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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
TENTH YEAR B AT COLEGIO DE BACHILLERATO
PÍO JARAMILLO ALVARADO OF THE CITY OF LOJA
DURING THE 2016 - 2017 SCHOOL YEAR

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

AUTHOR

KATHERINE ALEJANDRA NOVILLO REYES

THESIS ADVISOR

DRA. ROSA PAOLA MORENO ORDOÑEZ, MG. SC.

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CERTIFICATION

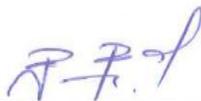
Dra. Rosa Paola Moreno Ordóñez. Mg. Sc.

ENGLISH PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT, FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN OF THE UNIVERSIDAD NACIONAL DE LOJA.

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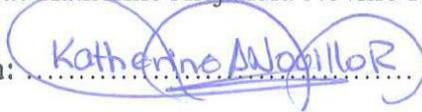
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THESIS ADVISOR

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Cédula: 1105009508

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Firma: 

Autora: Katherine Alejandra Novillo Reyes

Cédula: 1105009508

Dirección: Loja, Barrio Máximo Agustín Rodríguez, Sucre 14-20 y Catacocha

Teléfono: 072586327/ 0986238198

Correo electrónico: kanovillo@hotmail.com

DATOS COMPLEMENTARIOS

Directora de tesis: Dra. Rosa Paola Moreno Ordoñez, Mg. Sc.

Tribunal de grado

Presidenta: Lcda. María Patricia Rodríguez Ludeña, Mg. Sc.

Primer vocal: Lcda. Yanina Belén Quizhpe Espinoza, Mg. Sc.

Segundo vocal: Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc.

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THE AUTHOR

DEDICATION

This Research work is dedicated to God, my creator and my angels who are in heaven. Also, I dedicate this thesis to my daughter Kristy who has been my greatest motivation, to my aunt Cecilia who always supports me in my studies and cares for me all the time like a mother, for her endless love, and encouragement in my everyday life, to my grandparents, parents, husband, sisters and brother.

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a. TITLE

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b. RESUMEN

El presente trabajo de investigación tuvo como objetivo desarrollar los actos del habla de los estudiantes del décimo año B en el Colegio de Bachillerato Pío Jaramillo Alvarado de la ciudad de Loja durante el año lectivo 2016 – 2017 a través de la interacción de trabajo en grupo. Los métodos científico, analítico – sintético, estadístico y descriptivo fueron utilizados para el desarrollo de cada parte del proceso de este trabajo de investigación. Para la recolección de datos, se utilizaron instrumentos como pruebas y cuestionarios, los cuales fueron aplicados a veinte y cinco estudiantes, además de hojas de observación y notas diarias. El principal resultado de la investigación mostró que los estudiantes desarrollaron eficazmente los actos del habla al ser estos involucrados en conversaciones. Mientras que, la conclusión primordial indicó que la interacción de trabajo en grupo ayudó a que los estudiantes incluyan los actos del habla en expresiones cotidianas.

ABSTRACT

The objective of the present research work was to develop speech acts of students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of Loja city during the 2016 – 2017 school year through group work interaction. The scientific, analytic – synthetic, statistic and descriptive methods were used for the realization of each part of the process of this research work. For the collection of data, instruments such as tests and questionnaires were used, which were applied to twenty five students, as well as observation sheets and field notes. The main result of the research showed that students developed effective speech acts when they were engaged in conversations. Furthermore, the primary conclusion indicated that group work interaction helped the students use speech acts in everyday expressions.

c. INTRODUCTION

The present research work was undertaken in order to develop speech acts through group work interaction with the purpose of including this last variable into students' learning processes to improve the use of speech acts in their speaking. In addition, the research problem to be fixed was, "How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?" This problem was detected due to the lack of an appropriate English environment for groups of students to interact with the most common speech acts to increase their speaking in their English Language learning.

The English language is considered one of the most important foreign languages owing to its high use among and between multiple cultures each day. That is why it is important for future English speakers to know when and how to use speech acts correctly. In addition, speech acts are performances exchanged with words which are used to show a specific attitude that is successful when listeners understand what the speaker wants to express or show. So, these acts allow speakers to make requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. Through this Action Research work, the researcher could contribute a valuable effect in the teaching and learning process on the development and knowledge of speech acts through group work interaction where the beneficiaries were the teacher candidate and students of tenth year B.

The main goal of this study was to develop speech acts through group work interaction and for the fulfillment of five specific objectives of this research work

that were performed by the researcher: first, the theoretical and methodological references about group work interaction and its application on speech acts were investigated. Second, the issues that limit the development of speech acts were diagnosed. Third, an intervention plan was designed based on group work interaction. After that, the most suitable strategies of group work interaction were applied. Finally, the results obtained were confirmed after the application of group work interaction which was meaningful because learners highly developed their speech acts.

This work was centered on group work interaction to develop speech acts in teenagers from fourteen to fifteen years old in a public high school. Some reasons that motivated the development of this research work were that there are a lot of problems that students face when greeting, apologizing, making requests, using idioms or expressing something in a different language. These issues obstruct the maintenance of a good communication in any culture or context. In this case, classrooms do not give students an adequate environment where they can share speech acts in order to develop them effectively.

The methods used in this research were: the scientific method that helped to develop the phases of this work based on theory founded about the two variables; the descriptive method facilitated describing the different stages of the study and the kinds of resources used; the analytic-synthetic method allowed to analyze the results obtained from the instruments applied, to make the interpretation and analysis of the data, and to draw up the corresponding conclusions. Finally, the statistical method was used to make the quantitative statistical analysis of the data

obtained from the tests and the qualitative data obtained through observations and field notes.

This research work contains the following sections: first, the Abstract section contains relevant information, and also presents the main result and conclusion of the present work. Then, the Introduction provides basic knowledge and makes the purpose of this research clear to the reader. It introduces the topic, explains its relevance and the purpose of this work. Next, the Literature Review section includes some information from different authors about speech acts and group work interaction variables and summarizes its main points of the theoretical frame. After that, the Materials and Methods section details the design of the investigation, action research, the materials, methods, techniques and instruments used during the research work, and also includes a reference on the investigated population. Subsequently, the Results and Discussion sections show and explain the results obtained through the applied instruments which are presented in tables and graphs, each with its corresponding interpretation and analysis of the data. The Discussion shows the major findings of the research, its importance and the information obtained.

Finally, the Conclusions and Recommendations given by the researcher are useful to get an overview of the whole research and the results obtained in order to make the research work reliable.

d. LITERATURE REVIEW

SPEECH ACTS

Definition

“Speech acts tell about all those sorts of things a speaker can do with the performance of words in accordance with his/her intentions” (Lucero Babativa, 2012). This means that speech acts are words, statements, and expressions which are part of the sociolinguistic competence due to they are real life interactions and require not only knowledge of a language but also appropriate use of that language given in a culture. Speech acts involve some actions such as apologies, requests, commands, greetings, idioms, and so on. However, in order to use the speech act correctly, learners must not only understand how to form the utterance, but also when, where and how to use it.

Importance of speech acts

Milleret (2015) explained that speech acts are very important aspects for learners’ communicative competence being that they are key words or expressions proper of a language which highly depends on the transmission of the speakers intention who are encharge of communicate them within a cultural context. Also, the author mentioned before stated, “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.”

That is why, learning speech acts is useful for teachers and students who are learning a foreign language owing to these acts show them that there are

significant differences when individuals from different cultures try to achieve a similar and complete learning of a language. In this perspective, the study of speech acts for second learners can help them to improve their abilities to communicate in a specific culture.

Kinds of speech acts

Scholtz (2017) mentioned three kinds of speech acts that can be performed when a speaker tells a sentence, these are: locutionary act, illocutionary act, and perlocutionary act (an act of affecting something), the same that are described below.

Locutionary act is the act of saying something, it consists simply on saying a sentence from a language, the same that describes what the speaker says. It is the literal meaning of an expression. For instance, The final exam will be difficult.

Illocutionary act is the act of doing something, it means the speaker tries to do something by saying a sentence or expression. These acts include stating, promising, thanking, congratulating, apologizing, threatening, predicting, ordering, and requesting. For example, if a mother says to his son, “ Close the door!” the illocutionary act is an act of ordering.

Perlocutionary act is the act of affecting something, these acts have an effect on feelings, thoughts or actions of both the listener or the speaker. These acts persuading, and convincing.

Consequently, these three kind of speech acts will be described through an example. The phrase “Don’t eat unhealthy” is a locutionary act, it is a warning for the listener, the warning (do not eat unhealthy) is an illocutionary act, and the

perlocutionary act occurs if the listener attends to the warning. If this warning is heard and responded to, the speech act succeeds.

Functions of speech acts

According to Searle's taxonomy of speech acts (1979) as cited in Hesling Smith (1991), speech acts consist of five functions which are described below.

Declaratives are the kinds of speech acts that change the world through their expressions. The speaker has a specific role in a specific context to show declarations. Some cases of declaratives are approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming, etc. Examples: You are fired, I swear, I beg you.

Representatives are those that according to Spencer (2004), speakers assert a proposition to be true using verbs such as affirm, inform, criticize, believe, conclude, deny, and report. These kinds of speech acts state what the speaker believes to be the case or not. For instance, "No one makes a better cake than me".

Expressives are those kinds of speech acts that express the speaker's own feelings through apologizing, thanking, congratulating, praising, and so on. For example, "I am sorry that I lied to you".

Directives are actions where the speaker gets the hearer to do something. It occurs by directing, ordering, commanding, requesting, advising, and ordering. For instance, "Could you close the window?"

Commissives take place when the speaker expresses what he or she intends to do. These can be said using promises, offers, commitments, swears, and guarantees. For example, "I'm going to Paris tomorrow".

Apologies

Apologies are part of expressives. They occur between two people and help to satisfy the needs of honor by accepting an offense or failure committed and amending it. Deborah Levi as cited in Grigsby (2007) described four types of apologies: tactical apology, explanation apology, formalistic apology, and happy ending apology.

Elements of apologizing

O'Neill (2012) described three elements that take place in an apologizing scenario, these are:

Resenting is the feeling that results after a bad action; it is the feeling of anger or deception about someone's actions, for instance, when someone offends another person by doing a bad action or saying something badly.

Apologizing is the act of offering an apology to another person who was offended. This act occurs when the offender's guilt takes place in his or her thoughts.

Forgiving is an action where the person who was offended decides to give another chance to the person that commits the mistake because that one has overcome the emotion of resentment.

Importance of apologies

Apologies are considered important at any context for its value of reestablishing relationships between people that were offended for any action or expression. These people can be friends, family, and also authorities of a specific institution. The function of apologies is to mend bad behaviors using expressions that serve as mediators to heal offended people's feelings of resentment. Leech

(1983) as cited in Jamuna (2015) emphasized that, "... it is not enough to apologize, this apology needs to be successful in order for the hearer to pardon the speaker, and thus reestablish the balance."

Requests

Althoff, Niculescu, & Jurafsky (2014) defined a request as an act of asking formally for something. Requests are also known as questions used for getting some kind of information. Requests are part of daily life. In fact, it is necessary to know how to use a request in society because the wrong use of it can be seen as an impolite behavior; for instance if someone is at work and this person needs to ask something of his or her boss, this person must ask in a polite way.

For requesting, modal verbs are used to ask for something in a formal way, for example, if someone needs to ask something of his or her friends, this person can use an informal request. This means asking something of a person with high confidence and does not need to be formal; it can happen with friends or family.

Examples:

- ...lend me...
- Can I borrow...?
- Can you...?
- Could I...?
- Could you...?
- I look forward to hearing from you soon.
- I need (to)... Can you help?
- I'd be (very) grateful if you could...

- May I...?

Importance of requests

Ask for what they want involves the important skill of learning to be polite. Being polite in social interactions can facilitate success in social interactions, as says (Miklos, 2012). Requests take place every day, at any moment, and at any place in life because generally we make someone to do something for us or ask for something we need. Requesting is at the very heart of cooperation and collaboration in our social lives (Drew, Paul; Couper-Kuhlen, Elizabeth, 2014).

Commands

Commands are part of directives, are also as imperatives, a kind of speech acts. These can be expressed directly and indirectly. A command occurs when the speaker wants the hearer to do something. Commands always come at the beginning of a sentence with a verb and end with an object, a person, or a thing.

The importance of commands

A command is generally used to give orders. There are two forms of commands: affirmative and negative; an affirmative command implies obedience, performance, action, and obligation. On the contrary, a negative command implies trying to prevent, exclude or prohibit do something

Examples:

- Answer the phone, please.
- Don't worry
- Call me later!
- Help me find this information.

- Don't press the red bottom.
- Please give it that to me.

Idioms

According to Oxford Advanced Learner's Dictionary (1999) as cited in Zarel & Rahlml (2012), an idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words. Idioms have both literal and figurative meanings. Through their use they make language learners fluent speakers and help learners to enter into cultures, customs, and lifestyles of a target language.

Examples:

- To come up with
- To take part in
- Fly off the handle
- Kick the bucket
- Coffee and cream
- A bird in a hand is worth two in the bush
- I wasn't too crazy about him; he won't even lift a finger

The importance of idioms for English language learners

“Idioms are always something special about any language; they build up some distinctive features which vary one language from another” (Martirosyan, 2014). The author mentioned before also said, “Idiomatic expressions... help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history.”

At this point, these expressions are an essential part of the English vocabulary due to their meaning must be known to understand a language. If someone tries to translate the meaning of an idiom word by word, he or she will wrong meaning. For this reason, it is necessary to know idioms hidden meaning because the more knowledge there is, the more learners' listening, speaking, writing and reading skills will improve.

Greetings

In the native language a speech act that is generally taught is greetings due to these are specific and necessary expressions of all languages. Zeff (2016) mentioned, "For English as a foreign language (EFL) learners, the ability to make an appropriate greeting is often the first opportunity to demonstrate communicative competence." That is why it is essential for learners to have an appropriate greeting behavior in order to have good relationships and be polite to others. Greetings vary from culture to culture, that is why it is important to learn them; these are a part of expressives, a type of speech acts.

Kinds of greetings

Formal greetings are used in formal speeches, such as presentations in front of an audience, and also to welcome or say good bye to people that have a high range in society.

Examples:

- Good morning, good afternoon, good evening.
- It was pleasure seeing you
- Good bye

- Good day Sir, Madame, and so on.

Informal greetings are used with close people such as conversations with friends or family.

Examples:

- Hi, Hello,
- What's up?
- Nice to seeing you!
- Bye

Importance of greetings

Greetings vary culture from culture. Therefore, For English as a foreign language (EFL) learners, the ability to make an appropriate greeting is often the first opportunity to demonstrate communicative competence, as written by (Zeff, 2016), a person who greets to another person makes a beautiful gesture and also shows its level of education. However, sometimes the first greeting impression can make or break the relationship with others. It is important for learners of a new language to use a greeting correctly depending on the context that it is going to take place.

Strategies for teaching language and culture

Cultural activities should be incorporated into lesson plans to enrich and inform the teaching content. These strategies make students get involved in a language and develop their communication skills, and these can be applied in different ways. Some useful ideas for presenting culture in the classroom are described below.

Authentic materials are good sources for teaching language, especially from the native speech community, because they help to engage students in authentic cultural experiences. Sources can include films, news broadcasts, television shows, web sites, photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials.

Discussion topics might include nonverbal behaviors. For instance, the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other. Students might describe the behaviors they observe and discuss which of them are similar to their native culture and which are not.

Proverbs as a way to explore culture provides a way to analyze the beliefs about and misunderstandings of a culture, as well as provides a way for students to explore the values that are often represented in the proverbs of their native culture.

Role plays can be performed by students based on cultural differences. For example, after learning about ways of addressing different groups of people in the target culture, such as people of the same age and older people, students could role play a situation in which an inappropriate greeting is used. Other students observe the role play and try to identify the reason for the miscommunication. They then role play the same situation using a culturally appropriate form of address.

Students as cultural resources are helpful in the way that exchange students, immigrant students, or students who speak the target language at home can be

invited to the classroom as expert sources. These students can share authentic insights into the home and cultural life of native speakers of the language.

Literature is used with texts that are carefully selected for a given group of students and with specific goals in mind; it can be very helpful in allowing students to acquire insight into a culture.

GROUP WORK INTERACTION

It is a cooperative activity that creates an environment where students teach, learn and explain concepts to each other, it also reinforces the information provided by the instructor and gives to students the opportunity to hear and learn from a classmate, who may be able to explain it in a way that makes more sense to the other students.

Yelfiza (2015) explained that through interaction, in classroom activities, students share ideas, activities, and beliefs that can also be reflected by teachers and learners. Moreover, the learner's social environment is very important to learning. Working in groups and collaborating with peers are useful and effective ways for individuals to learn. The learner's interactions with others within the learning setting - teachers, peers, and others - as well as the broader social and cultural context of the learning experience itself, are assumed to be critical to the development of the desired knowledge and skills (Michigan State University, 2003). Similarly, Taqui (2014) stated, "Working in groups allows learners to achieve higher order thinking skills and retain knowledge longer than working individually"

Types of group work

Group work is divided in three types: collaborative group work, pair work, and cooperative learning.

Collaborative group work helps students to solve assignments given by teachers; it also consists on work with a specific number of students. Lee (2014) outlined that this strategy can be used for all types of students and can take various forms in the classroom.

Pair work involves an activity conformed by two students and its goal is to improve their speaking skills and to have a free communication between each other for a reciprocal learning.

Cooperative learning. Olsen and Kagan (1992) as cited in Rahaman (2014), defined it as a group of learning activities where learning is dependent of the exchanging of knowledge between members of the group. Learners are motivated by others and by themselves.

Najma Raja (2012) explained, “The teacher can organize these groups at any time in a class of any size to check on the students’ understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.” The author recently mentioned also said, “The effective use of group work in language class can provide a valuable learning experience to students and give them the opportunity to practically experience the ideas presented and strengthen their learning.” In the same way, Yelfiza (2015) pointed out, “through interaction, in classroom activities, students share ideas, activities, and beliefs that can also be reflected by teachers and learners.”

Principles of cooperative learning

Consequently, Jacobs (2004) mentioned some principles which are considered essential to accomplish a better cooperative learning and which will help students to have a better participation when a cooperative learning activity takes place in the classroom, these are:

Heterogeneous grouping refers to the groups where students are mixed without taking into account sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence to do cooperative learning tasks.

Collaborative skills are essential to work better with others. These skills help to exchange ideas between each other so as to reach common goals either in communication or other cooperative aspects. Robinson & Leahy (2015) mentioned, "Collaboration involves learning as a social act and not in isolation, in groups or teams, towards a common goal." Similarly, Ramírez Salas (2005) explained how collaboration works in group activities and she said, "Students have to work together for the completion of the task. All the members of the group are like the pieces of a machine, if one does not work well, a malfunction may occur."

Group autonomy motivates students to look by themselves for resources instead of relying only on the teacher. The teacher intervenes when students are not able or it is difficult for them to accomplish an activity.

Simultaneous interaction occurs when group activities are not used in classrooms and a sequential interaction is used. On the one hand, one person speaks instead of the teacher, in other words this person takes the role of the teacher; on the other

hand, a simultaneous interaction takes place in group activities and one student of each group has the role of being the speaker.

Equal participation consists on making all the members of the group participate in the same way in the group; it means that each member of the group has their respective role at the moment that the group work activity is happening.

Individual accountability occurs when teachers want to encourage individual accountability in groups; they hope that everyone will try to learn and to share their knowledge and ideas with others.

Positive interdependence takes place when the members of the group feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It means that group members want to help each other.

Cooperation as a value involves taking the feeling of sharing the knowledge acquired in the classroom between each other and expanding it beyond the small classroom group to encompass the whole class, the whole school.

Garibay (2015) said, “Learning occurs through sharing and actively listening to different viewpoints, but students need to feel safe to express different viewpoints and to know that their perspectives will be valued and respected.”

Group work strategies

An equally significant aspect of group work interaction is to identify some effective strategies for this kind of activities, and Griffith University (2011) described them as:

Assigning roles. Each member of the group has to be able to have a role in the group activity. All of the participants have to develop their strengths, weaknesses and skills to accomplish the task assigned.

Planning and managing a project. The group has to establish rules, organize their team and make decisions for the accomplishment of the task.

Engaging with group members. To have a good relationship between members they have to listen carefully to other opinions, make eye-contact, focus their attention on positive and negative aspects, respect each other while speaking and during the activity, and appreciate all contributions that members give the group.

Dealing with conflict and problems. Students have to be able to find solutions to a problem that exists in the group, avoid conflicts and make final decisions.

Student interaction

Lee (2014) explained that student interaction is way of making students able to share ideas between each other and also practice communication. Conversations are a good strategy to encourage students' fluency and vocabulary. This is also a way to exchange knowledge learned in class through some kind of activities, these can be group work activities and so on. Interaction in classrooms provides students with the opportunity to exchange feelings, ideas, and thoughts; all of these different because each person thinks different from others. Similarly, Nunan (1991) as cited in Choudhury (2005) suggests, "...learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate in groups.

Motivation

Motivation is considered as an incentive fundamental for the accomplishments of goals or specific tasks. Hence, Dharmaraj, William (2016) said, Motivation is a drive that inspires to move towards your goal. Motivation is the principal force that governs the learners' progress and ability to learn. It not only sets in motion the activity which results in learning, but also sustains and directs it. In a teaching-learning situation. As well as, Hein (1991) as cited in McLeish (2009) stated, “Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning.”

Consequently, Gardner’s theory explains the attitudes and motivation in foreign language learning, describing the difference between integrative and instrumental motivation:

Integrative motivation refers to the desire students had to be part of the culture that they are studying, they want to learn the language in order to work or study, and interact with the people who speak the language. In other words, they are encouraged to give all of them to accomplish their goal. It is related to student’s interest and goals.

Instrumental motivation is related with the idea of learning a language but as a tool for different purposes. For learners of this kind of motivation, learning of a language is not their objective, but they know that it will be helpful for them in other aspects.

e. MATERIALS AND METHODS

Materials

In this research work, three kinds of resources were used. The human resources who were the people that contributed in the development of this research, such as the teacher candidate who applied the intervention plan, students of the tenth year B of basic education who were the participants, the English teacher who helped to monitor students' work, and the thesis advisor who gave suitable suggestions to carry out this intervention plan. The material resources that were useful during the development of the research work were: lesson plans, books, worksheets, flashcards, Mp3 player, notebooks, flipcharts and flashcards. The technical resources were a computer to type all the useful information for the application of the project, a printer to get the material used for each class activity and the internet to search for information which supports the project.

Design of the research

This action research had the goal of developing speech acts through the application of group work interaction. It allowed the teacher candidate become a participant to study aspects in the problematic situation and to analyze and reflect on the results that were derived from the application of group work interaction in order to develop speech acts in the English Foreign Language among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.

Action research assisted the teacher candidate, who was the researcher conducting this investigation, to find an immediate solution to the issue of speech acts in which the students had showed some problems experiencing when expressing an apology, commands, request, or when they had to greet and use idioms to avoid repetition as a language learner due to the lack of implementation of group work interaction.

Methods

In this research work, the researcher used the following general methods:

The analytic/ synthetic method helped the researcher to analyze all the information gathered on the observation sheet, pre and post questionnaires and the pre- and post- test, and then, to make the interpretation and logical analysis of the data and to draw conclusions.

The statistic method through which the researcher collected and analyzed all the answers which were then represented in graphics to indicate the percentages and results from the questionnaires, observation sheets and tests taken to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw the respective conclusions.

The scientific method facilitated the study of group work interaction to develop speech acts used in English Foreign Language classes. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted with the prediction of the possible solution, the gathering data to make relevant predictions and the analysis of the data.

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

Techniques and instruments

Data collection

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

Tests allowed students to perform cognitive tasks in relation to speech acts. Therefore, tests yielded a numerical score by which the researcher calculated the mean to compare the pre- and post-test result.

Pre-test and Post-test were given at the beginning and at the end of the intervention plan. At the beginning, it was given to measure the performance of speech acts that students had and at the end to measure the performance of speech acts achieved by the students after the intervention plan designed in this research with the activities applied to group work interaction in order to make a pre-and post- test comparison of the cognitive dimension of the performance of speech acts of the participants.

Questionnaires were given to the participants to answer questions related to their attitudes and feelings toward group work interaction. Furthermore, the data collected by the questionnaires supported the test results. A pre- and post-test and questionnaire were given to make a comparison between the results.

Observation let the researcher know the facts in a participative and non-participative way. The observation was developed through an observation sheet and a field note sheet. The observation was in the natural environment of the students of tenth year B at Pío Jaramillo Alvarado during their English classes. There were two types of observation as detailed below.

Nonparticipant observation did not permit the researcher to get involved and interact with the participants, their behaviors were only observed and recorded in the setting under study. The objective of this nonparticipant observation was to identify the issue for this Action Research work which was supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation was the observation sheet.

Participant observation not only allowed to observe and to take objective notes, it also actively engage the researcher to become integrated into the activities and the environment of the participants. The teacher candidate participated deliberately in the problematic situation by means of group work interaction in order to develop speech acts among students. The instrument of this participant observation was the field note sheet.

The Observation sheet enabled the researcher to observe the participants' performance during the lesson. It also permitted to keep a record of the situations

that happened in the class. Thus, it helped to analyze and reflect the findings when the plan ends.

Field notes helped the researcher to record a description of the events, activities, and people (e.g., what happened). The teacher candidate recorded the participants' behaviors, attitudes and feelings toward the treatment to develop speech acts (the issue), that was group work interaction.

Population

The students of tenth year B of Basic Education, afternoon session were who participated in the development of this action research. The participants of the study were 25 students between boy and girls. They were between 12 boys and 13 girls. The students received 5 hours of English per week. It was a medium population so that it was not necessary to take a sample of it.

f. RESULTS

This section details how the objectives of the research were attained.

Objective one was accomplished through the research of theoretical references gathered from different authors to support the analysis of both variables speech acts and group work interaction. Furthermore, it helped in the design of the test and questionnaire, which were the instruments applied in this research to contrast the results and analyze the data obtained based on the literature investigated.

The second objective was fulfilled with the application of the pre-test, which let the researcher to determine the difficulties that students had on speech acts. Moreover, learners presented problems to follow commands, to ask forgiveness to someone, to understand idiomatic expressions, and to greet according to the level of formality and situation; these data was necessary to look for the most suitable strategy to enhance their speaking skill.

The third objective was achieved through the designing of the intervention plan based on group work interaction as a cooperative learning strategy to develop the speaking skill on students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado.

The fourth objective was reached with the application of group work interaction as a strategy and the results gotten from the pre and post questionnaires, which allowed the researcher to improve students' attitudes when working among them to accomplish a common goal in the classroom, such as: respecting their classmates' opinions, sharing their knowledge and increasing

learning on each learner, motivating themselves to work, and collaborating with ideas and opinions to attain their purposes.

The fifth objective was verified with the results obtained from the pre- and post-tests, which showed that the application of group work interaction was effective for the development of students' speaking skills, since students used apologies, requests, commands, idioms and greetings they were capable to transmit their intentions as speakers through these expressions according to the situation they faced.

Pre – Test Results

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

a. Table 1

Pre - Test Scores of Students of Tenth Year B on Speech Acts.

Students' Code	A /2	R /2	C /2	I /2	G /2	SCORE /10
CBPJA10B01	0.5	0.75	2	0.8	1	5.05
CBPJA10B02	0.5	1	0.4	0.4	0	2.3
CBPJA10B03	0.5	1.25	1.2	0.4	0.5	3.85
CBPJA10B04	0.5	1	0	0	0.25	1.75
CBPJA10B05	1	1	0	0	0.25	2.25
CBPJA10B06	0	1.75	1.6	1.2	0.25	4.8
CBPJA10B07	1	0.75	1.2	0.8	1.25	5
CBPJA10B08	0	0.5	0	0	0.5	1
CBPJA10B09	1	1	1.6	0.4	1	5
CBPJA10B10	0.5	1	0.8	0	1	3.3
CBPJA10B11	0.5	1.25	0.8	1.2	1.25	5
CBPJA10B12	1	1.25	0	1.2	0.75	4.2
CBPJA10B13	1.5	0.5	0.4	0.4	0.75	3.55
CBPJA10B14	0.5	0.75	0.4	0.4	0.5	2.55
CBPJA10B15	1.5	1	0	1.2	0.75	4.45
CBPJA10B16	1	1	0	0	0.25	2.25
CBPJA10B17	1	0.75	0.4	0.4	0.25	2.8
CBPJA10B18	0	0.5	0.4	0.8	0.25	1.95
CBPJA10B19	1.5	0.25	1.6	0.8	0.25	4.4
CBPJA10B20	0.5	0.25	0	0.8	0.25	1.8
CBPJA10B21	0.5	0.75	1.2	0.8	1	4.25
CBPJA10B22	1	0.75	1.2	1.2	0.75	4.9
CBPJA10B23	0.5	1.75	0	0.4	0.25	2.9
CBPJA10B24	1	0.5	0.8	0.4	0	2.7
CBPJA10B25	1.5	2	0	0.8	0	4.3
MEAN	0.76	0.93	0.64	0.59	0.53	3.45

Note. CBPJA= Colegio de Bachillerato Pío Jaramillo Alvarado, 10B= Tenth year B, 01= Students' code, A= Apologies, R= Requests, C= commands, I= Idioms, G= greetings

b. Interpretation and Analysis

Table 1 is related to the five indicators of speech acts that were evaluated before the intervention on students of tenth year B. These indicators were apologies, requests, commands, greetings, and idioms. It can be seen that the total mean score of speech acts was 3.45/10, which reflected scores below the expected level 7/10.

Regarding the results, students' highest mean score was 0.93/2 on requests. This result indicated that the students were familiar with few requests, which means that they only identified requests that started by the modal verb *could*, but they did not know the rest of modal verbs that are commonly used to ask politely. At this point, Miklos (2012) explains the importance of requests, "ask for what they want involves the important skill of learning to be polite. Being polite in social interactions can facilitate success in social interactions."

On the other hand, the lowest mean score that students got was 0.53/2 on greetings, which showed that they could not recognize the two kinds of greetings, formal and informal. It means that students did not know how to use the appropriate greetings for authorities and relatives. Zeff (2016) explained that with some knowledge of the most useful greeting routines and the variety of greetings one might encounter, students can begin to make their own choices and create their own greeting routines, moving them closer toward communicative competence in the target language.

In conclusion, it is clear that students faced serious problems in regard to the use of speech acts in the English classroom, especially on greetings, idioms,

commands, and apologies. However, it did not mean that the result that learners got on requests was good, it implied that greetings' indicator had to be improved with the purpose of let students know the variety of requests that they could use to ask for something a polite way among their teacher ad classmates. The importance and seriousness of developing these important functions of speech acts was that these have an important role everywhere and at any context. Speech acts included real – life interactions and require not only knowledge of the language but also appropriate use of them in a language within a given culture to have a good communication with others.

Comparison of the Pre and Post Questionnaires Results

Objective four: To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.

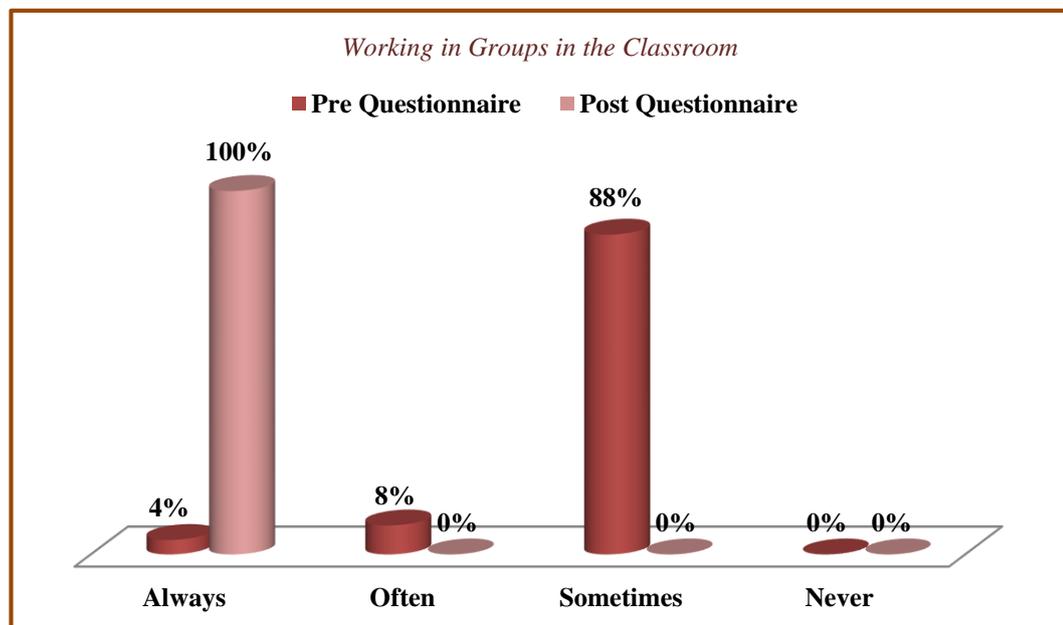
Question 1: How often do you work in groups in the classroom?

a. Table 2

Working in Groups in the Classroom

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	1	4	25	100
Often	2	8	0	0
Sometimes	22	88	0	0
Never	0	0	0	0
Total	25	100	25	100

b. Figure 1



c. Interpretation and Analysis

This question is related to how often students work in groups in the classroom. The data collected from this question states that most of the students, (88%) agreed that they sometimes work in group activities. That is why, that the little application of group work in the classroom reflected the little knowledge that students had on speech acts. Learners could not perform these expressions in the classroom because they did not interact with their classmates in activities that involved communication. So that, they could not practice these important sociocultural rules, part of the sociolinguistic competence.

However, after the intervention plan students' opinion changed, all the students (100%) indicated that group work took place every day in the classroom. They were able to performed speech acts frequently through group activities that allowed them to use requests, commands, idioms, apologies, and greetings. These activities gave learners an opportunity to practice speech acts among classmates through conversations, which also permitted to improve their speaking skill and manage better their communicative competence in an English environment.

In conclusion, according to Najma Raja (2012), "The effective use of group work in language class can provide a valuable learning experience to students and give them the opportunity to practically experience the ideas presented and strengthen their learning." Similarly, Yelfiza (2015) explained, "through interaction, in classroom activities, students share ideas, activities, and beliefs that can also be reflected by teachers and learners." Group work interaction is a cooperative activity that creates an environment where students have the

opportunity to learn, teach and explain concepts or ideas to each other between members of the group.

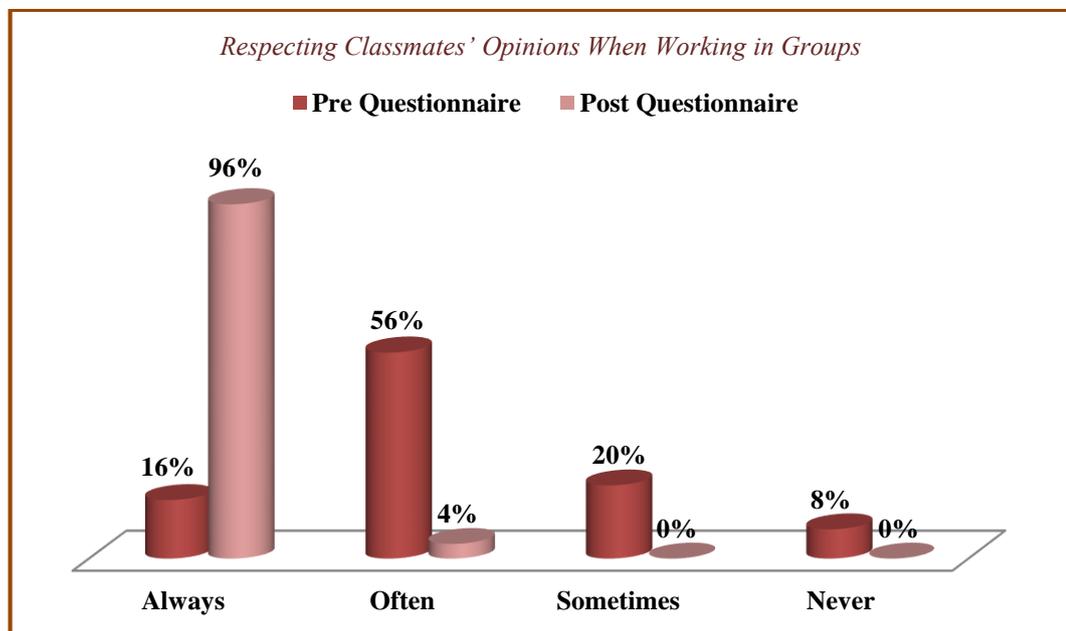
Question 2: How often do your classmates respect your opinions when you work in groups?

a. Table 3

Respecting Classmates' Opinions When Working in Groups

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	4	16	24	96
Often	14	56	1	4
Sometimes	5	20	0	0
Never	2	8	0	0
Total	25	100	25	100

b. Figure 2



c. Interpretation and Analysis

Based on the data given in the table above, 56% of the students agreed that their classmates often respected their opinions when working in groups, which

means that in group activities their ideas and thoughts were accepted even if their classmates did not agree with them. Also, there were times that some students could not approve someone's ideas, but the group tried to look for the best one in order to accomplish the task assigned by the teacher. On the other hand, the rest of students stated that their peers sometimes respected their opinions because there were some students with bad behavior who had negative attitudes, such as: insults, jokes, innuendos, and verbal attacks.

In contrast, the level of respect of opinions increase notably after the intervention, 96% of the students accepted what the members of the group said. They realized that group work was better in a climate where students felt safe expressing their opinions, sharing values, and promoting mutual respect in the classroom. Furthermore, it is important to point out that to achieve this, the researcher had to establish some rules focused on respect with the purpose of getting a good environment to work in groups, which also promote learning among students.

In relation to what has been mentioned, Garibay (2015) said, "Learning occurs through sharing and actively listening to different viewpoints, but students need to feel safe to express different viewpoints and to know that their perspectives will be valued and respected."

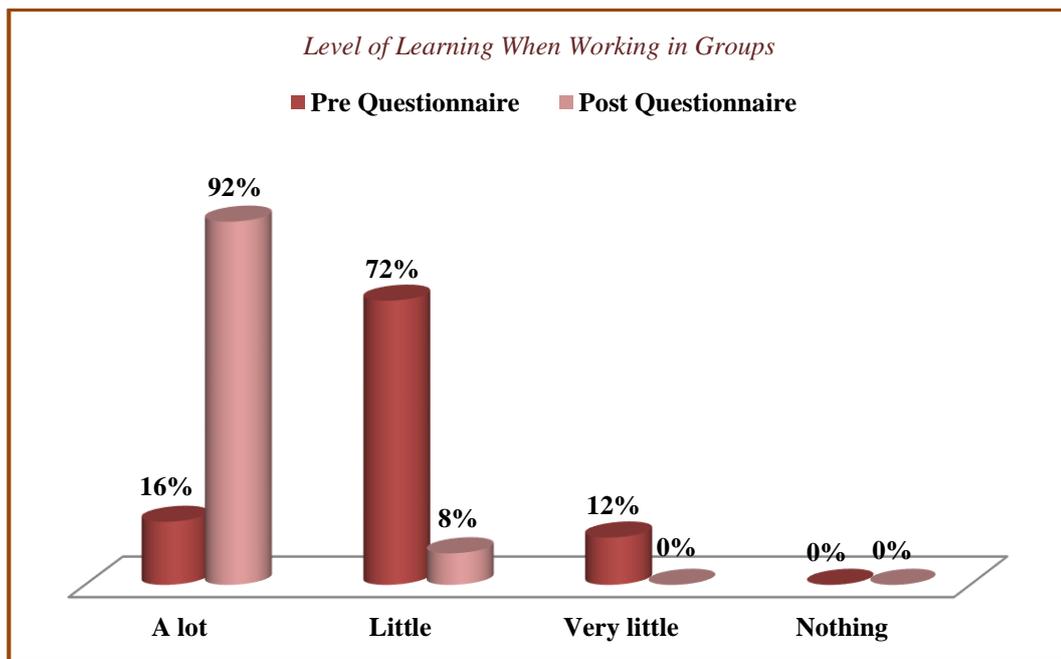
Question 3: How much do you learn when you work in groups?

a. Table 4

Level of Learning When Working in Groups

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	4	16	23	92
Little	18	72	2	8
Very little	3	12	0	0
Nothing	0	0	0	0
Total	25	100	25	100

b. Figure 3



c. Interpretation and Analysis

The information presented in Table 4 is referred to the level of learning that students acquired when working in groups. The results obtained before the intervention showed, 72% of students learned a little when they worked in groups. It should be emphasized, however, that this learning is not significant as it should

be. The reason why learners did not learn in group activities at all was that only few members of the group participated in the task while the rest did other activities. Similarly, there were occasions that students who did not understand English were isolated from those who knew it.

For this reason, after the intervention plan, 92% of the students stated that they learned a lot. This result was reached since groups were formed by the teacher, each group was conformed by both students of high and low level. The objective of this change was to make learners to share their knowledge and abilities among them to help the group to increase their knowledge and also, their social interaction.

The learner's social environment is very important to learning. Working in groups and collaborating with peers are useful and effective ways for individuals to learn. The learner's interactions with others within the learning setting - teachers, peers, and others - as well as the broader social and cultural context of the learning experience itself, are assumed to be critical to the development of the desired knowledge and skills (Michigan State University, 2003). Similarly, Taqui (2014) declared, “Working in groups allows learners to achieve higher order thinking skills and retain knowledge longer than working individually”

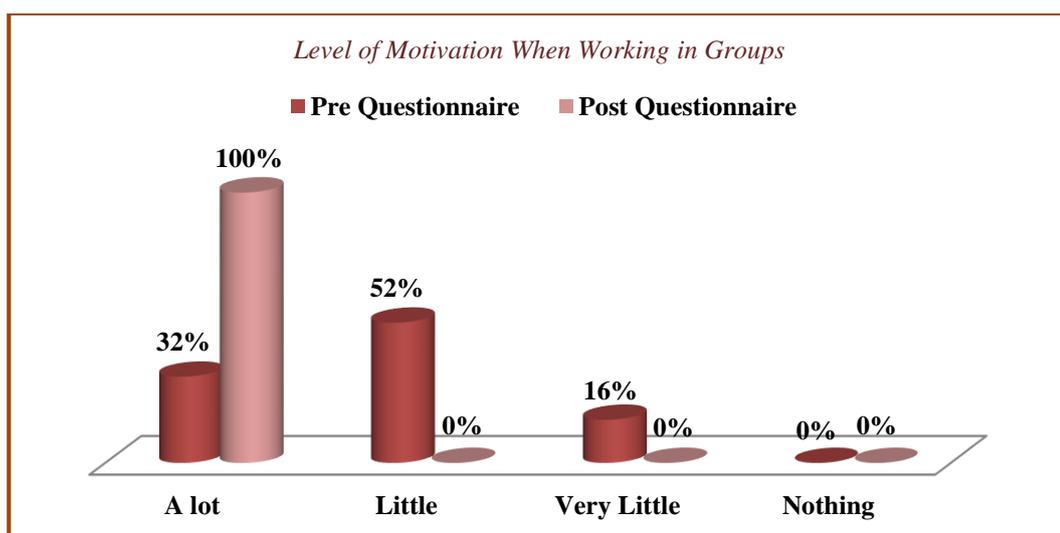
Question 4: How motivated do you feel when you work in groups?

a. Table 5

Level of Motivation When Working in Groups

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	8	32	25	100
Little	13	52	0	0
Very little	4	16	0	0
Nothing	0	0	0	0
Total	25	100	25	100

b. Figure 4



c. Interpretation and Analysis

The data presented from Table 5 is referred to the level of motivation students received when they work in groups. Accordingly to the results gathered before the intervention plan, 52% of the learners admitted that they did not get the sufficient motivation neither from their teacher nor their classmates. The principal factor that affected motivation among peers was the way they received the English classes. Learners mentioned that it did not catch their attention at all, on the

contrary, it made them get bored and distracted. Also, some attitudes of a group of students that spend their time disrupting the class, especially in group activities was a big problem for them to be concentrated when they worked on the activities assigned by their teacher. All these factors unable learners got motivation in the English classes, the environment where they were was not the appropriate.

Unlike, after the intervention plan, these issues were improved. Diverse activities were used in order to increase learner's interest and avoid their distraction, as well as motivated them to learn, to get engage in the activities, and to participate in the tasks developed in the class in groups. It is important to say that motivation allowed learners to gain self-confidence, an important factor to encourage the achievement of a goal in group work. Hence, the environment was the adequate due to the fact that learners supported each other, as the common quote, "one for all and all for one".

A report pointed out Lewin's theory which emphasized how motivation influence in learning. Motivation is a drive that inspires to move towards your goal. Motivation is the principal force that governs the learners' progress and ability to learn. It not only sets in motion the activity which results in learning, but also sustains and directs it in a teaching-learning situation (Dharmaraj, William, 2016). As well as, Hein (1991) as cited in McLeish (2009) stated, "Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning."

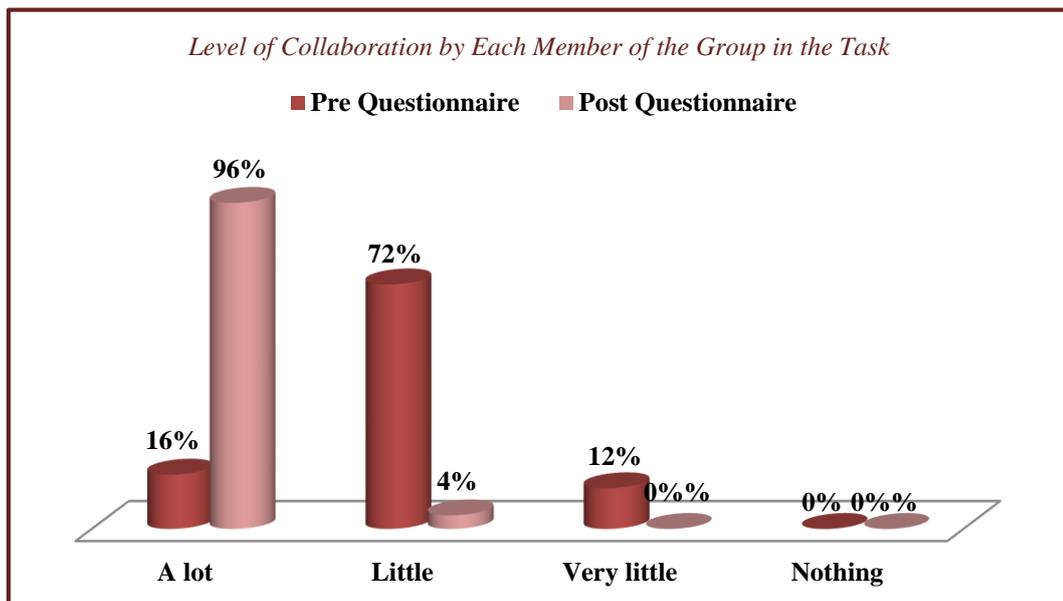
Question 5: How much does each member of the group work collaborate in the task?

a. Table 6

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

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A lot	4	16	24	96
Little	18	72	1	4
Very Little	3	12	0	0
Nothing	0	0	0	0
Total	25	100	25	100

b. Figure 5



c. Interpretation and Analysis

According to the results of the Table above, it could be mentioned that before the intervention plan, (72%) revealed that their classmates collaborated a little in group activities. It means that most of students did not participate actively in the development of a task or activity, they left all the work only to two of their

classmates and they spent their time doing irrelevant activities. Sometimes there were students that spoke all the time and did not let their classmates be concentrated.

In contrast to the problems mentioned before, there was a huge improvement after the intervention plan, (96%) expressed that group work was better to manage when they started to assign responsibilities or roles to each member of the group in order to participate together in the development of a task. In that way, all the learners were involved to make decisions, and also to increase their peer's knowledge.

Robinson & Leahy (2015) mentioned, "Collaboration involves learning as a social act and not in isolation, in groups or teams, towards a common goal." In the same way, Ramírez Salas (2005) explained how collaboration works in group activities and she said, "Students have to work together for the completion of the task. All the members of the group are like the pieces of a machine, if one does not work well, a malfunction may occur."

Post – Test Results

Objective five: To validate the results obtained group work interaction had among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.

a. Table 7

Post - Test Scores of Students of Tenth Year B on Speech Acts.

Students' Code	A	R	C	I	G	SCORE
	/2	/2	/2	/2	/2	/10
CBPJA10B01	1.5	2	2	2	2	9.5
CBPJA10B02	1.5	2	1.2	2	2	8.7
CBPJA10B03	1.5	2	2	2	2	9.5
CBPJA10B04	1.5	2	1.2	2	2	8.7
CBPJA10B05	1.5	2	1.6	2	2	9.1
CBPJA10B06	1.5	2	2	2	2	9.5
CBPJA10B07	1.5	2	2	2	2	9.5
CBPJA10B08	1.5	2	2	2	2	9.5
CBPJA10B09	1.5	2	1.2	2	2	8.7
CBPJA10B10	1.5	2	2	2	2	9.5
CBPJA10B11	1.5	2	2	2	2	9.5
CBPJA10B12	1.5	2	2	2	2	9.5
CBPJA10B13	1.5	2	2	2	2	9.5
CBPJA10B14	1.5	2	2	2	2	9.5
CBPJA10B15	1.5	2	2	2	2	9.5
CBPJA10B16	1.5	2	2	2	2	9.5
CBPJA10B17	1.5	2	2	2	2	9.5
CBPJA10B18	1.5	2	2	2	2	9.5
CBPJA10B19	2	2	2	2	2	10
CBPJA10B20	1.5	1.75	2	2	2	9.25
CBPJA10B21	1.5	2	2	2	2	9.5
CBPJA10B22	1.5	2	2	2	2	9.5
CBPJA10B23	1.5	2	2	2	2	9.5
CBPJA10B24	1.5	1.75	1.2	2	2	8.45
CBPJA10B25	1.5	2	2	2	2	9.5
MEAN	1.52	1.98	1.86	2.00	2.00	9.36

Note. CBPJA= Colegio de Bachillerato Pío Jaramillo Alvarado, 10B= Tenth year B, 01= Students' code, A= Apologies, R= Requests, C= commands, I= Idioms, G= greetings

b. Interpretation and Analysis

Table 7 presents information regarding to the five indicators of speech acts which were evaluated through the application of a post-test to measure students' knowledge of apologies, request, idioms, greetings, and commands. As it can be seen, the total mean score was 9.36/10, which reflected a result over the expected

level (7/10), and demonstrated that students developed their ability to express utterances such as apologies, greetings, idioms, requests, and commands from 3.45 to 9.36.

Furthermore, both indicators idioms and greetings achieved the highest mean score (2/2), indicating that students were able to greet people using the corresponding greeting, formal or informal, depending on their situation, and to understand the meaning of idioms in the English language to use them in conversations in the classroom. Zeff (2016) mentioned, “For English as a foreign language (EFL) learners, the ability to make an appropriate greeting is often the first opportunity to demonstrate communicative competence.” As well as, Martirosyan (2014) said, “Idiomatic expressions... help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history.” However, even if the students got a low mean score on apologies, it did not mean that they were not able to excuse themselves with others. They improved their communication in the classroom by asking for forgiveness when their attitudes and behavior were wrong.

To conclude, it was essential to develop speech acts on students of tenth year B being that these utterances prepare the students to demonstrate a real communicative competence. This point is also sustained by the work of Milleret (2015), who mentioned the importance of teaching speech acts, “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.”

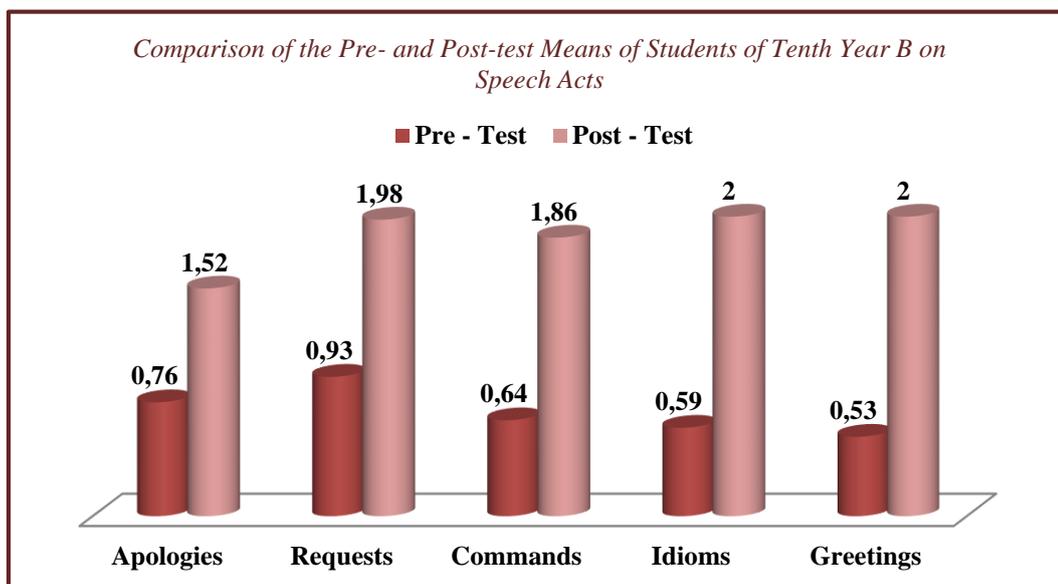
Comparing Pre- and Post- Test Means

a. Table 8

Comparison of the Pre- and Post-Test Means of Students of Tenth Year B on Speech Acts

	Pre – Test	Post - Test
Apologies	0.76	1.52
Requests	0.93	1.98
Commands	0.64	1.86
Idioms	0.59	2.00
Greetings	0.53	2.00
TOTAL	3.45	9.36

b. Figure 6



c. Interpretation and Analysis

The findings in Table 8 represents the comparison of the results gotten from the pre- and post-tests where each indicator of speech acts showed the scores obtained from apologies, requests, commands, idioms, and greetings. It is clear that students increased their knowledge of speech acts impressively during the

intervention plan and improved their mean scores from 3.45 to 9.36. Each aspect overcame the expected score (8/10). Additionally, this indicated that students were able to use these utterances in conversations giving them its appropriate use, according to the situation they face.

Accordingly to the explanation before, the mean scores of each indicator of speech acts were detailed. Regarding to apologies, students increased from 0.76 to 1.52/2, requests rise from 0.93 to 1.98/2, commands improve from 0.64 to 1.86/2, idioms get better from 0.59 to 2/2, and greetings enhance from 0.53 to 2/2. Thus, it is demonstrated that the application of group work interaction in the classroom during the development of this work had a great impact on the improvement of speech acts.

As a result, through these research work students of tenth year B successfully learnt the adequate use of speech acts and also how to work in groups. They were able to have a good communication with others, either offering apologies, understanding the meaning of idioms, giving orders, using requests, and greeting in a formal and informal way.

g. DISCUSSION

The purpose of this action research was the development of speech acts through the application of group work interaction during the intervention plan, which also helped to answer the research problem. Moreover, the results of the pre- and post-test, and pre and post questionnaire, showed that the use of group work interaction had a significant progress developing speech acts, such as apologies, requests, idioms, commands, and greetings, after the intervention plan. However, students did not only learn the correct use of these utterances, they also improved their speaking skill by introducing these expressions when they were interacting in group activities. It can also be said that learners also developed their socio-linguistic competence as explained by Gómez Rodríguez (2010), "... socio-linguistic competence, which involves knowledge of the socio-cultural rules of language and the discourse in which language is used. It embodies the ability to understand the context or situational reality in which we communicate something meaningful."

Besides, the pre-test results showed that learners presented some issues on speech acts because they did not had the opportunity to perform these utterances on English classes. These problems were that students did not use the appropriate greeting when they meet a person, they disregarded the importance of idioms that are used in a language, they could not ask in a good way for favors or things, they did not use commands as they must do, and they did not pay attention to the significance of apologies when something bad was done or said. On the other hand, the most important outcomes were perceived after the intervention, which

demonstrate that students were able to get into their foreign language idiomatic expressions which allowed them to be aware of their importance in the English language, commands were managed appropriately to give orders in the classroom, apologies were used to solve problems or misunderstandings between members and with others, learners greet appropriately using formal and informal greetings, and they ask for something politely using requests. These results were also noticed in the total mean score obtained in the post-test, which was higher than the pre-test, it increased from 3.45 to 9.36, reaching the required average (7/10) and demonstrating that the application of group work interaction was the most effective strategy for the development of speech acts.

The implementation of group work interaction in the classroom influenced in students' attitudes during the intervention plan. At the beginning of the intervention and at the pre-questionnaire results, group work and pair work were not applied at all in the classroom because students did not take advantage of these strategies, and they preferred to do other activities such as completing homework of other subjects and having conversations out of context, rather than accomplishing the tasks assigned by their teacher. Additionally, during the intervention, it was difficult for learners to habituate themselves into the new changes that were enforced in group activities, for instance, work with different classmates as they used to work, manage well their time to complete the tasks on time because these were scored. But, after the intervention, the researcher applied a post-questionnaire that revealed the effectiveness of group work interaction. This effectiveness was reflected in the way of how group work and pair work was

managed among members of the group. Students learned to work in group which were not formed by affinity, they were able to respect their classmates' opinions, learners were collaborative and motivated when they interacted in groups, and in this way they also acquired some learning from their classmates. All these aspects were evidenced through the post- test and questionnaire, and the field notes that were used to record a description of the events, activities, the participants' behaviors, attitudes and feelings, and all the aspects that occurred during the intervention when group work was applied for the development of speech acts.

Furthermore, this research had some strengths and weaknesses while the intervention was applied. At the beginning of the intervention, students showed some strengths regarding to requests, a kind of speech act, but they also presented weakness on greetings, an important act that gives the opportunity to start a good relationship with others. Another aspect is related to participation, students were a little shy during the first classes, they did not participate at all, whereas after the intervention they were comfortable and confident on themselves to participate in group and with the whole class, the professor was always disposed to help the researcher, he was also outstanding at every moment. However, the researcher faced other disadvantages in regard to the size of the classroom, and student's book, for instance, students did not provide the student book the three first weeks so that they worked with copies, some students also arrived late to classes and for the researcher there was no choice than let them to enter to the class, in the institution teachers could not leave students out of classes, and the class size was

not enough for the 25 students, it was a big problem in group work activities, groups were almost together because the classroom was very small.

Finally, it is worth saying that group work and pair work as interactive strategies, allowed students of tenth year B to interact among them through group activities which also let them to accept their classmates' opinions, to motivate their group to learn and work hard, to be responsible, to support each other in order to succeed together with the whole class, and the best of all to develop their speaking skill including speech acts into their foreign language in order to achieve a good communicative competence in the classroom. It is important to note however, that action research helped the researcher to look beyond teaching, and be aware of all the aspects that it involves, so in that way the trainee could identify a problem, diagnose it, and find a solution to improve it.

h. CONCLUSIONS

- The application of a test was necessary to detect the difficulties that were restraining the development of speech acts. In fact, the pre-test results revealed that learners had problems using expressions of apology, asking for things or favors appropriately, understanding the meaning of idioms, following commands, and recognizing the two kinds of greetings.
- The implementation of group work interaction strategies in the English classes reduced students' limitations on speech acts through the execution of pair work and group work activities. This was because learners were allowed to perform these sociocultural rules; for instance, to use formal and informal greetings adequately, to follow instructions, to mend bad behaviors using apologies, to understand the meaning of idiomatic expressions, and to ask for things in a polite way; as well as, interaction among students aroused their leaning interests and improved their team spirit and social communication skills.
- The effectiveness of group work interaction was validated by the results gathered from the comparison of the pre- and post- test means, which showed that students developed speech acts greatly from 3.45 to 9.36. Moreover, these results also demonstrated that the materials and the activities used during the teaching process contributed considerable on students' performance and understanding of the same.

i. RECOMMENDATIONS

- It is advisable for teachers to apply a diagnostic test in order to determine the strengths and weaknesses that students have in the English language learning, especially on speech acts. In that way, teachers will be aware in which areas they have to work in order to improve students' learning. Furthermore, it will help teachers to look for adequate strategies and plan diverse activities based on their needs for a better English language teaching.
- Group work and pair work should be applied by teachers in classrooms in order to encourage learners to deal with activities that improve student – student interaction and to promote learners performance of speech acts, as well as, to improve their attitudes when working in groups to accomplish a great cooperative learning. In that way, learners will be able to work better with others, to exchange ideas among classmates to make decisions, to motivate themselves to learn, and to participate equally to achieve a task assigned by teacher.
- Teachers should validate the effectiveness of the strategy through the qualitative data gathered from the instruments they applied to the students in order to verify if the tools used are helpful to achieve their purpose. In action research, the application of group work interaction demonstrated its validity for the development of speech acts on students. Moreover, it is successful to achieve students' performance of speech acts, an important aspect of the

sociolinguistic competence, to enhance learners' speaking skill, and to maintain good relationships among classmates when working in groups.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

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

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

AUTHOR

KATHERINE ALEJANDRA NOVILLO REYES

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2016

a. THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK
INTERACTION AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE
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b. PROBLEM STATEMENT

Background

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

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

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

Current situation of the research problem

One goal of the Ecuadorian Curriculum for English as Foreign Language for Educación Básica General and Bachillerato is “to develop learner’s understanding of the world of other cultures and their own and communicate their understanding and views of other through English.” In addition, students about their graduation in third of Bachillerato are expected to reach at least the level B1 according with

Common European Framework of Reference o (CEFR). Therefore students of tenth year B are expected to reach the A.2 level CEFR.

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

In response that students cannot use some expressions and phrases according their level, this research project proposes to investigate several options for making students of tenth year B aware of the importance of speech acts which will allow them to communicate better using some polices for apologizing, requesting, greeting, making command and using idioms. Group work interaction provides a positive interaction for every group member to contribute in a more positive and productive manner, where members gather to discuss and share vital information, receive training and produce joint materials or products, which students can reinforce speech acts and can help them to acquire better understanding of the content. Students also can have a cooperative learning through group work

interaction, where they perceive that a better performance by individuals produces a better performance by the entire group.

Research problem

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

HOW DOES GROUP WORK INTERACTION DEVELOP SPEECH ACTS AMONG STUDENTS OF TENTH YEAR B AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO 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 Colegio de Bachillerato Pío Jaramillo Alvarado which is a public school located in the city of Loja at Bolívar street between Catacocha and Mercadillo streets.

Participants

The participants of this research work are students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session, which are all about fourteen to fifteen years old; they are twenty-six students, fifteen girls and eleven boys and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about group work interaction are adequate for developing speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year?
- What are the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado 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 speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year?
- Which group work interaction strategies are implemented to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year?
- How effective was the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year?

c. JUSTIFICATION

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

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

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

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

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

d. OBJECTIVES

General

- To develop speech acts through group work interaction among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.

Specific

- To research the theoretical and methodological references about group work interaction and its application on speech acts.
- To diagnose the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.
- To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.
- To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.
- To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Approach

Pearson (2007) explained that this approach is applied for getting a coherent use of a language which is strictly related with communication. The main goal of this approach is to develop in learners the capacity of communicate.

In the same way, Basta (2011) said that the communicative approach considered language as a tool used for communication. Not only does this competence aim to focus on the development of four language skills, but it also depends on the correlation between the skills.

Communicative language teaching

According to Galloway (1993) communicative language teaching makes use of real-life situations that communication needs. In this method, the teacher sets up a situation that students are likely to encounter in real life. The communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about significant topics.

Teacher and student's role in communicative language teaching

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen Freeman, 1986 as cited in Galloway, 1993). The teacher sets up an exercise with the objective of get student's performance, the teacher must step back and

observe, sometimes acting as monitor as well as during a communicative goal. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are responsible of their own learning.

Communicative language teaching tasks

Interaction activities are helpful in the way that these activities promote communication which is an essential aspect to learn a language. Some interactional examples of interaction activities are group discussion, dialogues and conversations which are regarded of improve learner's fluency on speaking and also language learning.

Authentic materials in classroom are used for learners to motivate them to improve their motivation to learning process. Materials like watching videos, listening to type and reading newspapers texts increase student's motivation.

The challenges of implementing CLT

Littlewood (2013) included the following challenges:

- Difficulties with classroom management, especially with large classes, and teachers' resulting fear that they may lose control.
- New organizational skills required by some activities such as pair or group work.
- Students' inadequate language proficiency, which may lead them to use the mother tongue (or only minimal English) rather than trying to 'stretch' their English competence.

- Excessive demands on teachers' own language skills, if they themselves have had limited experience of communicating in English.
- Common conceptions that formal learning must involve item-by-item progression through a syllabus rather than the less observable holistic learning that occurs in communication.
- Common conceptions that the teacher's role is to transmit knowledge rather than act as a facilitator of learning and supporter of autonomy.
- The negative 'washback' effect of public examinations based on pencil-and-paper tests which focus on discrete items and do not prioritize communication.
- Resistance from students and parents, who fear that important examination results may suffer as a result of the new approach.

The communicative approach has some methods such as the Communicative Language teaching whose goal is the communicative competence which is described below.

Communicative Competence

Communicative competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language (Richards, 2006). It consists on how a learner form sentences and how sentences are formed. This competence allows having a meaningful communication by using successfully a language.

Furthermore, the Common European Framework (Council of Europe, 2001) divided the communicative competence in three components; these are linguistic competence, sociolinguistic competence, and pragmatic competence.

The linguistic competence relates not only to the range and quality of knowledge ... but also to cognitive organization and the way this knowledge is stored ... and to its accessibility ... (Council of Europe, 2001). Knowledge of a language is important, but it is better when someone knows how to organize and use it. There are a lot of varieties that change from one person to another and cognitive organization takes an important role here because the vocabulary and the expressions stored are those that an individual has to use when he or she has been socialized and where learning has occurred. Morphology, phonology, lexicon and syntax are important characteristics in this competence.

Sociolinguistic competence refers to the way we use a language (Council of Europe, 2001). It means interpret the social meaning of the linguistic varieties and to use a language appropriately in the society for a good communication.

In relation with Council of Europe (2001) pragmatic competences are related with the materials used to develop a language in the way of exchange languages between each other's, by using a good mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. It does not worry whether the interactions and cultural environments in which such abilities are constructed.

As we have seen, communicative competence helps people to keep communication with others in order to give and receive messages between each other. In this case, involving a second language the communicative competence is used to transfer dialogues between speakers of different languages to practice what they have already known or learnt.

Salazar Obeso (2015) states that the communicative competence was focused on observations, analysis and descriptions of what students demonstrated practicing communication, it could be either in an oral or written way. Brown (2007), Canale and Swain's (1980) model as reported in Salazar Obeso (2015) includes four components of communicative competence as grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

As Salazar Obeso (2015) pointed out grammatical competence refers to the knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology which are important to language structure. Those help to organize and form a language correctly.

Salazar Obeso (2015) referred to discourse competence as the ability of connecting sentences to build a coherent speech, becoming it in meaningful. The understanding of how ideas are connected through patterns of organization, cohesive and transitional devise are essential to fulfill this competence.

Sociolinguistic competence is related to Hymes' social rules of language use. That is, any utterance is built within a socio-cultural context, which defines it (Salazar Obeso, 2015). This competence is focused on the rules and values of a language that are necessary to use for a better and adequate treatment when interact in a different context.

According to Canale and Swain (1983) the strategic competence relates that the verbal and nonverbal communication strategies that might be called into action to compensate for breakdowns in communication as cited in Salazar Obeso

(2015). It means using techniques which will overcome language deficiency, plan and assess effectiveness of communication, achieve conversational fluency and modify text for audience and purpose.

In addition, the component that helps foreign speakers to understand how to behavior into a specific competence and which provides the knowledge of the rules of how to use and apply language in a context is detailed below.

Sociolinguistic Competence

Sociolinguistic competence refers to the sociocultural situations of the use of a language and how this component affects communication between interactions of different languages. Below, it will be presented some definitions of different authors about sociolinguistic competence.

According to the Common European Framework, sociolinguistic competence refers to the sociocultural conditions of language use (Council of Europe, 2001). This component is important to understand rules existent in a society, customs, and linguistic functioning of a community.

Rodríguez Gómez (2010) reported that the sociolinguistic competence involves the knowledge of how language and social rules such as manners of express and act in a specific context, work in a culture. It expresses the capacity of understand a context in order to get a significant communication on it. It is important to know how to interact correctly in society.

The sociolinguistic competence also comprehend some matters related to the use of a language, these are linguistic markers of social relations, politeness

conventions, expressions of folk-wisdom, register differences, and dialect and accent.

Linguistic matters

Linguistic markers of social relations refer to the use and choice of greetings, address forms, expletives, and conventions for turn taking that are important to get a satisfactory communication with other people.

Politeness conventions refer to the appropriate way of interact with others by using the accurate polite expressions. These could be positive or negative politeness, appropriate use of thank you and please, and impoliteness.

Expressions of folk-wisdom refer to the understanding of common attitudes and expressions that are part of a culture. We find this function in the use of proverbs, idioms, familiar quotations, and expressions of belief, attitudes, and values.

Register differences refer to the differences existent in the varieties of language that are used in different contexts. It deals with differences in level of formality.

Dialect and accent refer to the capacity of identify the linguistic indicators of social class, regional provenance, national origin, ethnicity, and occupational group, lexicon, grammar, phonology, vocal characteristics, paralinguistic, and body language.

Importance of the sociolinguistic competence

The importance to know how to use and respond to a language appropriately is vital to have a good communication. Next, there are some authors that show their personal ideas about the importance of sociolinguistic competence.

Good sociolinguistic skills in a second language were important because if you make serious mistakes in this type of competence, people would not simply think that you are ignorant ... rather, they would think that you are ill-mannered, dishonest, insincere, rude, pushy... (Broersma, 2004). The author explains that sociolinguistic competence is important to avoid showing rude expressions or acts when interacting with others, carrying out the use of a second language for instance, when to talk, when to give respects to others, and when to apologize.

The sociolinguistic competence comprehends the importance of know the correct use of language and cultural rules. The knowledge of these factors will help an individual to have a meaningful communication without committed errors while the language is being interacted. It consists on having an accurate way of greet with others, be respectful, identify the meaning of folk-wisdom expressions, and have a good use of speech and pronunciation.

In summary, it is important to identify that the sociolinguistic competence describes the abilities that people have to produce and understand appropriate utterances without knowing a context. This group of utterances that have a single interactional function is called speech acts. Speech acts involve some actions as requests, commands, greetings, promises, apologies, idioms and so on, which mean the understanding of etiquettes used at every moment of speakers' lives in any context.

Speech Acts

The words, statements and expressions know as utterances serve a function in communication which is called speech acts. Speech acts are performed when

speakers offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act might contain just one word, several words or sentences. Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture.

Apology

An apology occurs between two actors, a principal and an agent. One can think of the principal and the agent as being selected at random from a larger community where the principal needs a task accomplished and solicits the agent (Ho, 2005). An apology helps to satisfy the needs of honor by helping to right an offense, and failure to deliver it can even be taken as a challenge. When we are wrong in something or with someone, our own honor calls on us to make an apology. In an apology the speaker admits to doing something wrong, and says that he feels bad about this and regret is expressed by the person who admits responsibility rather than apologizing. Some words used to apologize are I apologize, I am sorry; It is my fault, and so on.

Examples:

Formal apologies:

- We apologize for the late departure of the London train.
- Miss Otis regrets she's unable to lunch today.

Informal apologies:

- I'm sorry about the mess.
- It's my fault. I shouldn't have done that. Sorry, I'll never do it again.

Types of apology

Deborah Levi as cited in Grigsby (2007) described a typology of apology which is explained below.

Tactical apology occurs when a person accused of bad behavior offers an apology that is acceptable and sincere, it is heartfelt.

Explanation apology happens when a person accused of wrongdoing offers an apology that is merely a gesture that is meant to counter an accusation of wrongdoing. In fact, it may be used to defend the actions of the accused.

Formalistic apology occurs when a person accused of wrongdoing offers an apology after being reproved to do so by an authority figure who may also be the individual who suffered the wrongdoing.

Happy ending apology happens when a person accused of wrongdoing totally acknowledges responsibility for the wrongdoing and is genuinely remorseful.

Elements of Apologizing

Resenting occurs when a person or people feel anger or deception about someone's actions. This often is based on moral reason for instance, when someone offended me doing a bad action or saying something badly. Resentment is an emotion including supporting reasons (O'Neill B. , 2016).

Apologizing happens in a regret or apology when the offender puts his or her fault and feelings of remorse on the top (O'Neill B. , 2016). The offender decides to apologize because his or her remorse takes place on their thoughts. Remorse means the feeling that one should not have done it, it is more than regret, which is simply the wish that one had not done it.

Forgiving is an expression of one's feelings, an action where the person that was offended decides to give another chance to the person that commits the mistake but that one has overcome the emotion of resentment. O'Neill (2016) held that forgiving is not forgetting, for this reason forgiving means overcome the error committed and give another chance to the person who fail.

Request

Althoff, Niculescu, & Jurafsky (2014) defined a request as an act of asking formally for something. Requests are questions that all people used to ask for every day, these are part of people's daily life. Requests are also used with our friends, family and colleagues to help us in life.

It is important to identify how to ask for requests so the first step consists on ask something in a polite way in order to make the other person feels able to do this favor. Second, give a reason can be important to let people know why they are being asked to do something, and finally, provide an escape clause is the best way to give the other person to feel good at helping out, and to give the opportunity to easily decline.

Examples: borrow... (from you) / ...lend me.../ Can I...? / Can you...? / Could I possibly...? / Could I...? / Could you possibly...? / Could you...? / I look forward to hearing from you soon. / I need (to)... /Can you help? / I'd be (very) grateful if you could... / May I...?

Commands

Speech acts has different kinds and commands belongs to directives. Commands can be expressed directly and indirectly and it occurs when the

speaker uses commands when he or she wants the hearer to do something with a reason of the speaker. It is important to know that commands can also be interpreted in a form of imperative. However, the speaker has to use it adequately because it can sometimes be misinterpreted. Commands always begin the sentence with a verb and end with an object, a person or a thing.

Examples:

- Answer the phone, please.
- Help me find this information.
- Don't press the red bottom.
- Please give that to me.

Idioms

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit (Oxford Advanced Learner's Dictionary, 1999 as cited in Zarel & Rahlml, 2012). In addition, idioms are a type of multiple word units that have both literal and figurative meaning. Learning of idioms is important because their use makes language learners fluent speakers, and figurative competence in a foreign language is a sign of communicative competence. Moreover, idiomatic expressions which give language variety and character help learners penetrate into culture, customs, and lifestyle of the target language.

Idioms sometimes convey meanings related to a particular culture, these can include proverbs, familiar quotations, some are associated to games, others show

institutionalized politeness, institutionalized greeting, or institutionalized understatement.

Examples:

To come up with / to take part in / fly off the handle / kick the bucket / paper and salt / coffee and cream / black ice / man – handle / spick and span / A bird in a hand is worth two in the bush / not a mouse stirring / have two strikes against one / may I...? / How do you do? / I wasn't too crazy about him / He won't even lift a finger.

Greetings

Greetings are very important for the everyday social interaction in all parts of the world for this reason it is essential to have an appropriate greeting behavior for having good relationships and for being polite. Furthermore, greetings are part of expressive a type of speech acts, and in all parts of the world it is seen as a conversational routine that is part of the sociolinguistic competence. Greetings are also a tool of polite behavior which its use is guided by a polite norm in societies.

There are two kinds of greetings:

Formal greetings are used in formal speeches, such as presentations in front of an audience, and also to welcome or say good bye to people that have a high range in society for instance, the president, professionals, elder people and so on, and also to people that we don't know each other or in a meeting for the first time.

Examples:

Good morning, good afternoon, good evening. / It was pleasure seeing you / Good bye Hello (name), how are you? / Good day Sir, Madame; and so on.

Informal greetings are used with people that are closed to us for example in a conversation or meeting between two friends, family, and so on; their conversation is informal.

Examples:

Hi / Hello / How are you? / How are you doing? / What's up? / Nice to seeing you! Good bye / Bye / See you later.

Parts of speech acts

Austin (1962) as cited in Sadock (2007) categorized speech acts into three parts which are locutionary acts, illocutionary acts and perlocutionary acts. Each one of these kinds of acts is described below.

Locutionary act is known also as communicative act. It is an act of speaking involved in the construction of speech such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. For instance, he said to me "Shoot her!" meaning by *shoot* "shoot" and referring by *her* to "her."

Illocutionary act is an act done in speaking also identified as speaker intention, illocutionary acts' purpose is to perform a sentence either it can be an act of stating or asserting, an act of ordering or requesting are typically accomplished by using imperative sentences, or an act of asking whether something is the case are properly accomplished by using interrogatives sentences. Ex: He ordered me to shoot her.

Perlocutionary act is the effect that the speech act has on the context participant's world. It means it is a consequence or product of speaking which consists in the production of effects upon the thoughts, feelings, or actions of the addressees, speaker, and so on. For instance, he persuaded me to shoot her.

Types of general functions performed by speech acts

According to Searle's taxonomy of speech acts (1979) as cited in Hesling Smith (1991) speech acts consists of five categories which are described below.

Declaratives are acts that change the state of the world in an immediate way. It is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world (Searle, 2014). Ex: "You are fired, I swear, I beg you".

Representatives. According to Spenader (2004) in this type of speech act speakers assert a proposition to be true using verbs such as affirm, believe, conclude, deny, and report. Ex: "No one makes a better cake than me"

Expressives are actions which express people's feelings or psychological state in other words the sincerity condition; acts of this kind express the speaker's own feelings, for instance apologize, thank and praise. Ex: "I am sorry that I lied to you"

Directives are attempts by the speaker to get the hearer to do something. Examples include direct, order and entreat. Ex: "Could you close the window?"

Commissives occur when the speaker proposes a future course of action, promise, pledge, swear, vow, and guarantee. Ex: "I'm going to Paris tomorrow"

Teaching sociolinguistic competence

According to Saluveer (2004) knowledge of the target language culture and awareness of cross-cultural differences are very important factors in sociolinguistic competence. In addition, to teach a foreign language, it is necessary to work with learners in an appropriate language classroom in order to have experiences of the use of grammatical and social rules with a foreign speaker, in this case an English speaker who will teach to learners experiences of his or her context.

Teaching Culture

In 1871, an English anthropologist Tylor defines that culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society, as cited in Saluveer (2004). In addition, teaching culture is important because it allows foreigners to get involved in unknown cultures with a significant knowledge where they can interact with others without being rude or impolite.

A language is a part of a culture, and a culture is a part of a language; the two were intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 2000 as cited in Saluveer, 2004). It is equally important to say that according to Kramsch (1998) as reported in Saluveer (2004) there are identified three aspects that show the relation between culture and language. First, language expresses cultural reality for instance, when people communicate with others they are not only reflecting their speaking skill, but also their attitudes. Second, language embodies cultural reality

in this case, significant experiences happened when communication is also meaningful, and finally, language symbolises cultural reality for example when an individual say “I’m catholic”, he or she is showing a sense of belonging.

In addition to this point, Seelye (1992) as cited in Saluveer (2004) formulated a goal for teaching culture, he said that all students will develop the cultural understanding, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture. This idea supports the importance of teaching culture showing some factors that it involves.

The Importance of Culture

According to Krasner (1999) as cited in Peterson & Coltrane (2003) says that linguistic competence alone is not enough for learners of a language to be competent in that language. Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should also know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community.

Teaching Sociolinguistics

According to Littlewood (1981) as cited in Ondrackova (2014) suggests that the classroom environment can serve for teaching sociolinguistic competence, but it is necessary as teachers to teach language using sociolinguistic matters existent in the foreign language, he also added that discussion activities can work as a

stimulus for exchanging communication and practicing a language expressions and rules.

Combining language use teaching and sociolinguistics

Herawati (2014) said that sociolinguistics talked about cultures as the concept however the use of language is taught in other different subjects such as grammar, vocabulary and reading comprehension. For this reason, the forms of address, greetings, formulas, and other utterances found in the dialogues our students hear and the allusions to aspects of culture found in the sociolinguistics text represent cultural knowledge. Gestures, body movements, and distances maintained by speakers should substitute cultural insights.

Students' intellectual knowledge is gained when they learn that there are other ways of communication to talk about feelings, wants, needs, general conditions and when they read the text of the foreign country. In deepening of cultural understanding it is necessary to see how such patterns function in relation to each other and to appreciate their place within the cultural system.

If language learners communicate at a personal level with individuals from other cultural backgrounds, they will need not only to understand the cultural influences at work in the behavior of others, but also to recognize the profound influence patterns of their own culture exercise over their thoughts, their activities, and their forms of linguistic expression.

The teaching of the target culture has to serve the development of cross-cultural communication. The achievement of this goal is possible with the preparation of an organized lesson plan that includes both linguistic and cultural

aspects of the target language. This way the language could build bridges from one cognitive system to another (Seelye, 1993 as cited in Herawati, 2014).

Activities to develop students' sociolinguistic competence

According to Muniandy, Sekharan, Kumar, Ahmad, & Mohamed (2010) there are some activities that can be carried out in classrooms to teach cultural understanding. These activities will help practice speaking to get fluency; these also will provide learning of sociolinguistic rules in various contexts.

Storytelling consists on work with two or more participants that must be presented physically between each other. According to Miller (2011) he said that storytellers create stories with their imagination. This activity involves create something with their feedback and make their listeners to understand what the speaker is trying to say or what is the story about. Plays, individual or group stories are used for storytelling.

In addition, this author also mentioned that storytelling can be interpreted to express values, to teach to young people, to convey culture, to present real life situations, to connect to an individual or groups one's past, or experiences.

Role-play is very useful in classroom because it motivates participants to exchange knowledge or information about real world scenarios to help them in learning. Some of the common activities where role play is applied are debates, teamwork where students practice cooperation, and interviews practice is also helpful to communicate.

Problem-solving exercises help participants to find a solution to a problem, for that they must spend time on thinking for alternative to solve it. Participants must

be focused on reasons, causes, consequences, and so on. In sociolinguistic it is a good activity to improve learning in groups because the individuals are able to share their ideas and knowledge of a specific topic.

Instructional strategies for teaching language and culture

Cultural activities should be incorporated into lesson plans to enrich and inform the teaching content. Some useful ideas for presenting culture in the classroom are described below.

Authentic materials are good sources for teaching language especially from the native speech community because these help to engage students in authentic cultural experiences. Sources can include films, news broadcasts, television shows, web sites, photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials.

Discussion topics might include nonverbal behaviors for instance, the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other, were students might describe the behaviors they observe and discuss which of them are similar to their native culture and which are not.

Proverbs in the target language could focus on how the proverbs are different from or similar to proverbs in the students' native language and how differences might underscore historical and cultural background (Ciccarelli, 1996 as cited in Peterson & Coltrane, 2003). Using proverbs as a way to explore culture provides a way to analyze the stereotypes about and misunderstandings of the culture, as well

as a way for students to explore the values that are often represented in the proverbs of their native culture.

Role Play for students can perform a miscommunication that is based on cultural differences. For example, after learning about ways of addressing different groups of people in the target culture, such as people of the same age and older people, students could role play a situation in which an inappropriate greeting is used. Other students observe the role play and try to identify the reason for the miscommunication. They then role play the same situation using a culturally appropriate form of address.

Culture capsules. Students can be presented with objects or images that originate from the target culture. The students are then responsible for finding information about the item in question, either by conducting research or by being given clues to investigate. They can either write a brief summary or make an oral presentation to the class about the cultural relevance of the item.

Students as cultural resources. Exchange students, immigrant students, or students who speak the target language at home can be invited to the classroom as expert sources. These students can share authentic insights into the home and cultural life of native speakers of the language.

Literature. Texts that are carefully selected for a given group of students and with specific goals in mind can be very helpful in allowing students to acquire insight into a culture.

Films and television segments offer students an opportunity to observe behaviors that are not obvious in texts. Film is often one of the more current and

comprehensive ways to encapsulate the look, feel, and rhythm of a culture. Film also connects students with language and cultural issues simultaneously, such as depicting conversational timing or turn-taking in conversation.

Cooperative Learning Approach

According to Johnson & Johnson model, cooperative learning involves students working together in groups to accomplish a common goal. There are three types of cooperative learning that are helpful to have a successful interaction between members in a group, these are described below.

Types of cooperative learning

Gillies & Boyle (2013) describes three types of cooperative learning, these are: informal cooperative learning, formal cooperative learning and base groups.

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

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

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership. The main responsibilities of the members are to provide one another with support, encouragement, and assistance in completing assignments; motivate each other to achieve learning; and ensure that all members are making good academic progress. Typically, cooperative base groups are

heterogeneous in membership, especially in terms of achievement, motivation and task orientation. They meet regularly for the duration of the class.

Benefits of cooperative learning

Gillies & Boyle (2013) mentioned some benefits of cooperative learning that teams developed when working with others, these are: academic gains, positive working relations, less need to discipline, higher levels of self-esteem, promotes acceptance of others, more inclusive language, and more explanations.

Similarly, Adams and Hamm (1994) as cited in Tsay & Brady (2010) explains that for cooperative learning's success an effective learning often occurs through an individual's interaction with his or her environment, and language is the means by which learning and meaning are made conscious to the student. Interaction with others enables students to make sense of what they are learning as they become responsible for articulating and discussing class content with their peers.

Principles of cooperative learning

Jacobs (2004) mentioned some important principles that are essential to accomplish a good cooperative learning, this list is cited below:

Heterogeneous Grouping consists on that the groups in which students do cooperative learning tasks are mixed without taking into account sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.

Collaborative Skills help to work better with others, it is essential to give reasons so collaborative skills help to exchange ideas between each other so as to reach common goals either in communication or other cooperative aspects.

Group Autonomy motivates students to look by themselves for resources instead of relying only on the teacher. Teacher intervenes when students are not able or it is difficult to accomplish an activity, in that moment teacher decide to work with each group or with the entire class.

Simultaneous Interaction occurs when group activities are not used in classrooms and a sequential interaction is used. This interaction consists on only one person at a time speaks, in most of the time this is the role of the teacher. On the other hand, the simultaneous interaction takes place when group activities are used the speaker is one student per group. For instance, in a class of thirty students divided into groups of three people, ten students are speaking simultaneously; it means that each one of the ten students is part of the ten groups speaking at the same time.

Equal Participation means that all the members of the group have to participate in the same way in the group. Most of the time two or three students used to dominate the group activity whiles the rest all only spending their time on other things. That is why in group activities each one of the members has to take a role in order to accomplish a common goal together.

Individual Accountability consists on try to encourage individual accountability in groups with the hope that everyone will try to learn and to share their knowledge and ideas with others.

Positive Interdependence occurs when positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other

members. It means all for one, one for all, feeling that leads group members to want to help each other, to see that they share a common goal.

Cooperation as a Value involves taking the feeling of all for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate.

Elements of cooperative learning

According to Johnson & Johnson (1994) certain conditions may be expected of cooperative efforts to be more productive. Those conditions are:

Positive interdependence. Johnson & Johnson (1994) explained that this condition exists when students perceive that they are linked with the members of the group and that they must coordinate their efforts between each other to complete a task. It also let students to see that their work benefits all the members, work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success.

Individual accountability. According to Laal, Geranpaye, & Daemi (2013) individual accountability is the belief that all students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned. It occurs when the performance of each individual is assessed and the results are given to all the members of the group in order to identify those need more assistance and support in learning.

Face-to-face promotive interaction. In most of the tasks are performed through an interactive process in which each group member provides feedback, challenges one another, and teaches and encourages his or her group mates (Tsay & Brady, 2010). Although some of the group work may be handed out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

Appropriate use of collaborative skills encourages and help students to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. Working effectively together as a team means having the need to progress and improve interpersonal skills.

Group processing. When team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. As Johnson & Johnson (1994) stated that group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships.

Group processing enables learning groups to focus on group maintenance, facilitates the learning of social skills, ensures that members receive feedback on their participation, and reminds students to practice collaborative skills consistently.

Cooperative learning strategies

Jigsaw. In the jigsaw strategy students are assigned to multi-member teams to work on academic material that has been divided into sections (Adams, 2013). He

also explained that students are assigned a section of an activity on which students have to work hard to discuss and decide on teams the best way to present their work to the rest of students.

Learning together. In the learning together strategy, cooperative effort includes five basic elements: face-to-face interaction, social skills, group processing, positive interdependence, and individual accountability. Students are placed in groups where team building is emphasized and students learn together while completing worksheets (Johnson & Johnson, 1989 as cited in Adams, 2013).

Student teams-achievement divisions (STAD) is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal (Tiantong & Teemuangsai, 2013). In this strategy students are assigned to four or five-member learning teams formed by the teacher who presents a lesson, and then students work together within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

The STAD method is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances.

Teams-games-tournament. This strategy increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. According to Prasetyo (2013) it has three characteristics which are explained below.

- **Students working in groups** consists on small groups formed by five to six people who have the ability, gender, and ethnic or racial differences each one. It is expected to motivate students to help each other among the students who are capable of more with less capable students in mastering the subject matter. This will let students to know that cooperative learning is fun.
- **Tournament games.** In this game every student is a representative of the group and placed in a competition table. Each group consists of five to six participants and no participants from the same group. In each table every participant has to have the same ability or knowledge. The game was preceded by notifying the rules of the game. After that, the game starts with the cards and answer key placed on the table but in the flip over position.
- **Appreciation group** the first step before the award is to score each group. To determine the score of the group, the scores obtained are added by each member of the group and divided by the number of group members. The award is based on the average score of the group.

Group Work Interaction

Group work is a cooperative activity that creates an environment where students teach, learn and explain concepts to each other, it also reinforces the information provided by the instructor and provides students the opportunity to

hear and learn from a classmate, who may be able to explain it in a way that makes more sense to the other students.

Types of group work

Collaborative group work known also as group work, is a teaching and learning strategy that can be utilized for all types of students and can take various forms in the classroom (Lee, 2014). This is an activity in groups which help students to solve an assignment assigned by the teacher. It also serves to develop social skills, build a sense of community, and learn to among students for their learning experiences.

Pair work. Lee (2014) explained that this activity involves two participants which goal is to communicate with each other as a reciprocal learning and teaching. Pair work help students to improve their speaking skills and to have a free way of communication between both students.

Cooperative learning. According to Olsen and Kagan (1992) as cited in Rahaman (2014), cooperative learning is defined as group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Student interaction

Lee (2014) explained that student interaction provides to learners the benefit of communicate and share different thoughts with others. Thus students are able to listen and have conversations with their classmates while they are working in a

group task. In group works, students can form discussions among themselves about a topic or problem being discussed in the classroom. While group members are participating in group they have the opportunity to exchange feelings, ideas, and thoughts. Likewise in relation with learning a language it is a helpful way to practice students oral language skills, conversations are important to develop and improve their communicative skills while students listen and observe to others.

Classroom environment

In classroom a positive environment is important because for teachers it helps to manage and minimize behavior problems, and for students it provides students to think and behave in a positives manner as Younger & Fleming (2012) stated. Teachers can create positive classroom environments by starting the year with high expectations, encouraging student involvement, making the classroom more attractive, getting parents involved, and using effective praise and effective feedback. A positive classroom environment increases students' ability to learn and to be productive inside and outside of the classroom.

Role of the teacher and students

It is necessary for teachers to have the ability to connect with their students it means they should know how to cultivate relationships with students. It is also important to establish a learner- centered environment that make students feel warm and well-cared. Hargreaves (1994) as cited in Knoell (2012) states that good teaching is charged with positive emotion. It is not just a matter of knowing one's subject... They are emotional, passionate beings who connect with their

students and fill their work and classes with pleasure, creativity, challenge and joy.

In the same way, student-teacher relationship wants to be healthy and rewarding relationships with their teachers and with their peers. These relationships were most generally characterized by compassion, respect, personalization, fellowship, and friendship. Both relationships are very important for students' success.

Advantages and disadvantages of working in group

On the one hand, Beebe and Masterson (2003) as cited in Burke (2011) reported some advantages to working in group.

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

- Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
- Team work is highly valued by employers. Well-developed interpersonal skills were listed by employers among the top ten skills sought after in university graduates.

On the other hand, some disadvantages were mentioned about working in a group.

- There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
- An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too isolated in the decision making process.
- Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group.
- It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

Problems associated with group work

Davies (2009) described that 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
- Difficult to get started
- Ideas are not thoroughly discussed as a team
- Members not contributing
- Ineffective communication
- Conflict between team members
- Domineering personalities
- Inability to focus on task

Stages of group formation

It takes time for a group of individuals to become a team, so start work early and have regular meetings. There are several stages that groups typically go through:

Forming refers to the early stages of a group's life as people come together and begin to find ways to interact and share common purpose (Frances, 2008). According to Zayed & Kamel (2005) group members focus their efforts on seeking basic information, defining goals, developing procedures for performing a task and evaluate group interaction in relation with working in group to accomplish a common goal. It is characterized by uncertainty about roles, other

group members, and task requirements. Often people are particularly polite and aim to avoid any conflict.

Storming. Frances (2008) explained that it is the stage where group roles, relationships and values are contested and negotiated, including issues of leadership and control. An unsettled phase that is usually characterized by the group struggling. Struggles can participate in task requirements, conflicts between individuals or sub-groups arising from both task and interpersonal issues. Competition for the leadership and conflict over goals are dominant themes at this stage (Zayed & Kamel, 2005). Group members frequently experience conflict with one another and try to solve differences of opinion about leadership.

Norming. This phase whereby the group begins to harmonize, group roles, norms and expectations begin to be established for the group's functioning emerges and develops. If the team can reach this stage they are probably home and dry. Wilson (2010) explained that when big decisions can be made and implemented, new ideas turned into reality, risks taken and failure seen as simply another step along the pathway to success.

Performing is characterized by the group organizing itself to best meet the needs of the common task and starting to produce results. Dennis, Garfield, & Bryan (2006) reported that in this stage the group is now ready to perform the task they have been assigned, they show an intense focus on accomplishing their goals, and the group members tend to be less destructive towards one another. There is increased task activity and the group focuses both on the task and individual's roles within the group.

Mourning is about bringing a sense of closure to a team whose project is completed (Wilson, 2010). When the group has reached this stage, group members are disengaging to each other because their group work had finished and they return to the first stage. Adjourning is a time to thank, recognize individual achievements and think on how far the team has come, the turning points along the way, and what its members can take forward from the team to the future.

Group work strategies

On the one hand, Burdett (2003) described two strategies about when to time manage and communication in groups, she described the strategies below.

Building confidence and cooperation. It is important to encourage to all students to get involved in participations. An adequate level of competence in dealing with group tasks and processes must be achieved through the curriculum before students begin working in groups.

Scheduling group meetings. For group meetings it is suggested to set a timetable to be assigned weekly for a course to accommodate group meetings. Although it is a problem, it would force to students in particular tutorial groups to work together whereas the ability to choose groups is seen by students as desirable after the first year of study.

On the other hand, Griffith University (2011) described some effective group work strategies, these are:

Assigning roles. Each member of the group has to be able to have a role in the group activity. All of the participants have to develop their strengths, weaknesses and skills to accomplish the task assigned.

Planning and managing a project. The group has to establish rules, organize their team and make decisions for the accomplishment of the task.

Engaging with group members. To have a good relationship between members they have to listen carefully other opinions, make eye-contact, focused their attention on positive and negative aspects, respect to each other while speaking and during the activity, and appreciate all contributions that members give to the group.

Dealing with conflict and problems. Students have to be able to find for solutions to a problem existent in the group and also be strength to avoid conflicts and make final decisions.

In contrast to the authors mentioned before Stewart (2014) mentioned different ways to introduce group work to students, these are:

Think, Pair, Share consists on understand a topic in a deep way where first, students spend time thinking on a problem or issue by their own, and then they share it with a partner to compare notes and finally explain the final argument to the rest of the class.

Listening and Talking Triad is conforming by three members, each of them have the role of a talker who will say commentaries about an issue or topic or express opinions, a questioner who is in charge of seek and get information and a recorder who has to take notes and give a summary about the conversation.

Snowballing consists on encourage speaking in students by steps. First, students are going to come up with their ideas individually. Then, they are going to compare their personal ideas with a partner. Next, students have to share their

ideas with four to five classmates. Finally, they are going to share it with a big group of students it could with eight to ten students.

f. METHODOLOGY

Design of the Research

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

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

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

Methods, techniques and instruments

Methods

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

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

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

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

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

Techniques and instruments

Data collection

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

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

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

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

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

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by students of tenth year B at Pío Jaramillo Alvarado 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 observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation is the observation sheet.

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

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

Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016-2017 school year.

The instrument of this participant observation is the field note sheet.

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

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

Population and sample

The target population of this research work is constituted by the students of tenth year B of Basic Education at Colegio de Bachillerato Pío Jaramillo Alvarado in the afternoon session, 2016 – 2107 school year, who are a total of 26 students; it is a medium population, it was no necessary to take a sample of it.

Intervention plan and description

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

Fuente especificada no válida.. These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.

Activation

In the activation phase, some activities will be done to identify the students' prior knowledge such as cultural and linguistic that permits teachers to make their instruction more relevant to learners making use of speech acts. In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students will perform these tasks, the teacher will listen and document background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught **Fuente especificada no válida..**

Connection

In the connection phase, teacher will act as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students will connect from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole-group instruction, pairs and small groups. Learners have experiences for interpreting the curriculum and applying learning to real world issues **Fuente especificada no válida..**

Affirmation

The last phase of the lesson plans will be the affirmation one. In this phase, students will recognize their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher will affirm the progress made at both the individual and collective levels. In this context, every aspect of content - area learning and language acquisition is worthy of celebration in the classroom **Fuente especificada no válida..**

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.

Week 1

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to talk about inventions in chronological order by requesting in the Simple Past tense using Wh words.
KEY VOCABULARY	Under one's belt, what, where, when, why, glucose test, microchip, printing press, penicillin, electric system, motor car, electric lighting system, code, blind, disposable cell-phone, world wide web, liquid paper, camera, coca cola.
	Activation

<p>INSTRUCTIONALS FOCUS</p>	<p>Warm up - Guess the picture</p> <p>One person comes to the front and starts to draw a picture.</p> <p>The students must try to guess what the picture is before the person has finished drawing it.</p> <p>The person who guesses correctly comes to the front to draw another picture.</p> <ul style="list-style-type: none"> • Teacher explains what is requesting through examples by using the board. • Teacher shows flashcards about inventions. • Teacher gives to the participants the words needed to accomplish this activity. <p>Connection</p> <ul style="list-style-type: none"> • Teacher introduces and explains to students what a changing world is. • Teacher forms pairs and asks students to complete the task one, giving them the corresponding explanation. • Students listen to the lecture and complete the chart in task two. • Students look for simple Past verbs in the Word Search and complete the list in task three. • Teacher explains Grammar about the Simple Past Tense using WH words to talk about inventions.
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	<ul style="list-style-type: none"> • Students write the Wh-questions for the answers in task four. <p>Affirmation:</p> <ul style="list-style-type: none"> • Students work in pairs and ask and answer WH questions about some inventors and their inventions using the grammar learned. • Finally, five students have to present their opinions about their favorite inventors or inventions to the class.
CLASSROOM SOURCES	<p>Student's book</p> <p>Student's notebook</p> <p>CD</p> <p>Mp3 player</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p>
DATA COLLECTION SOURCES	<p>Data source: 1: Pretest and pre-questionnaire.</p> <p>Data source: 2: Field notes</p>
SUPPORT	

	Coaching and guidance from your 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 tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to talk about creative ideas in History using Yes / No Questions in the simple Past Tense by requesting.
KEY VOCABULARY	Invent, create, discover, find, work, grow, help, create, attract, leave, dynamite, agriculture, rockets, website, social network site, business.
	Activation: Warm up - Simon says

INSTRUCTIONALS FOCUS	<p>The teacher makes two groups and chooses two students. Then teacher says: Simon says bring me a book the students follow the instruction, and if the teacher says “do that” the students who do it will be out of the game.</p> <ul style="list-style-type: none"> • Teacher brings pictures of verbs that are used to describe inventions. • Teacher explains how to form a verb in the Simple Past tense and the rules of their pronunciation. • Teacher presents time expressions on flashcards. <p>Connection</p> <ul style="list-style-type: none"> • Students listen the dialogue and fill in the blanks with the Simple Past tense form of the verbs using a word bank. • Teacher explains how to form and answer yes/ no questions in the Simple Past tense. • Students complete the grammar chart in task one. • In pairs, students select an invention and guess its information by asking yes / no questions. Students must take turns asking and answering. • Students complete the encyclopedia entry with the verbs in the Simple Past tense form using the word bank. • Teacher explains grammar about how to form
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	<p>affirmative and negative sentences using Past Tense verbs.</p> <ul style="list-style-type: none"> • Students read the statements in task four and correct them in an affirmative and negative form. <p>Affirmation:</p> <ul style="list-style-type: none"> • Five students express their ideas about inventions and tell to the class sentences using the Past tense verbs using time expressions.
CLASSROOM SOURCES	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Chart</p> <p>Markers</p> <p>Mp3 player</p> <p>Cd</p> <p>Flashcards</p>
DATA COLLECTION SOURCES	<p>Data source 1: Field notes</p>
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>
TIME	

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

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Week 3

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to apply the reading strategies: skimming and scanning learning about inventions all around the world.
KEY VOCABULARY	Light bulb, radio, soda, correction fluid, electricity, waves, drink, thirsty, tempera, durable, paint, refreshing, data, transmit, lightning, mistakes, white out.
	Activation: Warm up – D. A. S.

<p style="text-align: center;">INSTRUCTIONALS FOCUS</p>	<p>One person has to pass in front of the class, and select a paper of one box and another from the other box. In the first box, there will be names of inventions; and in the second box there will be the letters D (Draw), A (Act), and S (Speak).</p> <p>Then the student will have to draw, act or speak to the class the hobby that he/she selects, depending on what he letters of the "D-A-S" has.</p> <p>The other students have to raise their hands and the person that guesses will have to pass to the front and do the same.</p> <p>This activity only will be with five students.</p> <ul style="list-style-type: none"> • The teacher explains what reading strategies are in the board. • The teacher gives students some tips to apply both reading strategies skimming and scanning. <p>Connection</p> <ul style="list-style-type: none"> • Students make lists of words under the household items using the word bank in task one. • Students read the text quickly and match the items to the paragraphs they belong to. • Students read the text again and answer the questions in the task three. • Students label the encyclopedia entry with the options given in task four.
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	<p>Affirmation:</p> <ul style="list-style-type: none"> • Students have to write an encyclopedia entry about one of the inventions or inventors presented in the unit and share it to the class.
CLASSROOM SOURCES	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p>
DATA COLLECTION SOURCES	<p>Data source: 1: Field notes</p>
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>
TIME	<p>Week three</p>

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Week 4

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to use idioms talking about accidental inventions.
KEY VOCABULARY	<ul style="list-style-type: none">• To have one – track mind• To get wise to• To have a light bulb moment• To be the brains behind• Not to be rocket science• Ring a bell• No biggie

INSTRUCTIONALS FOCUS	<p>Activation:</p> <p>Warm up - Find the lie</p> <p>Give each student a small piece of paper.</p> <p>Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie.</p> <p>Tell the students to stand up and to hold their pieces of paper in front of them.</p> <p>They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.</p> <ul style="list-style-type: none"> • Teacher explains the importance the use of idioms in daily conversations. • Teacher writes on the board examples of idioms and in front of their definitions and students infer the meaning. <p>Connection</p> <ul style="list-style-type: none"> • Students read a list of expressions in task one. Then, they have to listen and match them with their meaning. • Students complete the conversation among Sandra, Martin and Monique by using the idioms learned in task one.
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	<p>Affirmation:</p> <ul style="list-style-type: none"> • In pair, students have to make a short conversation where they must integrate idiomatic expressions and use the vocabulary and grammar learned in this unit.
CLASSROOM SOURCES	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Markers</p> <p>CD</p> <p>Mp3 player</p>
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from your thesis advisor.
TIME	Week four

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

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Week 5

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to talk about vacation time by using commands.
KEY VOCABULARY	Ride, fish, exercise, hike, swim, camp, relax, sea, beach resort, yacht, lodge, lake, surrounded, nature, tent, forest, trails, waterfalls, fit the bill, swimming pool, I'm kidding you.
	Activation: Warm up - Circle games

**INSTRUCTIONALS
FOCUS**

Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle.

The person in the middle calls out one instruction (Commands).e.g., “Move to your right seat, move to your left seat, unscramble, and so on”

All the people must do well the activity. The person who do the contrary or fails, is the next person that continues giving instructions.

Keep playing for a few minutes.

- Teacher brings pictures of verbs and vocabulary that are used to describe vacation time through flashcards.
- Teacher explains grammar about the use of There was / there were in the affirmative and negative form.
- Teacher explains grammar about Past progressive.

Connection

- The teacher explains to the students what they have to do.
- Students complete a brochure with the corresponding words using some pictures and verbs as clues.

	<ul style="list-style-type: none"> • Students listen and complete the conversation to complete a grammar chart. • Students read and complete a brochure using there was and there were. • Students listen and match each person with the picture described in the audio. • Students complete a grammar chart. • Students complete this phone call between Peter and grandma about his family vacation. <p>Affirmation:</p> <ul style="list-style-type: none"> • Students prepare a short conversation where they must use greetings (formal or informal) and talk about a vacations they had. They must use the grammar learn in this lesson.
<p>CLASSROOM SOURCES</p>	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p> <p>Worksheet</p> <p>Cd</p> <p>Mp3 player</p>

DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from your thesis advisor.
TIME	Week five

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

Daytona Beach: Project CENTRAL.

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Week 6

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to share personal narrative about extreme vacations in pairs using sequence connector, time conjunctions and requests.
KEY VOCABULARY	Climb a rock, crash into a tree, wait for the doctor, slip and fall, put a cast on, paramedics, dragged down, high up, shake, hold.
	Activation: Warm up - Simon says

INSTRUCTIONALS FOCUS	<p>The teacher makes two groups and chooses two students. Then teacher says: Simon says bring me a book the students follow the instruction, and if the teacher says “do that” the students who do it will be out of the game.</p> <ul style="list-style-type: none"> • Teacher writes in the board and tells students examples and uses of request. • Teacher brings pictures of verbs that are used to describe accidents. • Teacher explains about sequence connectors by using the board. • Teacher presents the use of when and while by using a chart. <p>Connection</p> <ul style="list-style-type: none"> • Students listen the narration, label the pictures using the words of the word bank, and number the events chronologically. • Students listen and match the sentences with the sequences connector used in the audio. • Students summarize the narration using sequence connectors. • Students listen and complete the sentences. • Students complete Antonio’s account of his story. <p>Affirmation:</p> <ul style="list-style-type: none"> • In pairs, students narrate a vacation they had using the vocabulary and grammar learned in the
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	lesson and present it to the class.
CLASSROOM SOURCES	Student's book Students' notebook Board Markers Mp3 player CD Chart
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from your thesis advisor.
TIME	Week six

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

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Week 7

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to talk about past adventure events working in pairs by using formal and informal greetings.
KEY VOCABULARY	Town, barbed-wire fence, waterfall, look for, walk, watch, rang, missing, tired, trail, region adventurous, search shortcut, scared, shorter route, audacious, frightened.
INSTRUCTIONALS FOCUS	Activation:

Warm up – Ball Pass

The teacher has all students sit in a circle.

A ball is going to be used and thrown it to one student. The teacher is going to start saying one English word as the ball is passed. Students then throw to another student and say a different English word.

If a student who receives the ball drops it, he/she is out.

The game keeps going until you have one winner. It can be played with different categories.

Connection

- Teacher organizes groups of 3 members.
- Students locate the places of the word bank in the corresponding picture.
- Teacher and students read the text in task two and then, students identify the meaning of the words in red.
- Students answer the questions about the sequence of events in the story.
- Students use synonyms to complete a summary in task four.
- Teacher and students identify the beginning, middle, and end of a report.
- Students look at the pictures and fill in the blanks in task 6.

	<p>Affirmation:</p> <ul style="list-style-type: none"> • Students prepare a short narrative using the writing strategy and present it to the class.
CLASSROOM SOURCES	<p>Student's book</p> <p>Board</p> <p>Markers</p> <p>Dictionary</p> <p>Cd</p> <p>Mp3 player</p>
DATA COLLECTION SOURCES	<p>Data source 1: Field notes</p>
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>
TIME	<p>Week seven</p>

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

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Week 8

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, requests, commands, greetings and idioms in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to use daily idioms related to experiences in a trip.
KEY VOCABULARY	<ul style="list-style-type: none">• To have itchy feet• To hit the road• To live out of a suitcase• To be a Sunday driver• To hit the pedal to the metal

INSTRUCTIONALS FOCUS	<p>Activation:</p> <p>Warm up – Hangman</p> <p>Teacher or a student think of a word learned in the unit and described it with lines in the board. A stand person is drew in the board but while the participants fail the man is being hanged but if participants do it well, they win the game and guess the word. On the contrary they lose the chance to win and the word must be say.</p> <ul style="list-style-type: none"> • Teacher explains the importance the use of idioms in daily conversations. • Teacher writes on the board examples of idioms and in front of their definitions and students infer the meaning. <p>Connection</p> <ul style="list-style-type: none"> • Students talk about traveling mishaps. • Students look at the pictures and read the expressions in the word bank and write the number of the expression under the corresponding picture. • Read and fill in the gaps with idioms from the previous exercise. <p>Affirmation:</p> <ul style="list-style-type: none"> • Students work in pairs and create a dialogue about how they feel about traveling and they
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	must use the idioms learned in the lesson and then share it with the class.
CLASSROOM SOURCES	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Markers</p> <p>Worksheet</p> <p>Flashcards</p>
DATA COLLECTION SOURCES	<p>Data source 1: Posttest – Post questionnaire</p> <p>Data source 2: Field notes</p>
SUPPORT	Coaching and guidance from your 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
- Students of the tenth year B of basic education
- The teacher candidate
- The thesis advisor

Material

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

Technical

- Computer
- Projector
- Printer
- Internet

g. TIMELINE

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

h. BUDGET AND FINANCING

Resources	Cost
Internet connection	180.00
Print of reports	100.00
Print of the project	100.00
Print of the final report and thesis	350.00
Unexpected expenses	150.00
TOTAL	880.00

The financing of the expenses derived from the present research work will be assumed by the researcher author.

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

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

Annex 2: Field notes



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ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

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

Annex 3: Pre and Posttest & Scoring Guide



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

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code:

.....

Date:

.....

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

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

- a. Sorry / I / so / am _____
- b. That / my / is / fault _____
- c. Me / please / excuse _____
- d. Don't / mad / be / please / at / me _____

2. Mark the request. (2p)

- a. () Could you give me the tickets, please?
- b. () I'm afraid you will miss your airplane.
- c. () I wonder whether you could give me information about the tour guide.
- d. () I'm sorry about the problem with your luggage.
- e. () I would like to enquire about round-trip flight from Oporto to Lisbon.
- f. () Stop talking now!
- g. () Can you help me with information about the tourist packages?
- h. () I appreciate your help with the tickets.

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

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

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

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

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

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

CONVERSATION 1:

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

CONVERSATION 2:

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

.....

Student Signature

THANKS FOR YOUR COLLABORATION

Test Scoring Guide

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

- a. I am so sorry (0.50)
- b. That is my fault (0.50)
- c. Please excuse me (0.50)
- d. Don't be mad at me please (0.50)

1. Mark the request. (2p)

- a. Request (0.25)
- b. Incorrect. It refer a concern (0.25)
- c. Request (0.25)
- d. Incorrect. It refer a apologizing (0.25)
- e. Request (0.25)
- f. Incorrect. It refer an empathy (0.25)
- g. Request (0.25)
- h. Incorrect. It express gratitude (0.25)

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

- a. Leave her alone! (0,4)
- b. Give it back to me! (0,4)
- c. Come back! (0,4)
- d. Don't worry! (0,4)
- e. Call me later! (0,4)

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

- a. To have itchy feet - To be ready to travel (0,4)
- b. To hit the road - To begin a trip or travel (0,4)
- c. To live out of a suitcase - To enjoy traveling. (0,4)
- d. To be a Sunday driver - To be an inexperienced driver. (0,4)
- e. To hit the pedal to the metal - To go fast when driving a vehicle (0,4)

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

Conversation 1

- a. Hello (0.25)
- b. Hello (0.25)
- c. Bye (0.25)
- d. Bye (0.25)

Conversation 2

- e. Good morning (0.25)
- f. Good morning (0.25)
- g. See you tomorrow (0.25)
- h. Good bye (0.25)

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

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

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

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

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

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

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

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

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

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

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

.....
Student Signature

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: The development of speech acts through group work interaction among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General</p> <p>How does group work interaction develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado of the city of Loja during the 2016 – 2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about group work interaction are adequate for developing speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016-2017 school year? 	<p>General</p> <ul style="list-style-type: none"> • To develop speech acts through group work interaction among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year. <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about group work interaction and its application on speech acts. • To diagnose the issues that limit the 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Communicative language teaching • Communicative competence • Sociolinguistic competence • Speech acts: apology, request, commands, idioms and greetings. <p>Independent variable</p> <ul style="list-style-type: none"> • Cooperative learning: Principles of Cooperative Learning: collaboration, cooperation as a value, simultaneous interaction • Group work interaction 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

<ul style="list-style-type: none"> • What are the issues that limit the development of speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado 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 the developing speech acts among students of tenth year B at Pío Jaramillo Alvarado during the 2016 – 2017 school year? • Which group work interaction strategies are implemented to develop speech acts among students of tenth year at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year? • How effective was the 	<p>development of speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> • To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year. • To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year. 		<p>Intervention and observation</p> <ul style="list-style-type: none"> • 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. 	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year?</p>	<ul style="list-style-type: none"> • To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year B at Colegio de Bachillerato Pío Jaramillo Alvarado during the 2016 – 2017 school year. 			
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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 interaction acceptance
61-80	Expected level of group interaction acceptance
41-60	Moderate level of group interaction acceptance
21-40	Unexpected level of group interaction acceptance
01-20	Low level of group interaction acceptance

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