretest-posttest comparison of the cognitive dimension of the performance of group work interaction of the participants (students of ninth year C at Dr. Manuel Agustin Cabrera Lozano) being treated.

Questionnaires. Will be given to the participants to answer questions related to their attitudes and feelings toward the group work interaction as a cooperative

learning strategy. A pre and posttest questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the ninth year C students at Dr. Manuel Agustin Cabrera Lozano 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 the speech acts. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation. In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher

will participate deliberately in the problematic situation by means of the group work interaction in order to improve the speech acts among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano high school during the academic period 2016-2017. The instrument of this participant observation is the field note sheet

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

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

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

Population and sample

The target population is the students of Dr. Manuel Agustín Cabrera Lozano High School and the sample is the ninth-year C will be 27 students 17 boys and 10

girls. They are between thirteen and fourteen years old. The students receive 5 hours of English per week with a certificate teacher.

Intervention plan description

The intervention plan is designed base on a Lesson plan model that contains three stages: Activation (before), Connection (during), and Affirmation (after) (Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of instructions in 8 consecutive weeks of treatment.

Activation

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

Connection

In the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students are connecting from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or

to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher organizes groups to get benefits of collaborative peer. Even though, there is time for individual work and whole-group instruction, pairs and small groups. Learners have experiences for interpreting the curriculum and applying learning to real world issues (Kavimandan, Herrera, & Holmes, 2011).

Affirmation

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

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

INTERVENTION PLAN

Week 1

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school 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 requests, apologies, commands, idioms and greetings and how to respond to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To describe the personalities of their family members by using some adjectives. • To perform an oral family member description by starting greeting the whole class.
KEY VOCABULARY	Mother, father, cousin, nephew, uncle, grandfather, grandmother, fun, shy, quit, nervous, lazy, noisy, sporty, relaxed, outgoing, and serious.
INSTRUCTION AL FOCUS	**Activation** • Teacher explains adjectives related to personalities using flash cards. • Teacher presents a genealogic tree on a graph paper as an example for students to introduce family member's vocabulary. **Connection** • Teacher ask students to match the adjectives with their antonyms on the book and relate a family member name with each adjective in order to describe their personalities. • Students fill a genealogic tree on a worksheet with their own information based on the teacher example. • Students choose one of their favorite family member and do a written description of his/her personality and then, they present it orally. • Student work in pairs and discuss these kinds of personalities *shy* and *outgoing*. How each person personality behave? How each person personality get fun? and share their opinions with the whole class.

	Affirming • Teacher ask the whole class to make a circle to play tingo tango: teacher gives a small ball to one student in the circle to start passing around when another student standing in the middle begins to chant "tingo, tingo, tingo, tango". When s/he says "tango" the student who ends up with the ball must describe the personality of a family member. • Students do homework: they paste a photo on a sheet of paper about their family and write one sentence for each member to describe their personalities.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest – Pre questionnaire. Data source 2: Students´ speaking samples.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week one

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

Week 2

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school during the 2016 – 2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To express likes and dislikes about free time activities by using like, love and prefer as verbs of preferences.
KEY VOCABULARY	Play video games, chat with friends, play sport, play a musical instrument, exercise in the park, hand out with friends, go to the movies, read listen to music.
INSTRUCTIONAL FOCUS	**Activation** • Free time activities mime: Teacher divides the class into groups of four and tell each group to arrange themselves in a small circle. • Teacher gives each group a set of shuffled cards and one of the members pick up a card from the top of the pile and mine the activity for the other students to guess. The first students to correctly guess the free time activity gets to keep the card. Then, another student continues picking up a card and miming the activity until all of the cards have been used. The students with the most cards at the end of the game is the winner. **Connection** • Students listen to and look at some pictures. Then, they pay attention to background sounds to

	understand the context of the speakers and number the activities according to the order they hear. Finally, students check the activities they like to do. On the book.
	• Students work in pairs to listen to and complete a conversation with the words they hear. Then, they adapt the conversation to their own information and role play it.
	Affirming
	• Teacher divides the class into groups of three and ask student to discuss this question: What do you prefer to do in your free time? What kind of Hobbyist are you? (Quiet, energetic or artistic) Then, students give some reasons for their answers and write a report about the discussion.
	• Students do homework: Students read the sentences in the boxes and mark TRUE (T) or FALSE (F) based on the pictures about people preferences. Then, they read some e-mails messages and check their answers.
CLASSROOM RESOURCES	Audio aids Cards Pelmanism game Work sheet Student´s book
DATA COLLECTION SOURCES	Data source 1: Students 'written reports. Data source 2: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week two

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

Week 3

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. ManuelAgustín Cabrera Lozano high school during the 2016 – 2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To introduce themselves by using words to related to professions through dialogues. • To give specific information and introduce an opposite idea by using connectors and/ but.
KEY VOCABULARY	Strict, public figure, practice pole vaulting, work out, quiet, sensitive, manager, volunteer, contributor, singer, interviews, sporty.
INSTRUCTIONAL FOCUS	**Activation** • Teacher brings flashcards of famous people for students and to play a guess game. Ask them about these people's names, ages, nationalities, and professions. Similarly, bring a collage featuring free time activities like soccer, baseball, basketball, gym workout routines, singing. As you show and point to the pictures, have them guess those activities on the board. **Connection** • Students listen and look at some pictures of famous people and some routines in free time. Then, do choral and individual repetitions while associating the image with the sound and the word. Finally, students check the activities they like to do.

	Affirming • Teacher divides the class in two groups and ask students to analyze and discussion some questions like: Who are they? What's their profession? Where are they from? What do they like to do in their free time? Then, students give an answer and they explain this.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week three

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

Week 4

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school during the 2016 – 2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To describe people's personalities using idioms in informal conversations.
KEY VOCABULARY	Early bird, night owl, busy bee, couch potato
INSTRUCTIONAL FOCUS	**Activation** • Teacher shows to students a power point presentation of pictures with a literal representation of a common idiom. • Then, teacher asks students to work in pairs or small groups and gives them several minutes to discuss the possible meaning of the idiom. • Next, teacher elicits guesses about what the idiom may mean before telling students the actual meaning. • Teacher finishes the activity by giving students several example sentences using the idiom for them to write in their notebooks. **Connection** • First, teacher divides the class in groups of four students. • Then, teacher writes on the board three idioms for each group. After, teacher gives to students some pictures related with the meaning of the idioms and others related with a literal meaning.

	- Finally, students have to choose the correct picture according with the meaning of the idiom. **Affirming** - Teacher gives to students a worksheet where they complete sentences with the correct idiom. - Students write sentences using the idioms in a correct context.
CLASSROOM RESOURCES	Visual aids: Cards. Audio aids Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: sub-test on speech acts
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week four

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

Daytona Beach: Project CENTRAL.

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

Week 5

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school during the 2016 – 2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • Identify and apply the greetings according each world place.
KEY VOCABULARY	Shaking hands, bowling, kissing one cheek, kissing two cheeks, hugging.
INSTRUCTIONAL FOCUS	**Activation** • Acrostic: Teacher gives students the key word/concept which will be addressed in the lesson. Ask them to write a detail or descriptor with which they are already familiar that starts with each of the letters of the key word/concept. **Connection** • Teacher plays a song and students walk around, when teacher stop the song they have to greet the student next to them by shaking their hands, introducing themselves, kissing on the check (one cheek, both cheeks, three times), bowling and putting hands together. **Affirming** • Teacher gives students a conversation model about five different way to greet people and then students

	role play it.
	• Students work in pairs and then they make a conversation in front of the class using the greetings.
CLASSROOM RESOURCES	Audio aids: music and role-play conversation Acrostic Student´s book
DATA COLLECTION SOURCES	Data source 3: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week five

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

Daytona Beach: Project CENTRAL.

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

Week 6

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school during the 2016 – 2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • To express ideas and opinions about customs and celebrations around the word.
KEY VOCABULARY	I am feasting my eyes on, out of this world, the place is packed, hope you are doing well, take place, try this one, here.
INSTRUCTIONAL FOCUS	**Activation** • What is in the picture: Teacher explains and describes the picture before showing it, and ask to the students to guess the country. The student who correctly guesses can get to keep the card. Then, the activity starts again until all of the pictures have been used. The student with the most cards at the end of the game is the winner. **Connection** • Students listen and pay attention to understand the speakers, then fill in the blanks with the verbs according to they hear. Finally, students check the answers with the teacher. **Affirming**

	• Teacher divides the class in two groups, then the teacher chooses one country and ask to the students to describe the culture and customs of this country, each group chooses a member who represent the group and if he or she win the group has one point. Finally, the group that has more points will be the winner.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Data source 2:
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week six

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

Daytona Beach: Project CENTRAL.

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

Week 7

RESEARCH PROBLEM	*How does group work interaction develop speech acts among students of ninth-year C at Dr. Manuel Agustín Cabrera Lozano high school during the 2016 – 2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts. By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
LEARNING OBJECTIVES	By the end of this lesson students will be able: • Predict the content of a text by using pictures. • Identify the parts of a letter by using the expressions and some greetings use in the introduction, body and ending of a letter.
KEY VOCABULARY	Introduction, body, ending, take place, hope you're doing well, please say hello to, and talk you soon.
INSTRUCTIONAL FOCUS	**Activation** • Think-pair share: Teacher provides some pictures related to different cultures and asks students to get in pairs, there they have to speculate and say what they are going to learn. • Dear, _____: Students write a letter or note to another person, character, political figure, etc. telling him/her something they know or think about the focus of the upcoming lesson. **Connection** • Students give or say some examples about cultures that they know and in groups of two persons they have to draw images or use their imagination to show to the class the culture what they a going to explain. • Students read the example of the letter that is on the book, then they have to recognize what are the parts of the letter and what is the use of the expressions,

	what the expressions mean. Finally students get in pairs and complete a letter using the expressions correctly in the introduction, body and paragraph.
	• In groups of three, students have to think an example of a letter using the correct structure and some expressions commonly use to write letters then the letters of the groups are exchange to other group. Finally each group check if the letter has the structure and the expressions correctly.
	Affirming
	• Teacher gives students some pieces of paper where the letter is disorderly, students have to order correctly and underline the expressions that they have learned, then they go and stick it on the board, teacher check it in a whole class.
	• Orally students have to say the expressions use in the introduction, body and ending of a letter.
CLASSROOM RESOURCES	Visual aids: Flash cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Data source 2: Data source 3: Sub-test on speech acts.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week seven

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

Week 8

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

	example of a conversation using some idioms, after that the conversations of each group are exchange to other group. Finally each group check if the conversation has the correct idioms.
	• Students work individually using idioms to complete the activities in the English book, then, they work in pairs to compare their answers. Finally, students write the correct idioms on the board.
	Affirming
	• Teacher gives students some cards where the idioms phrase are messy. Students order correctly each idiom and at the end each student stick it on the board and say the correct idiom in front of the class. Teacher check it in a whole class.
	• Teacher provides students worksheets to work in groups and individually at the end of the class.
CLASSROOM RESOURCES	Guess the Idioms, Spin the bottle, Hangman. Visual aids: Flash cards, charts and cards. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Posttest/Post-Questionnaire Data source 2: Students reading samples (Idioms) weekly
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week eight

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

Daytona Beach: Project CENTRAL.

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

Organization and management of the research

Resources

Human

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

Material

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

Technical

- Computer
- Projector
- Printer
- Internet

g. TIMELINE

2016 covers July–December; 2017 covers January–August.

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

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h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	$35
Print of reports	$20
Print of the project	$50
Print of the final report and thesis	$80
Unexpected expenses	$30
Total	$215

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

Researcher: Denise Estefania Robalino Sánchez
Year: Ninth year C of Basic Education (thirteen – fourteen years old)
Date:
Code:

<table>
<tr><td colspan="6" align="center">OBSERVATION SHEET</td></tr>
<tr>
<td>Observation #:

Topic:

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

Participants: Students of Ninth year C & The researcher</td>
<td>Role of the researcher: Nonparticipant observer

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

Annex 2: Field notes

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

DATA COLLECTION SOURCE: FIELD NOTES

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

Annex 3: Pre and Posttest & Scoring Guide (Rubric)

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

DATA COLLECTION SOURCE: PRE TEST / POST TEST

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

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

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

   a) John is a _____. He likes to sit all day in front of the TV. He is sedentary.
   b) Mary is a _____. She is an evening person. She likes to stay up late at night.
   c) The concert was _____. It was an awesome experience.
   d) We spent one whole day _____paintings I never thought I´d have the chance to see.
   e) I am on the street. We are celebrating the Rio of Janeiro Carnival. _____, there are about 600 people around.

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

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

   a)   b)
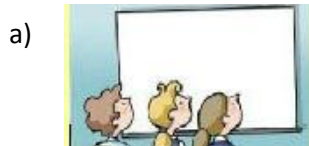
   Sit down

   Look at the board

   c)   d)

   Raise your hand

   Be quiet

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

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

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

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

Peter: …………………………………… **(a)** Grandma! This is Peter. I am calling you from Orlando.

Grandma: …………………………………… **(b)** Peter. How was your trip?

Peter: Great! We arrived at the hotel this morning; I was swimming most of the time.

Grandma: It is not surprising to me; you decided to swim all the time.

Peter: Well, I will call you tomorrow. ……………………**(c)** Grandma.

Grandma: …………………………………… **(d)** Grandson!

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

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

_____
Signature

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Test Scoring Guide (Rubric)

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

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

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

    a. Can I speak to Mr. Garcia, please? **(0,5)**
    b. May I know who is calling, please? **(0,5)**
    c. Could you lend me some money, please? **(0,5)**
    d. Can you send someone to collect the money? **(0,5)**

2. **Complete the conversations using formal or informal greetings and farewells according with the context. (2p)**
    a. Good morning **(0.5)**
    b. Hello **(0.5)**
    c. See you tomorrow   **(0.5)**
    d. Good bye   **(0.5)**

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

    a. Incorrect. It is an invitation (0. 4)
    b. Apologize (0. 4)
    c. Apology (0. 4)
    d. Incorrect. It is an expression (0. 4)
    e. Apology (0. 4)

Annex 4. Pre and Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE : PRE / POST QUESTIONNAIRE

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

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

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

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

2. **Do your classmates respect your opinions when you are working in a group?**

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

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

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

4. **Do you agree with working in groups motivate students to think creatively to solve problems together?**

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

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

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

THANKS FOR YOUR COLABORATION

Annex 5: Research Matrix

Theme: The development of Speech Acts through Group Work Interaction among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
General How does group work interaction develop speech acts among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano 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 ninth year C at Dr. Manuel	**General** • To improve speech acts through group work interaction among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year. **Specific** • To research the theoretical and methodological references about group work its application on speech acts. • To diagnose the issues	**Dependent variable** • Speech acts: (apology, request, commands, idioms and greetings) **Independent variable** **Group work interaction** • **Cooperative Learning** - Positive interdependence - Face to face interaction - Individual and group accountability	**Preliminary investigation** • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan	• Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year? • What are the issues that limit the development of speech acts among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja 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 ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year? • Which group work interaction strategies are implemented to improve	that limit the development of speech acts among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year. • To design an intervention plan based on the group work interaction in order to improve speech acts among students of ninth year C at Dr. Manuel Agustin Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year. • To apply the most suitable strategies of group work interaction in order to improve speech acts among students of ninth year C at Dr.	- Group behavior - Group Processing - Importance of working cooperatively • **Group Work** - Structure of group work - Stages of group work - Roles in group work - Advantages and disadvantages of group work	**Intervention and observation** • Administering test and questionnaires • Observing and monitoring students´ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report.

speech acts among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year? • How effective was the application of group work interaction to develop speech acts among students of ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja during the 2016 – 2017 school year?	Manuel Agustin Cabrera Lozano High School of the city of Loja 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 ninth year C at Dr. Manuel Agustín Cabrera Lozano High School of the city of Loja 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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