



**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**TITLE**

**THE DEVELOPMENT OF SPEECH ACTS  
THROUGH GROUP WORK INTERACTION  
AMONG STUDENTS OF NINTH YEAR A AT  
COLEGIO DE BACHILLERATO 27 DE FEBRERO  
OF THE CITY OF LOJA DURING THE 2016-2017  
SCHOOL YEAR**

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

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## CERTIFICATION

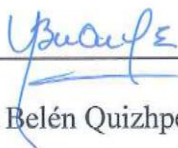
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To have directed and thoroughly revised the thesis work entitled: **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF NINTH YEAR A AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR** under the responsibility of the undergraduate student **SELENA JACKELINE CORDERO OLMEDO**, pursuing her Bachelor's degree in Science of Education: English Language Specialization. This work complies with the norms and requirements of Universidad Nacional de Loja; therefore I authorize its presentation and defense.

Loja, August 14th, 2017

  
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## **THE AUTHOR**

## **DEDICATION**

To God, who with his infinite goodness and love, allowed me to achieve this goal.

To my parents and sisters, for being the mainstay in my life, for all their effort and sacrifice, which made possible the professional triumph achieved, who taught me that even the largest task can be accomplished if it is done one step at a time.

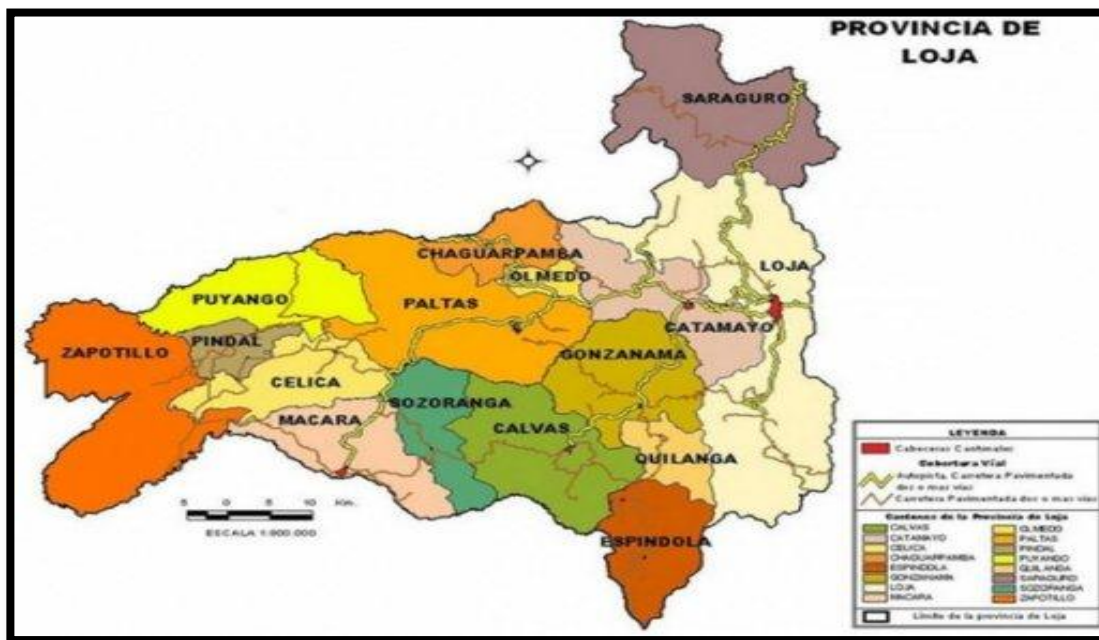
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## MATRIZ DE ÁMBITO GEOGRÁFICO

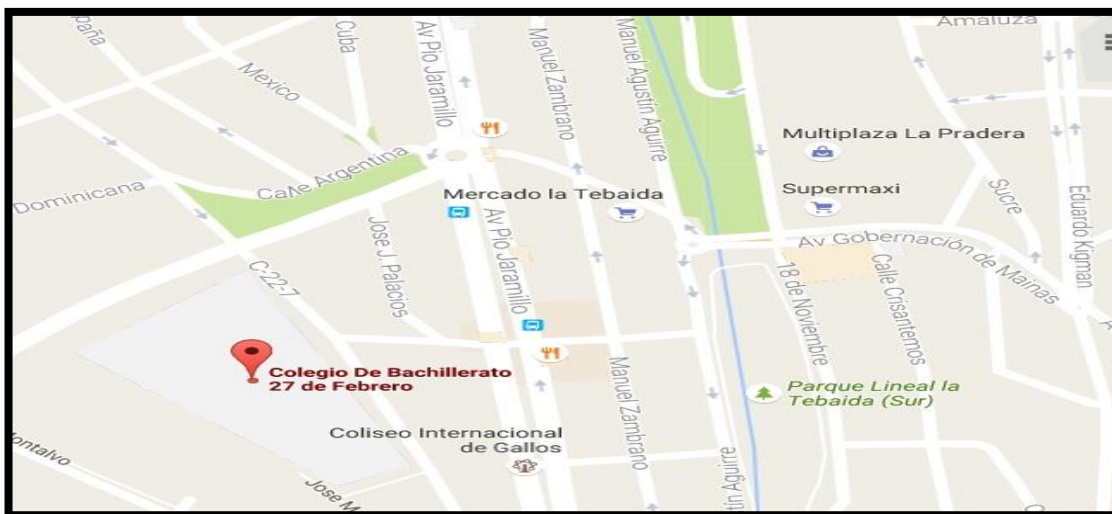
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# MAPA GEOGRÁFICO Y CROQUIS

## UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN COLEGIO DE BACHILLERATO “27 DE FEBRERO”





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**a. TITLE**

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP  
WORK INTERACTION AMONG STUDENTS OF NINTH YEAR A  
AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY  
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## **b. RESUMEN**

El propósito de este trabajo de investigación fue desarrollar los actos del habla del inglés de los estudiantes de noveno año de Educación Básica, paralelo “A” del Colegio de Bachillerato “27 de Febrero” a través de la interacción del trabajo en grupo. Para el desarrollo del presente trabajo, se aplicaron los siguientes métodos: científico, analítico-sintético, descriptivo y estadístico. El plan de intervención se desarrolló en ocho sesiones. Los instrumentos utilizados para recoger los datos fueron: hojas de observación, notas de clase, pruebas y cuestionarios. Los resultados obtenidos del posttest revelaron el progreso de los estudiantes en el uso de los actos de habla. Las respuestas recibidas de los cuestionarios demostraron un notable cambio de actitud en los estudiantes al trabajar en grupos. En base a estos resultados, se concluye que el cambio en los estudiantes fue significativo, y sus calificaciones en el desarrollo de los actos de habla aumentaron considerablemente.

## **ABSTRACT**

The purpose of this research work was to develop the speech acts of English among students of the ninth year A at Colegio de Bachillerato 27 de Febrero through group work interaction. For the development of the present work, the following methods were applied: scientific, analytical-synthetic, descriptive and statistical. The intervention plan was developed in eight sessions. The instruments used to collect the data were: observation sheets, class notes, tests and questionnaires. The results obtained from the posttest revealed the progress of students in the use of speech acts. The answers received from the questionnaires showed a remarkable change of attitude in the students when working in groups. Based on these results, it is concluded that the change in students was meaningful, and their scores on the development of speech acts increased significantly.

### **c. INTRODUCTION**

Speech Acts knowledge is transcendent because it encompasses all words and expressions that are used in daily conversations. With speech acts, people may express their ideas to have an effective communication, learn about new learning strategies and help to develop new skills, but unfortunately for some students, there are significant obstacles to develop the speech acts and be successful in school. Many students have little knowledge about common expressions of English language, they have little motivation to learn about speech acts , and also they feel that the teaching strategies or techniques used by the teacher are not the appropriate according to their needs. They try to memorize phrases or expressions about commands, requests, apologies, greetings and idioms but they only learn for the moment and it is not a meaningful acquisition. Students feel confused about the meaning and use of them, feeling uncomfortable and bored by the subject. So, teachers must search for new appropriate and innovative strategies to teach English speech acts to students.

This research contains all the necessary data to confirm that group work interaction actually works. Upon beginning the research, a main problem was identified: How does the Group Work Interaction develop Speech Acts among students of Ninth Year A at Colegio de Bachillerato 27 de Febrero?

The strategy of group work interaction was selected in order to solve the problem that students faced in speech acts learning, applying the group work interaction. Group Work Interaction makes students feel motivated to participate, practice and learn new

words, expressions and phrases that they can use in their daily live to start an effective communication. Besides, it helps to make them feel happy, comfortable and interested in the language.

As specific objectives, the following were determined: to research the theoretical and methodological references about the group work interaction and its application on the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year, to diagnose the issues that limit the development of speech acts, to design an intervention plan based on the group work interaction as a cooperative learning strategy in favor to develop speech acts, to apply the most suitable techniques of the group work interaction as a cooperative strategy in order to develop speech acts, and to validate the results obtained after the application of group work interaction to develop speech acts.

The methods used to execute this research work were the Scientific Method that was useful to obtain and analyze theoretical referents, the Descriptive Method was applied to describe the current situation of the researched object, the Analytic-Synthetic Method was used to analyze and interpret the obtained results through the tests. It also helped to draw conclusions; Statistical Method was necessary to make quantitative statistical analyses of the quantitative data obtained from the test and the qualitative data obtained from observations.

The present Action Research takes into account the following parts: First, the Abstract, which contains a brief summary of the most important aspects of the thesis. Second, the Introduction that presents a complete description of how the research was

developed, what methodology was applied and what outcomes were found in the research field. Third, the Literature Review contains the principal theoretical referents which are in relation to the two variables. After that, Materials and Methods include different materials, methods, instruments and procedures used to develop the research. Furthermore, the Population that participated in the research work. Afterwards, the Results, where all the inquiries of the survey are presented through statistical tables and figures with their respective interpretations and analyses. Finally, it shows the Conclusions and Recommendations concerning the strategy of group work interaction in accordance with the results.

## **d. LITERATURE REVIEW**

### **Speech acts**

Successful communication requires to understand the meaning of speech acts within the community and interpret the meaning of speakers' use of language forms (Ellis, 1991).

According to Canale (1983), the use of the language in the correct way in social or cultural contexts refers to both appropriateness of form and appropriateness of meaning.

The English language and its diversities would make unique vehicles to build cross-cultural awareness. Students can use tangible and not tangible sources of language to contrast English with Spanish. Students will find differences in the application of lexical terms and would be able to familiarize themselves with the construction of the two languages. They will make a contrast between the native and the second language. This will engage them to accept their diversity and aboard enthusiasm to focus another variety after they found that the texts in these other varieties were accessible to them (Nelson, 1996).

Mizne (2002), says that rules of speaking can be progressively acquired by the learner as he or she is involved in the foreign language culture; however, acquiring rules through immersion is a time consuming procedure, with a lot of rules ignored for years that never have been acquired. Teaching speech acts skills in the second



language classroom as a complement to the immersion process may be a great form to help students get skills more effective and in less time.

To acquire a good speech in the target language it is important to study culture and their differences. However, teaching culture in the classroom is pretty difficult since culture is a complicated concept that is hard to describe, especially to students with an incomplete proficiency in the language used in the classroom.

It is also a very sensitive topic, and the teacher must be cautious of avoiding stereotypes and unintentionally offending students -- especially in an English as a Second Language (ESL) and English as Foreign Language (EFL) class where there are students from a variety of cultures in a single classroom (Wolfson, Marmor, & Jones, 2002).

When people speak they can do all sorts of things, from aspirating a consonant, to constructing a relative clause, to insulting a guest, to starting a war. These are all, pre-theoretically, speech acts—acts done in the process of speaking. The theory of speech acts, however, is especially concerned with those acts that are not completely covered under one or more of the major divisions of grammar—phonetics, phonology, morphology, syntax, semantics—or under some general theory of actions.

Even in cases in which a particular speech act is not completely described in grammar, formal features of the utterance used in carrying out the act might be quite directly tied to its accomplishment, as when speakers request something by uttering an

imperative sentence or greet someone by saying, “Hi!” Thus, there is clearly a conventional aspect to the study of speech acts. Sometimes, however, the achievement

cannot be so directly tied to convention, as when we thank a guest by saying, “Oh, I love chocolates.” There is no convention of English to the effect that stating that one loves chocolates counts as an act of thanking. In this case, the speaker’s INTENTION in making the utterance and a recognition by the addressee of that intention under the conditions of utterance clearly plays an important role. Note that whether convention or intention seems paramount, success is not guaranteed. The person to whom the conventionalized greeting “Hi!” is addressed might not speak English, but some other language in which the uttered syllable means “Go away!”, or the guest may not have brought chocolates at all, but candied fruit, in which cases these attempts to extend a greeting and give a complement are likely to fail (Cohen, Morgan, & Pollack, 1990).

On the other hand, failure, even in the face of contextual adversity, is also not guaranteed. Thus, one may succeed in greeting a foreigner who understands nothing of what is being said by making it clear through gesture and tone of voice that that is the intent. Much of speech act theory is therefore devoted to striking the proper balance between convention and intention.

Real-life acts of speech usually involve interpersonal relations of some kind: A speaker does something with respect to an audience by saying certain words to that audience. Thus it would seem that ethnographic studies of such relationships and the

study of discourse should be central to speech act theory, but in fact, they are not. Such studies have been carried out rather independently of the concerns of those philosophers and linguists who have devoted their attention to speech acts (Croft, 1994).

According to Tatsuki (2005), Speech acts are often (but not always) patterned, routinized utterances that speakers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining. In many scholarly and classroom contexts, the terms pragmatics and speech acts are used interchangeably.

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.

### **Searle's Version of Speech Acts**

As Searly said in John speech acts are those in which the speaker's purpose is to get the hearer to commit him/herself to some future course of action. Searly develops a well-founded theory of speech acts. One of his contributions is the sharp distinction between a particular speech act and the words used in some language to express it. It appears that every speech act can be expressed in many ways. By doing this Searle transcends the level of particular languages and places speech act theory at the level of language in general.

Searle believes that we cannot account for meaning in the absence of the context of a speech act, in a typical speech situation involving a speaker, a hearer, and an utterance by the speaker, there are many kinds of acts associated with the speaker's utterance. In addition, he will characteristically have performed some acts within the class which includes informing or irritating or boring his hearers; he will further characteristically have performed acts within the class which includes referring to Kennedy or Khrushchev or the North Pole; and he will also have performed acts within the class which includes apologies, asking questions or request, commands, idioms and greeting (Searle, 1995).

### **Classification of Speech Acts**

Canale (1983), first defines the speech acts as character some speech acts:

Idioms.- It is an expression whose meaning is not performed in the utterance of sounds or the making or marks. He enlists expectable from the typical meanings of its essential elements. A structure of one language whose parts correspond to elements in another language but whose meaning is not the same in the second language. For instance "kick the bucket" or "hang one's head", or from the general grammatical rules of a language, as the table round for the round table, and that is not a constituent of a larger expression of like characteristics.

As Broersma (2004), stated idioms are figurative units; they describe the situation in a metaphoric way. They provide an outlet for expressive communication and a way for different people to say the same thing but using different words. Idiom is a manner of speaking that is natural to native speakers of the language.

Idiomatic expressions pervade English with a peculiar flavor and give it astounding variety, bright a particular character. They help language learners understand English culture, penetrate into customs and lifestyle of the English people, and gain a deeper insight into the English history.

Nelson (1996), said that idioms are specific to one culture and language and their meaning is peculiar to that language (institutionalized), otherwise ,idioms defined as proper language of a people or country, dialect; specific character of a language; expression peculiar to a language.

Greeting.- considered as the first words spoken in a daily routine used to recognize the presence of another person or persons. A greeting can be as simple as a gesture of the head or a wave of the hand. It also can be a statement that forms an adjacency pair, in that there is an initiation of contact followed by a response, both of which can be either verbal or nonverbal and may conclude with a kind hug. Greetings seem to be a universal construct in that all languages involve them in some form (Abdullan, 1995).

Commanding. Having a powerful or important quality that attracts attention, respect, etc. e.g. raise your hand, tell me the answer. Commands are the speech acts that impose some obligation on the hearer and they are used when ordering, or telling someone to do something .

Additionally command is a sentence that is intended to achieve compliance in others, getting them to act in a certain way. Speaking louder and slower and using emphasis creates contrast with surrounding words and hence causes further attention.

The intonation of a command is usually fairly flat, with the pitch at the end usually declining slightly to add further emphasis (Baker, 2003).

Request.- the act of asking for something to be given or done, especially as a favor or courtesy; solicitation or petition. It is a written statement of petition, something asked for (Barkeley, 2005).

As Chomsky (1965), claimed that request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events. By initiating a request, the speaker believes that the hearer is able to perform an action. Request is asking for help or requesting something is an act that is socially understood as a way through which people tend to express their feelings to support and help each other and thus be connected. However, the act of making a request may vary from culture to culture.

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

In addition it is the act of asking for something to be given or done, especially as a favor or courtesy; solicitation or petition

Apologies.- are critical for looking the best solutions for disputes and repairing trust between negotiators. Disputes are usually characterized by anger and a focus on power and rights rather than interests. A simple apology can redirect distrustful negotiators or angry disputants back to focusing on underlying interests and the search for mutually compatible deals. However, rules for apologizing have many variations that depend on cultural rules of each place. An apology occurs between two actors, a principal and an agent. Apologies are universal in the general human need to express regret over offensive acts and they have accompanied human communication from the oldest times up to the present (Herrera, Holmes, & Kavimandan, 2012).

An apology is a statement that has two key elements; the first is that it shows your remorse over your actions and the second one is that it acknowledges the hurt that your actions have caused to someone else (Han, 2000).

### **Importance of Teaching Speech Acts**

Learners of all languages tend to have difficulty understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the language being learned. Research has found that classroom instruction in speech acts can help learners to improve their performance of speech acts and thus their interactions with native speakers.

Speech acts have been taught in some second language classrooms, yet most materials have been written based on the intuition of the textbook writers. There seems to exist a shared belief that native English speakers just know intuitively how

to interact in their language and should be able to explain the social use of the language to the learners. However, this commonly shared belief is not necessarily true; in fact, a native speaker's intuition is sometimes unreliable (Milleret, 2008).

### **Problems to acquire speech acts**

#### **Lack of linguistic control**

A big problem to acquire the speech acts is a lack of linguistic control. This seems to be particularly true for the less direct expressions which are important to politeness in English, such as, "I was wondering if you would." as a request. If learners of English are too direct in English, it is at least partly because they do not control the expressions that they need to be able to use rather than that they are not aware of difference in the politeness requirements of different situations. Even if they are aware of these expressions, they have probably not had enough opportunity to practice their use in conversation. Linguistic ability refers to the respondents' skill at selecting appropriate linguistic forms in order to express the particular strategy used to realize the speech act. Sociolinguistic ability constitutes the speakers' control over the actual language forms used to realize the speech act as well as their control over the formality of utterance, from most intimate to most formal. (Tanaka, 1988).

Lack of linguistic control happens once a learner cannot connect received information with kept information. The problem can be worst by things that have variation in meaning, or by differences between the spoken and the written form. A language learner may well know a word in one language without being able to recognize when use it in another language or vice versa (Vygoski, 1962).



### **Making use of students' first language**

As Holmes and Brown (1976) wrote, learner has not be successful sociolinguistically whithout already acquired the complex sociolinguistic systems used in his first language speech community. In learning how to use and apply the sociolinguistic rules of English, he must improve areas where the sociolinguistic system of his native language differs from that of English and where the “misunderstanding and misanalysis” is most likely to occur. The learners' sociolinguistic capability in his first language can be observed as an advantage that facilitates the contrastive analysis of different sociolinguistic systems in the classroom.

Tang (2002), with his Natural Approach to language acquisition, proposed that students learn their second language much in the same way that they learn their first, and that L2 is best learned through more exposure to the language rather than using L1.

According to Wells (1999), working in pairs and using L1 occasionally with L2, students may be cognitively processing at a higher level in the language they are trying to learn. L1 allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding. Student attitude toward learning L2 greatly impacts their learning experience as well as the quantity and purpose of their L1 use in the classroom. Students who are forced to learn a language they do not identify with or find to be relevant will be more likely to overuse L1 to stay within their area of comfort. Many students find the exclusion of

their mother tongue to be degrading to that tongue. On the other hand, if students feel that their home language is a valuable part of the language learning process, they are less likely to feel resentful about learning a second language.

The use of L1 in the L2 classroom by both teachers and students can be beneficial in the language learning process and be necessary for a better comprehension language by the language learners. The use of L1 should not be used for communication neither by the students nor teacher(s) in the L2 classroom. It should be used just for explanation.

### **Group Work Interaction**

According to Bruffee (1998), Group Work Interaction is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Group work is a form of voluntary association of members benefiting from cooperative learning that enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic

knowledge and socially acceptable attitudes or to generate conforming standards of behavior and judgement, a "group mind" (Hymes, 1972).

Guillies (2008), states that group work is a teaching strategy that promotes academic achievement and socialization.

AllwRight (2000), goes on to identify at least five different aspects of interaction management, namely: Turn (i.e. who gets to speak when), topic (i.e. what is to be spoken about), task (i.e. the demands made on the mental operations of the learners), tone (i.e. the socio-emotional atmosphere of the interaction). And code (i.e. the explicit mode. language, register, accent, etc.)

### **Benefits of group work**

Littlewood (1994), argues that the practice of group work can help to:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- Feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).
- Promote student learning and academic achievement
- Increase student retention

- Enhance student satisfaction with their learning experience
- Help students develop skills in oral communication
- Develop students' social skills
- Promote student self-esteem
- Promote positive race relations

### **Basic Principles of Group Work Interaction**

According to Wells (2003), all human beings have three basic needs: relatedness, competence, and autonomy. Cooperative learning principles stem from this primarily psychological standpoint: Because all students are humans, teachers can use cooperative learning teaching methodologies to help students satisfy the three needs of relatedness, competence, and autonomy in the classroom. Teachers who do so will be able to create a more effective environment for learning and thus can help students reach their learning potential. The eight basic principles of collaborative learning in the classroom (Koran, 2016) are:

#### **Cooperation as a value**

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

#### **Heterogeneous grouping**

Derives from the basic idea that situations in which individuals are different in skill level, interest, motivation, experience, and family background (Apple, 2006).

Simply put, if a student of English has the same overall language ability, background, and interests as his or her classmates, learning is far less likely to occur than if the students have different abilities and do not share an identical worldview.

### **Positive interdependence**

Students distinguish that they need each other in order to complete the group's task (sink or swim together) (David W. Johnson, 2016).

### **Individual accountability**

Students who work together effectively will find that they need each other to complete the assignments or tasks in class. Each student's performance is assessed and the results are given to the group and the individual (David W. Johnson, 2016).

### **Simultaneous interaction**

Students promote each other's learning by helping, sharing, and encouraging efforts to learn (Apple, 2006).

### **Equal participation**

Each member in the group must equally participate, regardless of perceived ability or social status (Apple, 2006).

### **Collaborative skills**

Cannot be gained if only one or two members of a group are in charge or are doing most of the work, is so necessary all members collaborate to complete the task (Apple, 2006).

## **Group autonomy**

Groups need to have a certain degree of autonomy within the overall classroom environment (Apple, 2006).

As fact of this argument the cooperative learning is focused students are centered and they are responsible their own learning by which the teacher is only the facilitator in instructional process, another point on it , the learners respectively have to work cooperatively in order to accomplish any objective proposed either formal or informal way .

## **How to use group work effectively**

### **Getting Started**

Johnson (2000), argues that the best place to start group work (much like anything else) is at the beginning. When developing a course syllabus, the instructor can determine what topics and theme lend themselves to group work. This is the time that instructors can think about how they will form their groups, help negotiate the group process, and decide how to evaluate the final product.

### **Group Size**

The dynamics of group size is an important component of group work. A small group is often considered to consist of three or more people. Groups of two are called dyads and are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas. In general, it is suggested that groups of four or five members tend to work best. Group work helped

students feel that the class was smaller and encouraged them to come to class more often (Johnson 2000).

### **Assigning a Group**

Johnson (2000), says that assigning the members of the group is integral to the success of the group. Some faculty members prefer to arbitrarily assign students to groups. This has the advantage of increase the rapport of the group and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor is familiar with most of the students, the instructor can select the group members based on known attributes of the class. For example, the instructor can form the groups while taking to account performance levels, academic strengths and weaknesses, ethnicity, and gender.

### **Monitoring the Group Process**

Teacher monitoring of student behavior during instructional group work requires attention both to group process factors and to the individual student's time on task and task completion success. Procedures for monitoring the work of other groups while working with one group must be established by the teacher. Designation of one or more students to monitor on-task behavior in each group helps with this aspect of effective teaching.

One method to help groups succeed is to ask each group to devise a plan of action. Each member should have a role, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan (Johnson 2000).

## **Evaluation**

Johnson (2000), states that in evaluating the instructor should have a clear idea of how he/she wants to evaluate the group work. First, the instructor should decide what is being evaluated: the final product, the process, or both. Next, it is necessary to decide who assigns the grade: the students, the instructor, or both. Some faculty members assign each member of a group the same grade, which may promote unhappiness if some members devote more time and effort to the group and get the same grade. Some instructors assign each group member an individual grade, which may or may not promote competition within the group and may undermine the group solidarity.

He also sustains it is vital that the students know and understand how they will be evaluated. One method used to convey this information is with a structured grading rubric. A rubric is a scoring tool which lists the criteria by which a paper or presentation will be graded. The rubric lists, not only the criteria by which the work is judged, but also the student's mastery of the material.

## **Types of small groups work interaction**

Brookfield (2006), says that one way to change the step in your classroom is to do a small group activity. But the type of small group should you use depends on the size of your class, the length of time you have available, the physical features of the classroom, and the nature of the group task. He enlist several options you could try.



**Buzz groups**

These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding, answer a prepared question, define or give examples of key concepts, or speculate on what will happen next in the class. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture.

**Think-pair-share**

This strategy has three steps. First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion

**Rotating trios**

This strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. Rotate trios and introduce new questions as many times as you would like (Zheng & Adamson, 2003).

**Jigsaw**

This strategy involves students becoming “experts” on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts

("puzzle pieces"). Form subgroups of 3-5 and assign each subgroup a different "piece" of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group's task is to develop skill on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. A convenient way to assign different areas of expertise is to distribute handouts of different colors. For the first stage of the group work, groups are composed of students with the same color of handout; for the second stage, each member of the newly formed groups must have a different color of handout (Brookfield, 2006).

### **Three-Step Interview.**

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

Round Robin Brainstorming. Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

### **Numbered Heads Together**

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so

that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

### **Circle the Sage**

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

### **Reinforcement and feedback**

Abadzi (1987), argues that students working in instructional groups need feedback on how they are doing just as students need such input in large group, direct instruction situations. In instructional groups, teacher feedback and reinforcement should attend to students' use of group process skills in addition to time on task and success in task completion. When group process feedback is given, it should focus on specific processes and not the reasons for students' successful or unsuccessful use of the process at that point in time.

The temptation for off-task behavior increases when group activities are inadequately understood. The teacher must be alert to this problem and provide corrective feedback regarding both task assignments and student engagement when a group is not on task. The purpose and functions of most instructional groups call for delegation of some feedback and reinforcement responsibility to the students in each group. This should be clear to students. They should be taught how to provide instructional feedback. Indicators should be established that help students determine when to obtain teacher assistance with instructional or behavioral matters (Abadzi, 1987).

### **Students' roles in group work interaction**

Bowman (1989), argues that one way to foster positive interdependence is for each member to assume a meaningful role. Clearly define the roles. Leave the students to choose roles; however, if a group is together for more than one formal task, ask participants to rotate roles. This allows each member to experience a variety of duties.

Assigning one student in a group to observe group members' use of cooperative norms and group process skills and report back to the group and teacher on the group's performance is an effective training strategy (Robert, 1994).

Students who receive training in how to function in various types of instructional groups exhibit more task related interaction, give higher order explanations to one another, and provide fewer answers to other students' worksheets than students who are not trained (Robert, 1994).

## **Teachers' Roles and Responsibilities**

Abadzi (1987), states that most students will not engage in an interaction by themselves unless the teachers start first. He identifies important roles the teachers can play:

**Controller:** within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001), asserts that the teacher job here is to transmit knowledge from himself to his students.

**Assessor:** the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001), says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

**Corrector:** the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

**Organizer:** it is the most important role –according to Harmer (2001) - that the teacher acts in a classroom where many things must be set up such as organizing

pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over.

## **e. MATERIALS AND METHODS**

### **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' guided by professional researchers to improve teaching strategies.

This action research had the aim of developing the speech acts through group work interaction. Action Research allowed the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that was gotten from the application of different group work cooperative learning strategies to improve the speech acts in the English Foreign Language among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the academic period 2016-2017.

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

## **Methods, techniques and instruments**

### **Methods**

To carry out this research work the researcher used different methods, which helped her to carry out this project. The following general methods were applied along the descriptive research:

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

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

*The Scientific method* facilitated the study of the group work interaction as a cooperative learning strategy to improve the speech acts in English Foreign Language. It helped to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution; it helped to gather data to make relevant predictions and the analysis of it.

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



## **Techniques and instruments**

- ***Data collection***

Since this work is an action research, elements of both quantitative and qualitative research was 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 examiner gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments gotten from questionnaires and observations sheets.

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

***Pretest- Posttest:*** A pretest was given at the beginning and a posttest 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 the speech acts achieved by the students after the intervention plan, which was designed with activities of group work cooperative learning strategies in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants (students of ninth year A at Colegio de Bachillerato 27 de Febrero) being treated.

**Questionnaires:** Were given to the participants to answer questions related to their attitudes and feelings toward the group work interaction as a cooperative learning strategy. A pre and posttest questionnaires were given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

**Observation:** Let the researcher to know the facts in a participative and non-participative way. The observation was developed through an observation sheet and a field note sheet during a natural environment as lived by the ninth-grade A students at Colegio de Bachillerato 27 de Febrero during their English classes. There were be two types of observation as detailed below.

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

**Observation sheet:** During the nonparticipant observation, the researcher used 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 became a part and a participant in the situation being observed. The participation was considered in the problematic situation by means of the group work interaction as a cooperative learning strategy in order to improve the speech acts among the target group. The instrument of this participant observation was the field note sheet

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

### **Intervention plan description**

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

### **Activation**

In the activation phase, some activities were done to identify the students' prior knowledge such as cultural and linguistic that permit teachers to make their instruction more relevant to learners making use of speech acts. In this phase students could interact with each other and debate their knowledge with peers in pairs or small groups. While students were performing these tasks, the teacher listened and documented background knowledge. The teacher was then in the

position to maximize this knowledge in building a bridge between what is known and what is unknown (Herrera, Holmes, & Kavimandan, 2012).

### **Connection**

In the connection phase, teacher acted as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students created a connection between their previous knowledge and the new acquirement . As students, they shared their experiences and got their knowledge into the classroom. Also, in this stage teacher was responsible to build a meaningful learning in students. Thus, the learners were provided with activities that connect the relationship between teacher-student where the teacher organized groups to get benefits of collaborative peer. Even though, there was time for individual work and whole-group instruction, pairs and small groups (Kavimandan, Herrera, & Holmes, 2011).

### **Affirmation**

The last phase of the lesson plans was the affirmation one. In this phase, the students were assessed to measure their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher affirmed that there was a progress in both cases individual and collective levels (Herrera, Holmes, & Kavimandan, 2012).

Some of the activities developed during the intervention plan were: 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.

### **Population sample**

The target population of this research work was constituted by the students of ninth year A of Basic Education at Colegio de Bachillerato 27 de Febrero in the afternoon session, academic year 2016-2017, at the beginning there were a total of 32 students; however, during the application of the intervention plan the population was 31 students due to one learner abandoned attending classes. Besides there were two teachers who work teaching English language in the High school.

## **f. RESULTS**

This section of the research presents in detail how the objectives proposed in the thesis project were accomplished.

The first objective, which was to study the theoretical references about the group work interaction and its application to the development of speech acts, was achieved through the research of theoretical references that were useful to support the two variables that are concerned with speech acts and group work interaction of this research, to design the data collection instruments, to plan the intervention plan and to analyze the results obtained.

The second objective was accomplished through the pre-test results that are presented in Table 1, and these results allowed the researcher to diagnose the issues that limit students to learn more about the development of speech acts.

The third objective was fulfilled with the design of the intervention plan. It was executed over eight lessons. Each one included different tasks based on group work interaction. The intervention plan was developed over two months with students of night year “A” of Basic Education.

The fourth objective was achieved through the application of the most suitable techniques of the group work interaction in order to develop speech acts and obtain the questionnaire results which are shown in Tables 2 to 6.

The fifth objective was corroborated with the post-test results that are shown in Table 7. It helped to verify the proposed intervention plan and the results obtained after the application of group work interaction to develop speech acts.

### Pre-Test Results

**Objective two:** To diagnose the issues that limit the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

#### a. Table 1

*Pre-Test Scores of the Students of Ninth Year in English Speech Acts*

Student's code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
CB27F9AO1	0.8	2	0.5	1	1.2	5.5
CB27F9AO2	2	2	0	0.5	1.2	5.7
CB27F9AO3	0.4	2	0.5	0.5	2	5.4
CB27F9AO4	1.2	2	0.5	1	2	6.7
CB27F9AO5	0.8	1	1	0.5	2	5.3
CB27F9AO6	0.4	2	1.5	0.5	2	6.4
CB27F9AO7	2	2	0	0.5	2	6.5
CB27F9AO8	0.8	2	0	0.5	0	3.3
CB27F9AO9	1.2	1	0.5	0.5	1.2	4.4
CB27F9A10	2	2	0.5	0.5	2	7
CB27F9A11	0.8	2	0	0.5	2	5.3
CB27F9A12	0.8	2	0	1	2	5.8
CB27F9A13	1.2	2	0	0.5	2	5.7
CB27F9A14	0.8	2	1.5	0.5	2	6.8
CB27F9A15	0	2	0.5	0.5	2	5
CB27F9A16	0	0.5	0	0	2	2.5
CB27F9A17	0	1	0.5	0.5	2	4
CB27F9A18	0	1	0.5	0.5	1.6	3.6
CB27F9A19	0.4	1	0	0.5	2	3.9
CB27F9A20	0.8	0.5	0.5	1	1.2	4
CB27F9A21	1.2	0.5	0	0.8	2	4.5
CB27F9A22	0.8	2	1	2	2	7.8
CB27F9A23	0.4	2	0.5	1	1.6	5.5
CB27F9A24	2	2	0.5	1	2	7.5
CB27F9A25	0.4	2	0.5	0.5	2	5.4
CB27F9A26	0	1	2	1	2	6
CB27F9A27	0.4	1	1	1	1.6	5
CB27F9A28	1.2	2	0	0.5	2	5.7
CB27F9A29	0.4	1	1.5	1	1.2	5.1
CB27F9A30	1.2	1	0	0.5	2	4.7
CB27F9A31	2	2	1	0.5	2	7.5
MEAN	<b>0.9</b>	<b>1.6</b>	<b>0.5</b>	<b>0.7</b>	<b>1.8</b>	<b>5.5</b>

*NOTE.* CB27F=Colegio de Bachillerato 27 de Febrero, 9A= Ninth "A", 01:=student's code, I= Idiom, C= Command, R=Request, G=Greeting, A=Apology

## **b. Interpretation and Analysis**

A Pre-Test was administered to students. It consisted on answering five questions about speech acts, which were evaluated by the researcher according to the rubric.

As it is shown in Table 1, students got scores below the average expected on the Grading Scale of the Thesis Project, which was 8/10. It was reflected by the mean score obtained in the results of the pre-test which was 5.5/10. This is because students had problems in the five aspects of speech acts. However, the highest mean score obtained for apology as a component of speech acts was 1.8/2, which indicated that students had an excellent level. This means that students could not associate the word with its equivalent properly. On the other hand, in the request students got the lowest mean score which was 0.5/2, which indicates that students had a failing level, this was due to the fact that students had serious problems understanding requests, since students had little knowledge of modal verbs. However, students could identify and understand the apologies accurately. According to Tatsuki (2005), speech acts are often routinized utterances that speakers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining. Students had problems in request due to little knowledge about modal verbs. They cannot identify which words are used as modals. Besides, they have a low level in using modals in conversations. It is important to mention that a successful communication requires understanding the meaning of each component of speech acts within the community and classroom contexts (Ellis, 1991).



## Comparison of the Pre- and Post-Questionnaire Results

**Objective four:** To apply the most suitable strategies of group work interaction in order to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

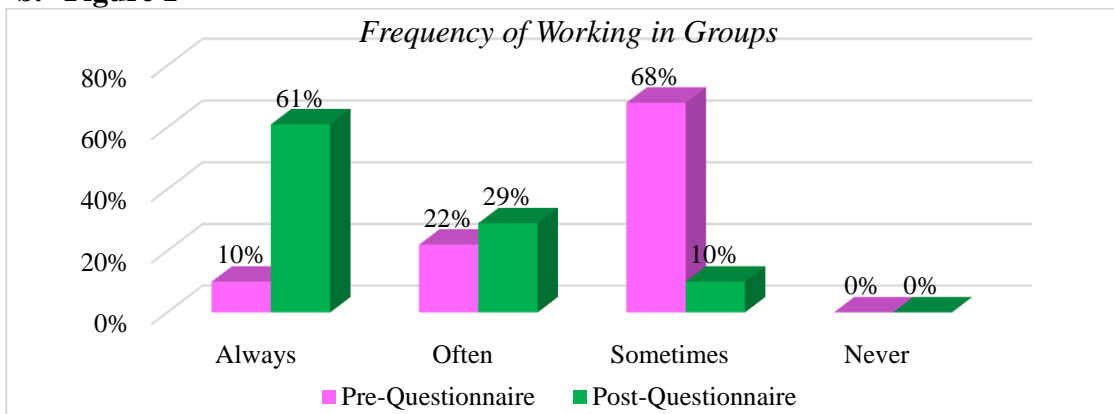
### Question 1: How often do you work in groups in the classroom?

#### a. Table 2

*Frequency of Working in Groups*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	3	10	19	61
Often	7	22	9	29
Sometimes	21	68	3	10
Never	0	0	0	0
Total	31	100	31	100

#### b. Figure 1



#### c. Interpretation and Analysis

The data collected from this question indicates that more than half of the students, which represents 68%, stated that they sometimes worked in groups during English classes, meanwhile 10% of the students mentioned that they always worked in

groups. However, after the application of the intervention plan, the student's situation changed completely. All students had the opportunity to work in groups and students' motivation increased a lot because they could share their ideas with their classmates and complete the tasks in less time. Subsequently, the results gathered determined that more than a half of the students, 61%, answered that they always worked in groups. To support this information, it has been cited by Guillies (2008) who states that group work is a form of voluntary association of the members that enhances the total output of the activity than when done individually. It aims to provide a better development of cognitive skills, generic knowledge and socially acceptable attitudes or to generate conforming standards of behavior and judgment.

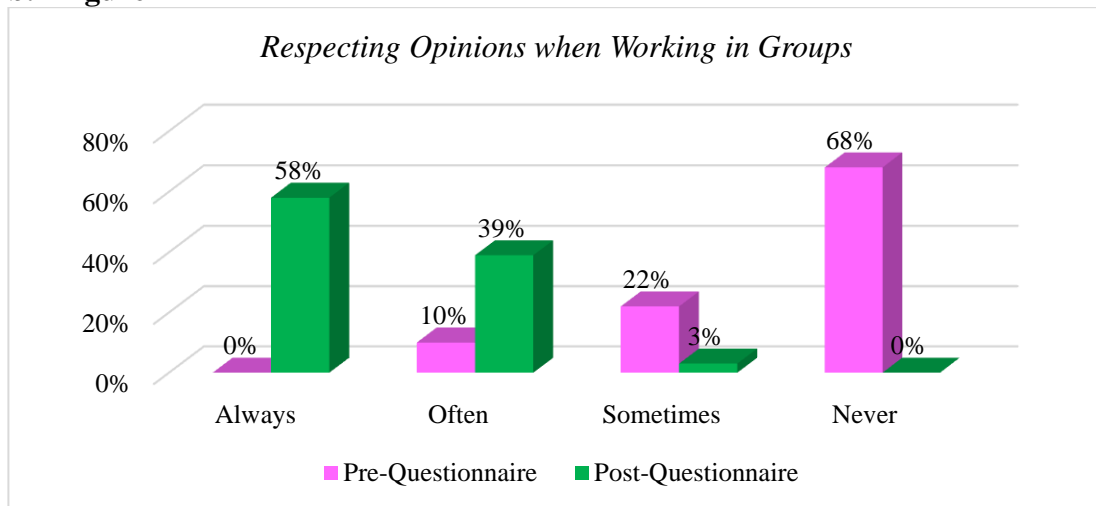
**Question 2: How often do your classmates respect your opinions when you work in groups?**

**a. Table 3**

*Respecting Opinions when Working in Groups*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Always</b>	0	0	18	58
<b>Often</b>	3	10	12	39
<b>Sometimes</b>	7	22	1	3
<b>Never</b>	21	68	0	0
<b>Total</b>	31	100	31	100

**b. Figure 2**



**c. Interpretation and Analysis**

As is it illustrated in Table 3, the data collected from this question stated that 68%, which represents the majority of students, affirmed that their opinions are never respected by their peers when they work in groups. However, the results showed that 10 % of students said that their classmates often respect their opinions. After applying the strategy of group work interaction, 58% of students agreed that their opinion was always respected by their classmates from the group. It means that most of the students were aware of the importance of respecting others' opinions to get better results. The results of this question were confirmed based on what Seliger (2001:67) said: "Group work requires the establishment of an environment of support, trust and cooperative learning that lets to promote students' learning and achievement. Students are encouraged to become active rather than passive learners by developing critical thinking and social interaction skills".

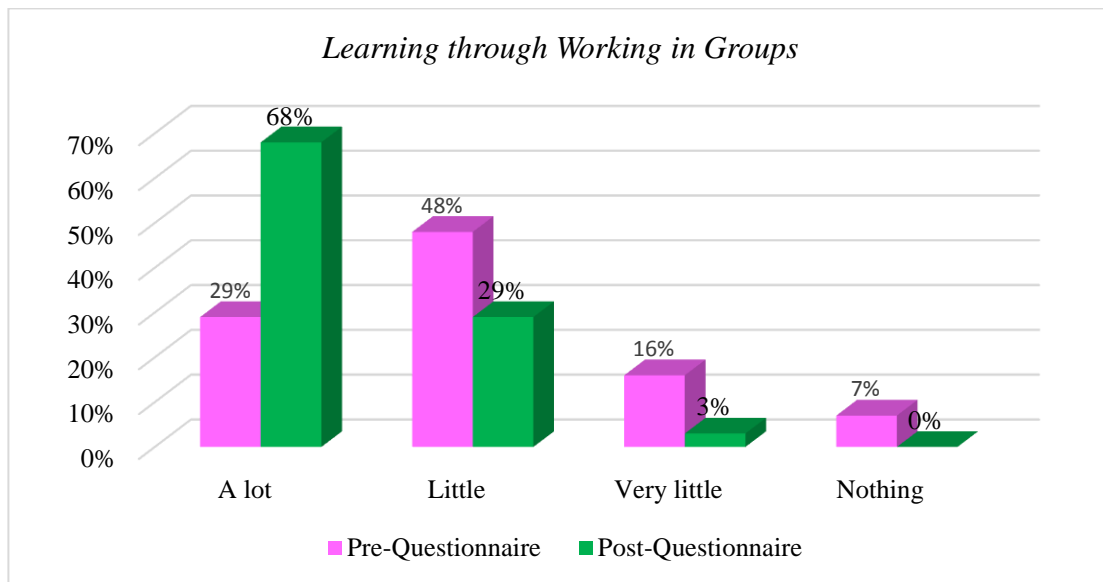
**Question 3: How much do you learn when you work in groups?**

**a. Table 4**

*Learning through Working in Groups*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A lot</b>	9	29	21	68
<b>Little</b>	15	48	9	29
<b>Very little</b>	5	16	1	3
<b>Nothing</b>	2	7	0	0
<b>Total</b>	31	100	31	100

**b. Figure 3**



**c. Interpretation and Analysis**

The gotten results, which are reflected in Table 4, state that the 48% of the students reported that they learn little when they work in groups, which contrast with 7% of the students who said that they never learn when they work in groups. It can be noticed that students learning through group work has not been used during the

classes before applying the intervention plan. It is showed that the teacher uses other teaching strategies to teach speech acts, which have not demonstrated good results to increase the students' learning. Nevertheless, after the intervention plan, more than a half of the students (68%) affirmed that their learning increased through group work and this strategy has been used in all classes during the time of application of the intervention plan, increasing their knowledge about speech acts. To emphasize in the outcomes of this statement, a reference from Bruffee (1998) was taken, who claimed that group work interaction is a successful teaching strategy in which small teams, each one with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete the task.

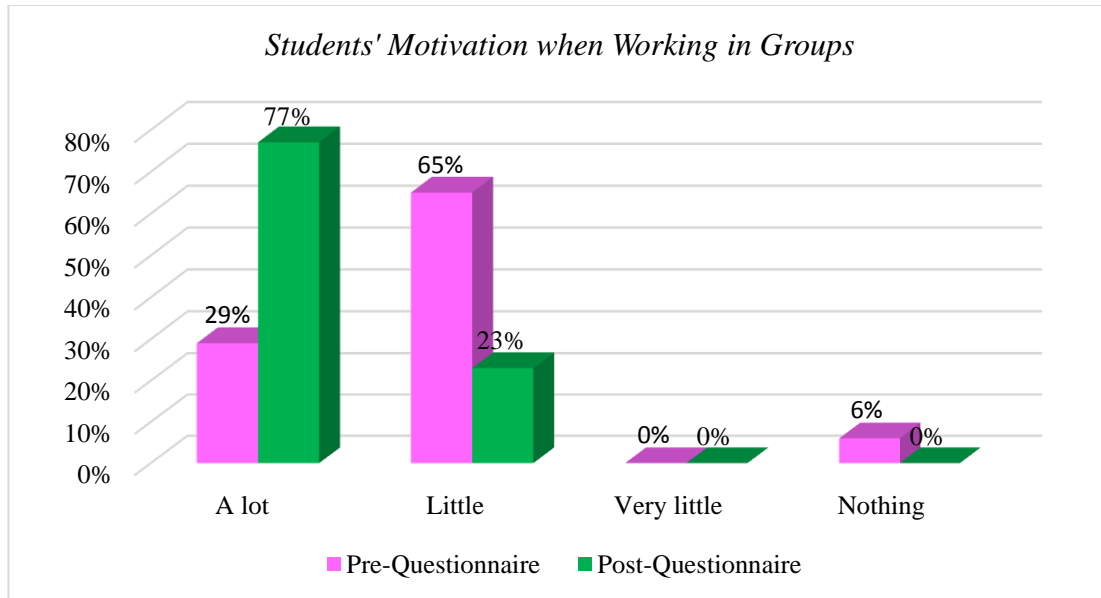
**Question 4: How motivated do you feel when you work in groups?**

**a. Table 5**

*Students' Motivation when Working in Groups*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A lot</b>	9	29	24	77
<b>Little</b>	20	65	7	23
<b>Very little</b>	0	0	0	0
<b>Nothing</b>	2	6	0	0
<b>Total</b>	31	100	31	100

**b. Figure 4**



**c. Interpretation and Analysis**

According to the obtained results, 65% of students manifested that they feel little motivated when they work in groups in class, while 6% of the students mentioned they feel no motivation when working in groups.

However, after applying the intervention plan, 77% of students felt more motivated when they worked in groups, saying that the English classes were more engaging. It was due to the implementation of many activities where they felt interested in learning about speech acts. The results were supported according this thought that states that students are exposed to different situations in which they are different in skill level, interest, motivation, experience, and family background. For example, if an English student has the same overall language ability, background, and interests as his or her classmates, learning is far less likely to occur than if the

students have different abilities and do not share an identical worldview (Apple, 2006).

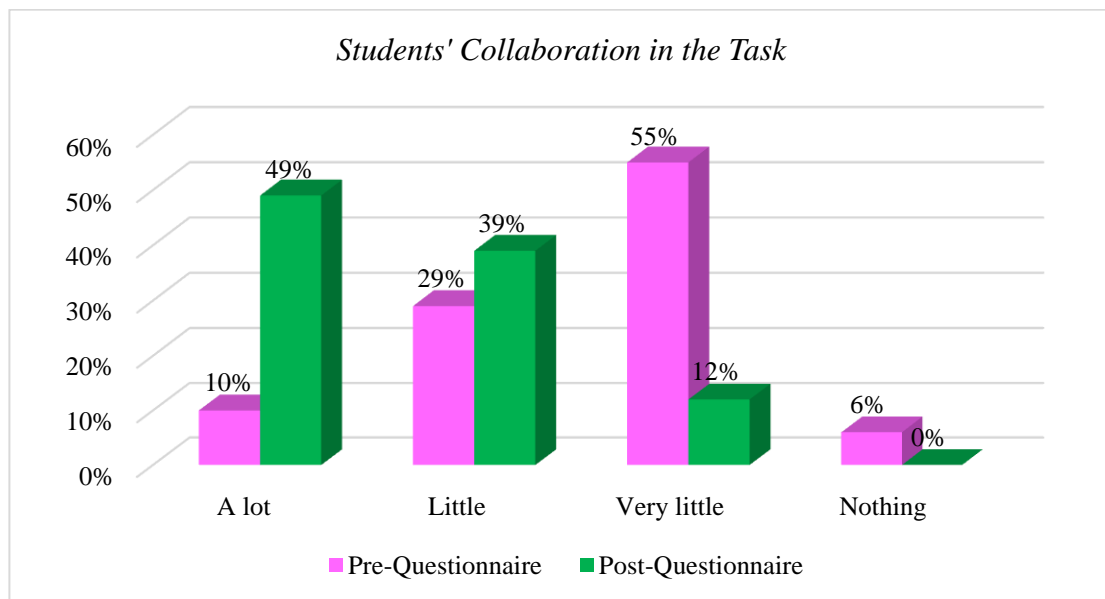
**Question 5: How much does each member of the group work collaborate in the task?**

**a. Table 6**

*Students' Collaboration in the Task*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A lot</b>	3	10	15	49
<b>Little</b>	9	29	12	39
<b>Very little</b>	17	55	4	12
<b>Nothing</b>	2	6	0	0
<b>Total</b>	31	100	31	100

**b. Figure 5**



### **c. Interpretation and Analysis**

In the data collected from students, 55 % of them, affirmed that each member of the group work collaborated very little in the task. On the other hand, the results showed that 6 % of students manifested that each member of the group work did not collaborate in the task. However, after applying the intervention plan, 49 %, of students confirmed that they collaborated more in the development of tasks when they worked in groups, since they felt more engaged with the activity. In addition, students have shown that working in groups helps them reinforce communication skills. The gathered information has been supported by Baker (2003), who argued that group work is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they “sink or swim together.” There are various methods of instilling this atmosphere within a group. They involve highly structured activities in which each student is asked to take on one of a few specific roles.

### **Post-test Results**

**Objective five:** To validate the results obtained after the application of group work interaction to develop speech acts.



a. Table 7

*Post-Test Scores of Students of Ninth Year A about Speech Acts*

Student's' code	I	C	R	G	A	SCORE
	/2	/2	/2	/2	/2	/10
CB27F9A01	1.6	2	2	2	2	9.6
CB27F9A02	2	2	2	2	2	10
CB27F9A03	2	2	2	2	1.2	9.2
CB27F9A04	2	2	2	0.5	2	8.5
CB27F9A05	1.6	2	2	2	2	9.6
CB27F9A06	2	2	2	2	2	10
CB27F9A07	2	2	2	2	2	10
CB27F9A08	1.2	2	2	2	2	9.2
CB27F9A09	1.6	1	2	2	2	8.6
CB27F9A10	2	2	2	2	2	10
CB27F9A11	1.6	2	1.5	2	1.2	8.3
CB27F9A12	2	2	2	2	1.6	9.6
CB27F9A13	2	2	2	1.5	1.6	9.1
CB27F9A14	0.8	2	2	2	2	8.8
CB27F9A15	1.6	2	1.5	2	2	9.1
CB27F9A16	2	0.5	1.5	1	2	7
CB27F9A17	0.8	1	1.5	2	2	7.3
CB27F9A18	1.6	2	2	2	2	9.6
CB27F9A19	2	2	1.5	2	1.2	8.7
CB27F9A20	1.6	2	2	2	1.6	9.2
CB27F9A21	2	2	2	2	2	10
CB27F9A22	2	2	2	2	2	10
CB27F9A23	2	2	2	2	1.6	9.6
CB27F9A24	2	2	1.5	2	2	9.5
CB27F9A25	2	2	2	2	1.6	9.6
CB27F9A26	2	2	2	2	0.4	8.4
CB27F9A27	2	2	2	2	1,6	9,6
CB27F9A28	1.2	2	1.5	1.5	0.4	6.6
CB27F9A29	1.6	0.5	2	2	2	8.1
CB27F9A30	1.6	2	1.5	1.5	1.6	8.2
CB27F9A31	2	2	1.5	2	2	9.5
MEAN	1.8	1.8	1.9	1.9	1.7	9.1

*NOTE.* CB27F=Colegio de Bachillerato 27 de Febrero, 9A= Ninth "A", 01:=student's code, I= Idiom, C= Command, R=Request, G=Greeting, A=Apology

**b. Interpretation and Analysis**

According to the data gathered in Table 7, the total mean score students earned was 9.1 out of 10, which is over the expected level of 8/10. The highest mean score was 1.9 /2 for requests and greetings, which indicates that students are in an excellent

level, since that they identified and associated the greetings appropriately and they could also recognize formal and informal greetings and spell them correctly. Besides, they were able to identify the modal verbs used to ask requests. The lowest mean score was for apologies at 1.7/2, which is an acceptable level. This is because most of students were able to identify the use of the apologies accurately when they were used in real life situations. Thus, these results demonstrate that students increased their levels in almost all indicators with meaningful progress but with a slightly higher percentage in the use of greetings and requests. Subsequently, students increased their knowledge about speech acts in all its aspects and felt interested and motivated to learn English. To reaffirm this analysis of results, a reference from Ellis (1991), said that a successful communication requires understanding the meaning of speech acts within the community and interpreting the meaning of speakers' use of language forms.

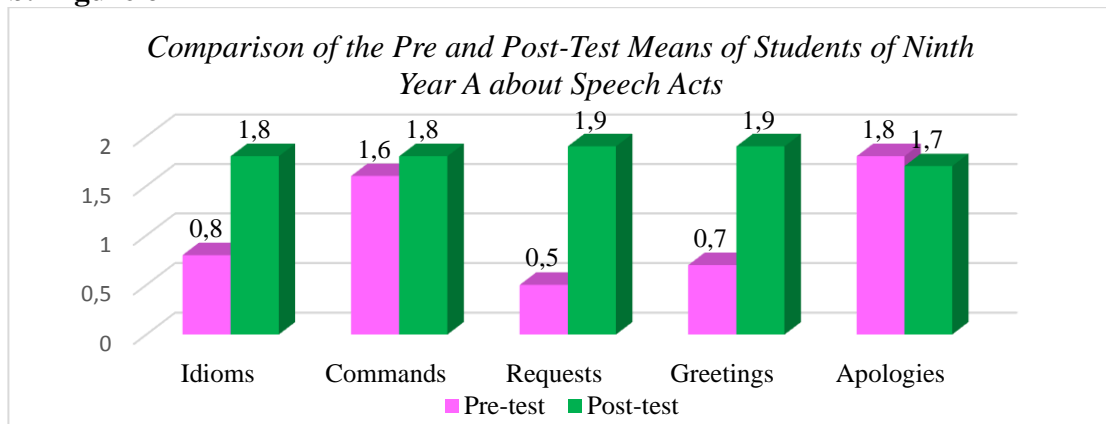
### ***Comparing Pre- and Post-Test Means***

#### **a. Table 8**

### ***Comparison of the Pre and Post-Test Means of Students of Ninth Year A about Speech Acts***

<b>Indicators</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>Idioms</b>	0.9	1,8
<b>Commands</b>	1.6	1.8
<b>Requests</b>	0.5	1.9
<b>Greetings</b>	0.7	1.9
<b>Apologies</b>	1.8	1.7
<b>Total</b>	<b>5.5</b>	<b>9.1</b>

**b. Figure 6**



**c. Interpretation and Analysis**

The information in Table 8 shows the results of the total mean of the pre-test and post-test for each aspect. Thus, it indicates that when the group work strategy was applied, it had a good influence on the students' learning speech acts. As it is shown, students improved in almost all aspects. In idioms, they increased the mean score from 0.9/2 to 1.8/2, in commands from 1.6/2 to 1.8/2, in requests from 0.5/2 to 1.9/2, in greetings from 0.5 to 1.9. However, they did not improve the score in apologies. The implementation of group work interaction as part of the lesson was successful. It let students practice, spell, identify and associate speech acts through conversations and role-play. The progress in English learning was considerable, having the mean score increased from 5.5/10 to 9.1/10. As a result, the strategy implemented during the development of this work had a meaningful impact on the students' speech acts knowledge.

## **g. DISCUSSION**

The results in this research work, showed that the implementation of group work interaction as a strategy had a positive effect on the increase of the use of speech acts in English. This effect was presented in the findings in the Pre and Posttest, which were applied at the beginning and at the end to students of ninth year A at Colegio de Bachillerato 27 de Febrero. The outcomes in the Pre and Posttest, Pre and Post questionnaires and the field notes, similarly exposed the significant effect of group work interaction as a teaching strategy that enhance the learning of speech acts. These results were consistent with Guillies (2008) who states that group work is a teaching strategy that promotes academic achievement and socialization. Group work is a form of voluntary association of members benefiting from cooperative learning that enhances the total output of the activity when it is done individually.

The intervention plan was focused on the development and improvement of speech acts through the use of different activities, strategies and teaching methods that helped learners to progress in the speech acts knowledge in a meaningful way. This change can be seen in the significant increment of the students mean score from the Pre-Test that was 5.4/10 and in the Post Test mean, which was 9.2/10. Thus, the Pre-Test showed that most students had problems in almost all aspects of speech acts. However, in apology they got 1.8/2, which indicates that students had a medium level. In idioms, commands, request and greetings, students had serious issues and problems understanding and using them in conversations. In the Post Test, after the

intervention, the findings indicated that there was an improvement in almost all aspects of speech acts. They recognized the use of formal and informal greetings, identified and used idioms, commands, requests and greetings in conversations. As a conclusion, through the implementation of group work students increased their English speech acts in almost all aspects.

Through the application of the intervention plan, the students' attitude towards the implementation of cooperative learning was good and it improved class by class, taking into account the problems that students faced at the beginning in all aspects of speech acts. The learners' improvement was slow in the first stages, but then, during the process students started improving their knowledge step by step about the use of speech acts in conversations, identifying and associating them adequately. Consequently, at the end of the process, the results were positive because this strategy not only helped to improve each aspect of speech acts, but it also developed a positive attitude toward English learning in students.

Additionally, this research had certain strengths and limitation during the intervention that influenced students' progress. A number of strengths in the implemented application were that students were excited to participate in class and had a lot of interest in classes. Also, the period used for every class was required for achieving their participation. Students used the speech acts as they could. Nevertheless, there were limitations to be considered in the large number of students and limited space.

Moreover, it is important to note the progress in speech acts that students experienced regarding to group work interaction, students felt motivated and pleased to learn English speech acts. They were enthusiastic to use idioms, commands, requests, greetings and apologies while they were interacting in group work. Consequently, they could increase their knowledge of English speech acts that was proven in the last results obtained in the Post-Test and Post-Questionnaires.

## **h. CONCLUSIONS**

- Students made a lot of mistakes in recognizing formal and informal greetings as well as in understanding the idioms' meanings. They were unable to identify commands and requests in a conversation because they had problems in understanding and identifying the components of speech acts in dialogues, besides they did not have enough knowledge about the meaning and use of modal verbs. Also, students were bored learning speech acts. Likewise, the strategies and activities used in the English classes were not enough to increase the speech acts and get the students interested in learning English.
- The implementation of group work interaction helped to address the English speech acts difficulties that students had because they could increase their knowledge through communication with their classmates by sharing ideas and opinions. They recognized formal and informal greetings and understood the meaning of idioms, and as a result they were capable of identifying commands and requests in a conversation.
- The findings of the research showed that the implementation of group work interaction as a strategy was successful because it increased the students' desire for learning English. They felt more comfortable performing activities, they were more motivated to participate during the class, and they trusted themselves to share with their partners by speaking English using speech acts.

## **i. RECOMMENDATIONS**

- Teachers ought to recognize the problems that their students have in language learning mainly in speech acts knowledge by giving tests, making observations and applying questionnaires. The information gathered from them can be used as feedback to change the teaching and learning methods in order to motivate students to learn and participate more, and to apply group work interaction while they learn English speech acts.
- Teachers should implement the strategy of the group work interaction during the class, because it encourages the interaction as a system of learning, and it considers as a priority the students' feelings and help them to develop the ability to express themselves in the target language.
- Teachers ought to facilitate students to develop their communicative and cognitive skills building a relationship with and among students through conversations and activities that involve the strategy of the group work.



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## k. ANNEXES



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

#### THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK  
INTERACTION AMONG STUDENTS OF NINTH YEAR A AT COLEGIO DE  
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE  
2016-2017 SCHOOL YEAR

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

#### **AUTHOR:**

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LOJA-ECUADOR

2016

**a. THEME**

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK  
INTERACTION AMONG STUDENTS OF NINTH YEAR A AT COLEGIO DE  
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE  
2016-2017 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

Background The present research work will be carried out at Colegio de Bachillerato 27 de Febrero during the academic year 2016-2017. This prestigious and traditional high school was founded in 1985 as Colegio Técnico Femenino 27 de Febrero. Years later, The Provincial Department of Education, through Resolution N0 002, authorized the Colegio Técnico Femenino 27 de Febrero, work as mixed from 2009-2010. In 2012 through Ministerial Agreement N0 0407-12, this high school changed its name as Colegio de Bachillerato “27 de Febrero”. Currently the school has 1,200 students distributed in the evening and morning session and 80 teachers with degrees of third and fourth level. Since April 23, 2015, the Colegio de Bachillerato “27 de Febrero “is authorized by the Ministry of Education to offer the Program of Diploma of Baccalaureate International, signed by the Directorate General of the International Baccalaureate Organization . The advantages of this program are large, it points to higher education for young people because of the agreements with the best universities in the world. Finally, is important to stress that the National State has as its primary mission, give a comprehensive education in the technical and human values to the students that are prepared in that distinguished institution.

### **Current situation of the research problem**

One of the aims of the Ecuadorian Curriculum for English as Foreign Language for Educación General Básica and Bachillerato (2016) is “to develop learner’s understanding of the world-of other cultures and their own-and to communicate their understanding and views to other through English.” In addition, students upon their graduation in third of Bachillerato are expected to reach at least the level B1 according to the Common European Framework of Reference (CEFR). Thus, the ninth-year students are projected to reach the A 1.1 level of CEFR.

However, ninth-year students currently do not demonstrate understanding of their own context and the appropriate ways to communicate using English as a foreign language. The researcher noticed through a non-participant observation that students can not express apologizes, requests, idioms, greetings and commands when they have to. This is due to their lack of knowledge about speech acts which is a requirement to achieve the goal of the National Curriculum above-mentioned. Students’ learning is focused more on producing accurate structures rather than on meaningful communication. It is worth to mention that accurate structures encourage meaningful message. 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 to this problem, this research project plans to investigate numerous alternatives for making the ninth-year students conscious of the importance of the speech acts in the sociolinguistic competence which will allow them to communicate

better using some apologizes, requests, idioms, greetings and commands. The researcher will consider some effective teaching strategies such as the group work interaction that will improve students' cooperative work and sociolinguistic competence as well. Group work interaction provides social skills, learning outcomes improvement, and students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways (may provide a new perspective).

### **Research problem**

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

HOW DOES THE GROUP WORK INTERACTION DEVELOP SPEECH ACTS AMONG STUDENTS OF NINTH YEAR A AT COLEGIO DE BACHILLERATO 27 DE FEBRERO 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 27 de Febrero which is a public school located in the city of Loja at John F Kennedy between Abraham Lincoln street and Manuel Benjamin Carrion Avenue.



## **Participants**

The participants of this research work are the ninth-year students at Colegio de Bachillerato 27 de Febrero who are all about twelve to fourteen years old; they are thirty two students, seventeen girls and fifteen boys and the candidate teacher of this study who is going to take part in the intervention plan.

## **Subproblems**

- What theoretical and methodological references about the group work interaction are adequate for developing speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?
- What are the issues that limit the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?
- What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?
- Which group work interaction activities are implemented to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?

- How effective was the application of group work interaction to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero 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 27 de Febrero with students of ninth year A during the 2016-2017 school year. This work will show the problems that students have.

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

This research work is relevant because, it helps learners to improve speech acts through group work interaction, where it allow learners exchange ideas, opinions, and also helps learners to acquire some ways to have a meaningful communication among them. Additionally group work interaction offers a range of fantastic opportunities for students to draw on the strengths and experience of their peers and develop many interpersonal skills to communicate. Group work interaction helps shy students who

don't speak up in a class to feel more comfortable when they get to participate in groups.

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

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

## **d. OBJECTIVES**

### **General**

- To develop speech acts through the group work interaction among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

### **Specific**

- To research the theoretical and methodological references about the group work interaction and its application on the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.
- To diagnose the issues that limit the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.
- To design an intervention plan based on the group work interaction as a cooperative learning strategy in order to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.
- To apply the most suitable techniques of the group work interaction as a cooperative strategy in order to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

- To validate the results obtained after the application of group work interaction to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.

## **e. THEORETICAL FRAMEWORK**

### **Communicative Approach**

The origins of the Communicative Approach have arisen both in linguistics and in language teaching as a “reaction against the view of language as a set of structures”. In the past, linguistics was concerned mainly with the structure of a language, and as language teaching is closely connected to contemporary linguistic view, language teachers were mainly interested in grammatical correctness. In other words, the form rather than the meaning has dominated the teaching.

Eventually, it had been found that the knowledge of grammar rules itself does not enable students to use the language for communicative purposes sufficiently. Communication does not imply just composing correct sentences but using them “to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders” (Brumfit & Johnson, 1983).

The Communicative Approach places emphasis on developing the communicative competence, viewed as the general basic knowledge and ability for language use which the speaker-listener owns. Through the communicative teaching, learners are encouraged to “consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs”.

By giving opportunities to use the language for real communicative purposes the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform (Littlewood, 1994).

Littlewood in his Communicative language teaching suggests various purposes of using communicative activities in the classroom. According to his opinion, such activities provide whole-task practice, improve motivation, allow natural learning, and are able to create a context which supports learning. To give more detailed explanation

to each of his suggestions, when the learners have had enough practice in the part skills, communicative activities provide a useful opportunity to train the total skill communication in foreign language. Due to communicative activities, learners can realize the relationship between their classroom work and the ability to communicate in real world, which is the final objective of their studies.

Littlewood states that it is likely “that many aspects of language learning can take place only through natural processes”, which are in progress when “a person is involved in using the language for communication”. Therefore, communicative activities play an important role in the total learning process. These activities also create opportunities to build relationships among all people involved in the learning process. Therefore a shift towards warmer and more supportive learning environment can be achieved.

Moon (2005) divides communicative activities into functional communication and social interaction ones. Therefore, the success is measured primarily by their ability



to cope with the given task, not by their grammatical accuracy and appropriateness of their choice of the language. Social interaction activities place emphasis also on choosing language which is acceptable according to the particular situation. Consequently, the success is measured according to both the function effectiveness and correct language choice.

It is important to point out that the Communicative Approach often places the responsibility for accomplishing the tasks on the learners themselves. The teacher creates a situation and sets an activity, but his role during the activity is not direct, he can serve as a guide, advisor or observer, but the main responsibility for coming to a conclusion lies on his students.

Communicative approach makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, 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 meaningful topics.

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must observe, sometimes acting as referee or monitor. A classroom during a

communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

### **Communicative Competence**

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions.

Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence.

Chomsky (1965) made a distinction between 'grammatical competence' and 'performance'. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of the language in concrete situations.

Hymes (1972) was among the first anthropologist/ethnographers to point out that Chomsky's linguistic competence lacks consideration of the most important linguistic ability of being able to produce and comprehend utterances which are appropriate to the context in which they are made. The competence that all the adult

native speaker of a language possess but include the ability to handle linguistic variation and the various uses of language in the context.

Canale & Swain (1980) who defined communicative competence in the context of second language teaching. Their view of communicative competence is: “a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions.”

Hymes (1972) viewed communicative competence as having the following four types: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs.

The first type, ‘what is formally possible’ is the interaction of grammatical system of competence. Hence the utterance, “the was cheese green” is not grammatically correct. The second type, ‘what is feasible’ is the psycholinguistic system of competence. The utterance, “the cheese the rat the cat the dog saw chased ate was green” is grammatical but not acceptable in that its multiple center-embedded clause is difficult to comprehend in terms of human information processing. To make it feasible, the utterance must be changed to the right branching structure common in English as in “the dog saw the cat that chased the rat ate the cheese that was green” The third type, ‘what is the social meaning or value of a given utterance’ is the socio-cultural system of competence. For example, if one says good-bye in greeting someone, it is inappropriate in a particular social context. And the last type, ‘what actually occurs’ are the probabilistic rules of occurrence that something is in fact done, actually performed.

The communicative competence is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Communicative competence is defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language.

Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills (Council of Europe, 2001).

Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations.

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

Knowledge may be conscious and freely expressible or may not (e.g. once again in relation to mastery of a phonetic system). Its organisation and accessibility will

vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence). It can also be held that the cognitive organisation of vocabulary and the storing of expressions, etc. depend, amongst other things, on the cultural features of the community or communities in which the individual has been socialised and where his or her learning has occurred.

Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic categorization of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed (Council of Europe, 2001).

### **Sociolinguistic competence**

It is clear that sociolinguistic competence is a complex and complicated that needs to distinguish how speakers of a language use it to communicate in a way that will

not bother one another. Such social, cultural and pragmatic aspects would be hard to acquire without being joined into the culture, however, it is not impossible (Mizne, 2002).

Koran (2016) states that sociolinguistic competence is the knowledge of the sociocultural rules and discourse. This type of competence requires an understanding of the social context in which language is used; the rules of the participants, the information they share, and the functions of the interaction. Sociolinguistic competence is the ability to use language in any social context including politeness notions of the target language culture, taboos, address forms, register differences, turn taking, knowing when to speak, when to remain silent as well as the linguistic dialects, accents and so on.

### **Importance of sociolinguistic competence**

Sociolinguistic competence seems to be the most important aspect among the four categories of communicative competence in foreign language curriculum because it enables the students to have a broad knowledge about the cultural rules. It will provide students with knowledge about how to use a language in social context (Savignon, 1983).

Sociolinguistic competence deals with issues of appropriateness. The process of learning sociolinguistic competence is challenging even in one's first language. If people all had perfect sociolinguistic competence, they would not need advice about the proper way to send wedding invitations or give a dinner party. Having good sociolinguistic competence means knowing how to "give every person his or her

due.” It means knowing when to be quiet, and when to talk, when to give compliments to others, and when to apologize. It also means being able to read situations and know what is the right thing to say and then saying it appropriately. There are an infinite number of combinations of roles, tasks, contexts, and feelings that govern what is appropriate in any given encounter. For example, the job of persuading a friend to go with you to a concert will require completely different skills than trying to persuade the president of the company to begin selling a new product line (Zheng & Adamson, 2003).

Good sociolinguistic skills in a second language are important because if people make serious mistakes in this type of competence, people will not simply think that you are ignorant (which they may think if you have poor grammar); rather, they will think that people are impolite, dishonest, insincere, rude, aggressive, etc. If your grammar is excellent, you will be judged all the more severely for sociolinguistic gaffes. Misunderstandings result in amusement, contempt, disappointment, shock, bewilderment, serious insult, or ethnic stereotypes.

Improving sociolinguistic competence needs to be a part of the language learning process from the beginning.

Many language schools and language learning programs focus almost exclusively on language components such grammar, vocabulary, and pronunciation, and very little attention is paid to helping students understand how to be appropriate in a new cultural context. An assumption is often made that language learners will pick up sociolinguistic competence simply by being exposed to the culture (Broersma, 2004).

The importance of language helpers as a resource for building sociolinguistic competence cannot be overstressed. In many cases, the only way to understand what is happening sociolinguistically will be through the perceptions of language helpers. However, one should try to avoid being frustrated when it seems that language helpers offer contradictory advice on sociolinguistic issues. It is essential to test the language one is learning in different contexts with different kinds of people, and it is very helpful

to get feedback from language helpers who can offer differing insights and interpretations, but it should not be surprising that in an enterprise as dynamic and human as using language, generalizations may be more complicated than they initially appear.

### **Teaching Sociolinguistic Competence**

There are two ways to introduce or teach sociolinguistic competence. Resorting to cultural models where students are taught cultural elements and integrating speech acts. Sociolinguistic competence develops due to several reasons unique to any learning experience in a EFL context such as no legitimacy of the content of the materials. (Izumi, 1996).

According to Abdullan (1995) there are activities that help to improve Sociolinguistic Competence. Learning how to perform speech acts in formal and informal ways or ways of speaking are important in learning how to speak efficiently applied in dialogue practice or role-play.



According to Wolfson, Marmor, & Jones (2002) learners need to take individual responsibility for seeing that this dimension of the language learning process is included in their program of study from the beginning. When an individual takes responsibility for this part of the language learning process, he or she is in a good position to develop meaningful relationships with members of the target culture. These relationships can lay a foundation for meaningful language learning for years to come. By taking language learning into their own hands, language learners are assured that their learning will not end when their formal instruction comes to a close (often long before learners are fluent in their target languages).

Language students need to remember that sociolinguistic competence is part of a larger system. When learning new grammatical structures, the learner should immediately try to practice the new structures with the goal of testing sociolinguistic appropriateness. Some learners have even gone so far as to consciously say something wrong so that native speakers would correct them, and they would learn something new about what was appropriate. committed to becoming observers of the interactions of native speakers around them. They should watch how people stand when talking to each other. They should watch for the kinds of physical touching people do (handshaking, kissing, gentle punches on the shoulder, etc.) Are such things influenced by the gender of the speakers? How does language change when someone important enters a room? By knowing what to look for, learners can discover a great deal through observation (Wolfson & Judd, 2000).

The process of building sociolinguistic competence will not go far without the language learners establishing relationships with a few people who are native speakers of the target language and have lived most if not all of their lives in the target culture. These people will be essential to discovery of the sociolinguistic dimensions of language. When language learners acquire new lexical items and grammatical forms. It is vital that they examine with their language helpers the kinds of changes which would be made to the new language data as a result of changes in the context.

If they have learned something new, they can ask a language helper, “Could I say this to a man? to a woman? Would I say this to a teacher? to a neighbor?” etc. Or, if the language helper is also sensitive to the kinds of restrictions which might apply to a given utterance, a more general question might be sufficient: “Should I avoid saying this with any particular group of people or in any context?”

Also, if language learners are able to find more than one helper, and if they are fairly confident in the appropriateness of an utterance, they might try out the utterance on a number of different individuals to see if there is any adverse reaction

### **Factors should be taken into account in the sociolinguistic competence**

Successful communication requires to understand the meaning of speech acts within the community and interpret the meaning of speakers’ use of language forms (Ellis, 1991)

### **Variance in cultural rules of speaking**

According to Canale, (1983) appropriateness of utterances in social or cultural contexts refers to both appropriateness of form and appropriateness of meaning. Appropriateness of meaning concerns the extent to which particular speech facts.

Canale (1983) first defines the speech acts as characteristically performed in the utterance of sounds or the making or marks. a speech acts is produced when speaker (S) makes an utterance (U) to hearer (H) in context (C). The illocutionary utterance is what speaker does in utterance, for example, state or requests something, thanks to someone, makes a promise, declares a decision. He elists some speech acts:

Idioms.- It is an expression whose meaning is not predictable from the usual meanings of its constituent elements. A construction or expression of one language whose parts correspond to elements in another language but whose total structure or meaning is not matched in the same way in the second language. For instance “kick the bucket” or hang one's head, or from the general grammatical rules of a language, as the table round for the round table, and that is not a constituent of a larger expression of like characteristics.

Greeting.- considered as the first words spoken in a turn-taking routine used to acknowledge the presence of another person or persons. A greeting can be as simple as a nod of the head or a wave of the hand. It also can be a statement that forms an adjacency pair, in that there is an initiation of contact followed by a response, both of which can be either verbal or nonverbal and may conclude with a warm embrace.

Greetings appear to be a universal construct in that all languages engage them in some form.

Commanding.- (having a powerful or important quality that attracts attention, respect, etc.) e.g. raise your hand, tell me the answer. having a powerful or important quality that attracts attention, respect.

Request.- the act of asking for something to be given or done, especially as a favor or courtesy; solicitation or petition. It is a written statement of petition, something asked for.

Apologies.- are critical for resolving disputes and repairing trust between negotiators. Disputes are typically characterized by anger and a focus on power and rights rather than interests, leading to either poor deals or impasses. Apologies can be a particularly effective means of restoring or building trust in negotiations. A simple apology can redirect distrustful negotiators or angry disputants back to focusing on underlying interests and the search for mutually compatible deals. However, norms for apologizing vary widely across different cultures. 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.

The English language and its diversities would make exceptional vehicles to build cross-cultural consciousness. Students can use tangible and not tangible sources of language to contrast English with Spanish. Students will find dissimilarities in the application of lexical terms and would be able to familiarize themselves with the

construction of the two languages. They will then examine bigger writings. This will engage them to accept their diversity and aboard enthusiasm to focus another variety after they found that the texts in these other varieties were accessible to them. (Nelson, 1996).

Mizne (2002) says that rules of speaking can be gradually learned by the learner as he or she is involved in the foreign language culture; however, aquiring rules through immersion is a time consuming procedure, with a lot of rules ignored for years, that never have been acquired. Teaching skills in sociolinguistic competence in the second language classroom as a complement to the immersion process may be a great form to aid students get skills more effective and in less time. Unfortunately, however, there are issues that limit the sociolinguistic competence in foreign language students.

To aquire a good speech in the target language it is important to study culture and their differences. However, teaching culture in the classroom is pretty difficult. Culture is a complicated concept that is hard to describe, especially to students with a incomplete proficiency in the language used in the classroom.

It is also a very sensitive topic, and the teacher must be cautious of avoiding stereotypes and unintentionally offending students -- especially in an English as a Second Language (ESL) and English as Foreign Language (EFL) class where there are students from a variety of cultures in a single classroom.

### **Lack of linguistic control**

A second source of problems is a lack of linguistic control. This seems to be particularly true for the less direct expressions which are important to politeness in English, such as, “I was wondering if you would.” as a request. If learners of English are too direct in English, it is at least partly because they do not control the expressions that they need to be able to use rather than that they are not aware of difference in the politeness requirements of different situations. Even if they are aware of these expressions, they have probably not had enough opportunity to practice their use in conversation. Linguistic ability refers to the respondents’ skill at selecting appropriate linguistic forms in order to express the particular strategy used to realize the speech act. Sociolinguistic ability constitutes the speakers’ control over the actual language forms used to realize the speech act as well as their control over the formality of utterance, from most intimate to most formal. (Tanaka, 1988).

Lack of linguistic control happens once a learner cannot connect received information with kept information. The problem can be worst by things that have variation in meaning, or by differences between the spoken and the written form. A language learner may well know a word in one language without being able to recognize when use it in another language or vice versa (Vygotski, 1962)

### **Making use of students’ first language**

As Holmes and Brown (1976) wrote, learner has not be successful sociolinguistically whithout already acquired the complex sociolinguistic systems used in his first language speech community. In learning how to use and apply the

sociolinguistic rules of English, he must improve areas where the sociolinguistic system of his native language differs from that of English and where the “misunderstanding and misanalysis” is most likely to occur. The learners’ sociolinguistic capability in his first language can be observed as an advantage that facilitates the contrastive analysis of different sociolinguistic systems in the classroom.

Tang (2002) with his Natural Approach to language acquisition, proposed that students learn their second language much in the same way that they learn their first, and that L2 is best learned through more exposure to the language rather than using L1.

According to Wells (1999). By working in pairs and using L1 occasionally with L2, students may be cognitively processing at a higher level in the language they are trying to learn. L1 allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding. Student attitude toward learning L2 greatly impacts their learning experience as well as the quantity and purpose of their L1 use in the classroom. Students who are forced to learn a language they do not identify with or find to be relevant will be more likely to overuse L1 to stay within their area of comfort. Many students find the exclusion of their mother tongue to be degrading to that tongue. On the other hand, if students feel that their home language is a valuable part of the language learning process, they are less likely to feel resentful about learning a second language.

The use of L1 in the L2 classroom by both teachers and students can be beneficial in the language learning process and be necessary for a better comprehension language by the language learners. The use of L1 should not be used for communication neither by the students nor teacher(s) in the L2 classroom. It should be used just for explanation.

### **Cooperative learning**

According to Johnson (2001) Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

### **Benefits of cooperative learning techniques**

Johnson R (2001) argues that the practice of cooperative learning techniques can help to:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)



- Feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).
- Promote student learning and academic achievement
- Increase student retention
- Enhance student satisfaction with their learning experience
- Help students develop skills in oral communication
- Develop students' social skills
- Promote student self-esteem
- Promote positive race relations

### **Elements of Cooperative Learning**

Johnson D. (2001) states that it is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

#### **Positive Interdependence** (sink or swim together)

- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

#### **Face-to-Face Interaction** (promote each other's success)

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding

- Discussing concepts being learned
- Connecting present with past learning

**Individual & Group Accountability** (no hitchhiking! no social loafing)

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

**Interpersonal & Small-Group Skills**

- Social skills must be taught:
  - Leadership
  - Decision-making
  - Trust-building
  - Communication
  - Conflict-management

- skills

### **Group Processing**

- Group members discuss how well they are achieving their goals and maintaining effective working relationships.
- Describe what member actions are helpful and not helpful.  
Make decisions about what behaviors to continue or change.

### **Basic Principles of Cooperative Learning**

According to Deci and Ryan (1985), all human beings have three basic needs: relatedness, competence, and autonomy. Cooperative learning principles stem from this primarily psychological standpoint: Because all students are humans, teachers can use cooperative learning teaching methodologies to help students satisfy the three needs of relatedness, competence, and autonomy in the classroom. Teachers who do so will be able to create a more effective environment for learning and thus can help students reach their learning potential. The eight basic principles of collaborative learning in the classroom (Jacobs, Power, & Loh, 2002) are:

#### **Cooperation as a value**

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

### **Heterogeneous grouping**

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

### **Positive interdependence**

Students distinguish that they need each other in order to complete the group's task (sink or swim together). (David W. Johnson, 2016)

### **Individual accountability**

Students who work together effectively will find that they need each other to complete the assignments or tasks in class. Each student's performance is assessed and the results are given to the group and the individual. (David W. Johnson, 2016)

### **Simultaneous interaction**

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. (Apple, 2006)

### **Equal participation**

Each member in the group must equally participate, regardless of perceived ability or social status. (Apple, 2006)

### **Collaborative skills**

Cannot be gained if only one or two members of a group are in charge or are doing most of the work, is so necessary all members collaborate to complete the task. (Apple, 2006)

### **Group autonomy**

Groups need to have a certain degree of autonomy within the overall classroom environment. (Apple, 2006)

As fact of this argument the cooperative learning is focused students are centered and they are responsible their own learning by which the teacher is only the facilitator in instructional process, another point on it , the learners respectively have to work cooperatively in order to accomplish any objective proposed either formal or informal way .

### **Group work interaction**

Group work is a form of voluntary association of members benefiting from cooperative learning that enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behavior and judgement, a "group mind".

Guillies (2008) states that group work is a teaching strategy that promotes academic achievement and socialization.

## **Benefits of group work interaction**

Allwright (2000) discusses four benefits of interaction, particularly learner-learner interaction, in the classroom. These benefits are:

- Interaction is pedagogically useful to promote the transfer of classroom learning to the outside world.
- Interaction, as a form of communication, is a learning process in itself
- Interaction involves learners more deeply in the management of their own learning
- Interaction enables learners to discuss their learning on a meta-level.

Allwright goes on to identify at least five different aspects of interaction management, namely: Turn (i.e. who gets to speak when), topic (i.e. what is to be spoken about), task (i.e. the demands made on the mental operations of the learners), tone (i.e. the socio-emotional atmosphere of the interaction). And code (i.e. the explicit mode. language, register, accent, etc.)

Seliger (2001) affirms that good group work has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.
- It encourages the development of critical thinking skills.
- It requires the establishment of an environment of support, trust and co-operative learning.

- It promotes student learning and achievement.
- Students have the opportunity to learn from and to teach each other.
- It facilitates greater transfer of previous knowledge and learning.
- The focus is on student centered approach to teaching and learning, and assessment.
- Students are involved in their own learning.
- It enhances social skills and interactions.
- Learning outcomes are improved.
- Interaction and co-operation on a micro scale is facilitated thus decreasing a sense of isolation felt by some.
- Quiet students have an opportunity to speak and be heard in small groups.
- Teaching, learning and assessment options are increased.
- Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff and students.
- Students get the chance to work on large projects (larger in scope or complexity than individual tasks).
- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways (may provide a new perspective).
- Alternative ideas and points of view can be generated.

- It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures, approaches and from different places.
- Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.
- It makes the unit of study challenging, interesting, motivating, engaging, and fun (for everyone)

### **Characteristic of successful group work interaction**

Ur (1996) states that there are four characteristics of successful activities as follows:

- a. The students talk a lot
- b. Every students has an even chance to talk
- c. The motivation is high
- d. The language is within students' proficiency level

### **How to use group work effectively**

#### **Getting Started**

Johnson (2000) argues that the best place to start group work (much like anything else) is at the beginning. When developing a course syllabus, the instructor can determine what topics and theme lend themselves to group work. This is the time that instructors can think about how they will form their groups, help negotiate the group process, and decide how to evaluate the final product.



He suggests that group tasks should be integral to the course objectives. This means that the group work should complement the learning objectives outlined in the syllabus. If one of the learning objectives is to promote critical thinking skills or writing enhancement, then the group work should support these areas.

### **Group Size**

The dynamics of group size is an important component of group work. A small group is often considered to consist of three or more people. Groups of two are called dyads and are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas. In general, it is suggested that groups of four or five members tend to work best. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group. In situations where there is a shorter amount of time available to complete a group task, such as an in class collaborative learning exercise, it is suggested that smaller groups are more appropriate. Group work can be especially beneficial for large classes. Group work helped students feel that the class was smaller and encouraged them to come to class more often (Johnson 2000).

### **Assigning a Group**

Johnson (2000) says that assigning the members of the group is integral to the success of the group. Some faculty members prefer to arbitrarily assign students to groups. This has the advantage of increase the rapport of the group and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor is familiar with most of the students, the instructor can select

the group members based on known attributes of the class. For example, the instructor can form the groups while taking to account performance levels, academic strengths and weaknesses, ethnicity, and gender.

Additionally, some instructors allow the class the self-select their group; however, this has some disadvantages. Self-selected groups often concentrate toward friends and roommates. This can result in the students spending more time socializing than working on the group work.

### **Monitoring the Group Process**

Teacher monitoring of student behavior during instructional group work requires attention both to group process factors and to the individual student's time on task and task completion success. Procedures for monitoring the work of other groups while working with one group must be established by the teacher. Designation of one or more students to monitor on-task behavior in each group helps with this aspect of effective teaching.

Formal record keeping regarding students' mastery of subject area content and skills and their use of group process and other social skills helps the teacher keep abreast of the progress of individual students. It also facilitates provision of review, practice and enrichment experiences to groups and to individual students on a timely basis.

One method to help groups succeed is to ask each group to devise a plan of action. The plan of action involved assigning roles and responsibilities among the group

members. Each member should have a role, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan (Johnson 2000).

### **Evaluation**

Johnson (2000) states that in evaluating the instructor should have a clear idea of how he/she wants to evaluate the group work. First, the instructor should decide what is being evaluated: the final product, the process, or both. Next, it is necessary to decide who assigns the grade: the students, the instructor, or both. Some faculty members assign each member of a group the same grade, which may promote unhappiness if some members devote more time and effort to the group and get the same grade. Some instructors assign each group member an individual grade, which may or may not promote competition within the group and may undermine the group solidarity. If the group is graded as a whole, it is suggested that the presentation should not count for more than a small percentage of the student's final work.

He also sustains it is vital that the students know and understand how they will be evaluated. One method used to convey this information is with a structured grading rubric. A rubric is a scoring tool which lists the criteria by which a paper or presentation will be graded. The rubric lists, not only the criteria by which the work is judged, but also the student's mastery of the material.

Rubrics can be helpful for both students and instructors; they outline expectations and allow instructors to assign grades on a more objective basis. Rubrics provide

detailed breakdowns of points that are awarded for each criterion and how those points are awarded. Additionally, rubrics are useful beyond grading; they also help students conceptualize the assignment.

### **Types of small groups work interaction**

Brookfield (2006) says that one way to change the step in your classroom is to do a small group activity. But the type of small group should you use depends on the size of your class, the length of time you have available, the physical features of the classroom, and the nature of the group task. He enlists several options you could try.

#### **Buzz groups**

- Class size: any
- Time frame: 3-10 minutes
- Setting: no limitations
- Purpose: generate ideas/answers, re-stimulate student interest, gauge student understanding

Description: These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding, answer a prepared question, define or give examples of key concepts, or speculate on what will happen next in the class. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture. Sample questions include,

“What’s the most contentious statement you’ve heard so far in the lecture today?” or  
“What’s the most unsupported assertion you’ve heard in the lecture today?”.

### **Think-pair-share**

- Class size: any
- Time frame: 5-10 minutes
- Setting: no limitations
- Purpose: generate ideas, increase students’ confidence in their answers, encourage broad participation in plenary session

Description: This strategy has three steps. First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

### **Circle of Voices**

- Class size: any
- Time frame: 10-20 minutes
- Setting: moveable chairs preferable
- Purpose: generate ideas, develop listening skills, have all students participate, equalize learning environment

Description: This method involves students taking turns to speak. Students form circles of four or five. Give students a topic, and allow them a few minutes to organize their thoughts about it. Then the discussion begins, with each student having up to three minutes (or choose a different length) of uninterrupted time to

speak. During this time, no one else is allowed to say anything. After everyone has spoken once, open the floor within the subgroup for general discussion. Specify that students should only build on what someone else has said, not on their own ideas; also, at this point, they should not introduce new ideas.

### **Rotating trios**

- Class size: 15-30
- Time frame: 10 or more minutes
- Setting: a fair bit of space, moveable seating helpful (they could stand) Purpose: introduce students to many of their peers, generate ideas

Description: This strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like (Silberman, 1996).

### **Snowball groups/pyramids**

- Class size: 12-50
- Time frame: 15-20 minutes, depending on how many times the groups “snowball”

- Setting: moveable seating required
- Purpose: generate well-vetted ideas, narrow a topic, develop decision-making skills

Description: This method involves progressive repetition: students first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that students do not become bored with repeated discussion at multiple stages. For example, have students record a few questions that relate to the class topic. In pairs, students try to answer one another's questions. Pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or relevant principles based on their previous discussions. Back in the large class group, one representative from each group reports the group's conclusions.

### **Jigsaw**

- Class size: 10-50
- Time frame: 20 or more minutes
- Setting: moveable seating required, a lot of space preferable
- Purpose: learn concepts in-depth, develop teamwork, have students teaching students

Description: This strategy involves students becoming "experts" on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts ("puzzle pieces"). Form subgroups of 3-5 and assign each subgroup a different

“piece” of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group’s task is to develop skill on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different area of expertise. Students then take turns sharing their expertise with the other group members, thus creating a completed “puzzle” of knowledge about the main topic. A convenient way to assign different areas of expertise is to distribute handouts of different colors. For the first stage of the group work, groups are composed of students with the same color of handout; for the second stage, each member of the newly formed groups must have a different color of handout.

### **Fishbowl**

- Class size: 10-50
- Time frame: 15 or more minutes
- Setting: moveable seating and a lot of space preferable; if necessary, have inner group stand/sit at front of lecture hall and the outer group sit in regular lecture hall seats
- Purpose: observe group interaction, provide real illustrations for concepts, provide opportunity for analysis

Description: This method involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group.



Depending on the inner group's task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc., in the inner group's discussion, analyze the inner group's functioning as a group, or simply watch and comment on the role play.

### **Learning teams**

- Class size: any
- Time frame: any
- Setting: no limitations
- Purpose: foster relationships among students, increase confidence in participating

Description: For this type of group, students are divided into groups at the beginning of the term. When you want to incorporate small group discussion or teamwork into your class, you direct the students to get into these term-long learning groups. Groups of four work well, because each foursome can be subdivided into pairs, depending on the activity.

### **Three-Step Interview.**

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

Round Robin Brainstorming. Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of

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

Three-minute review. Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

### **Numbered Heads Together**

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

### **Circle the Sage**

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they

compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

### **How to design group work assignments**

Barkeley (2005) First, think about the course learning outcomes and how group work might address them. Then consider how groups will be organized, how student learning and group processes will be supported, and how students will be evaluated, if at all. Short in-class activities may take less planning, but it is still important to consider how the process will play out in a classroom situation. How will you introduce the activity? How much time is required? How will you debrief as a group? For in-class collaborative activities, focus on asking effective questions that engage students in the types of learning you are trying to encourage. Allowing students to form their own groups will likely result in uneven groupings. If possible, arrange groups by skills and/or backgrounds. For example, ask students to rate their comfort/ability level on a number of skills (research, background knowledge of course topics, work experience, etc.) and try to arrange groups that include “experts” in different areas. Another possibility is to do a preliminary assessment; and then based on the results, purposefully create groups that blend abilities.

### **Some general strategies to keep in mind when incorporating group work**

- Introduce group work early to set clear student expectations.
- Plan for each stage of group work.

- Carefully explain to your students how groups will operate and how students will be graded.
- Help students develop the skills they need to succeed in doing group activities, such as using team-building exercises or introducing self-reflection techniques.
- Establish ground rules for participation and contributions.
- Consider using written contracts.
- Incorporate self and peer assessments for group members to evaluate their own and others' contributions (Bruffee, 1998).

### **Reinforcement and feedback**

Abadzi (1987) argues that students working in instructional groups need feedback on how they are doing just as students need such input in large group, direct instruction situations. In instructional groups, teacher feedback and reinforcement should attend to students' use of group process skills in addition to time on task and success in task completion. When group process feedback is given, it should focus on specific processes and not the reasons for students' successful or unsuccessful use of the process at that point in time.

The temptation for off-task behavior increases when group activities are inadequately understood. The teacher must be alert to this problem and provide corrective feedback regarding both task assignments and student engagement when a group is not on task. The purpose and functions of most instructional groups call for delegation of some feedback and reinforcement responsibility to the students in each

group. This should be clear to students. They should be taught how to provide instructional feedback. Indicators should be established that help students determine when to obtain teacher assistance with instructional or behavioral matters (Abadzi, 1987).

### **Ingredients of effective group work**

#### **Positive interdependence**

Group work is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they “sink or swim together”. There are various methods of instilling this atmosphere within a group. They involve highly structured activities in which each student is asked to take on one of a few specific roles (Baker, 2003).

#### **Individual accountability**

It should be clear that each member of a learning group is responsible for achieving all of the learning outcomes associated with an assignment. Students are made aware in advance of a group activity that their learning will be individually assessed or evaluated. This can be accomplished through the use of random oral questioning or quizzes and formal exams. If the overall group work is evaluated (often it is not), then this might only account for a small part of a student’s grade (Baker, 2003).

### **Face-to-face interaction**

Students in a learning group promote each other's productivity and learning through the use of sharing, help and encouragement. Student interaction is stimulated by appropriate seating arrangements and through the use of shared resources such as information handouts, worksheets, tools and equipment, etc (Baker, 2003).

### **Students' roles in group work interaction**

Bowman (1989) argues that one way to foster positive interdependence is for each member to assume a meaningful role. Clearly define the roles. Leave the students to choose roles; however, if a group is together for more than one formal task, ask participants to rotate roles. This allows each member to experience a variety of duties. Some roles are:

- Facilitator
- Moderates team discussions
- Keeps the group on task
- Ensures equal involvement
- Ensures equal opportunities to learn, participate and earn respect
- Recorder
- Distributes and hands in materials
- Completes worksheets, written assignments or summaries for oral reports
- Reporter
- Summarizes the group's activities or conclusions

- Assists the recorder with writing worksheets and group reports
- Timekeeper
- Keeps the group aware of time constraints
- Aids the facilitator in keeping the team on task
- Consults with other teams if needed
- Leaves the work area in good condition
- Fills in for an absent member if there is no fifth member
- Wild card
- Fills in for an absent member

Robert (1994) states that equality of both status and participation in instructional groups increases when students are taught norms for cooperative behavior and group process skills. In particular, the participation of average and low ability students increases. Practice work sessions are required to teach group norms and skills to students. In these sessions, students carry out tasks similar to those they will complete when instructional groups are functioning. But, the products produced during practice sessions are not evaluated.

Assigning one student in a group to observe group members' use of cooperative norms and group process skills and report back to the group and teacher on the group's performance is an effective training strategy (Robert, 1994).

Students who receive training in how to function in various types of instructional groups exhibit more task related interaction, give higher order explanations to one

another, and provide fewer answers to other students' worksheets than students who are not trained (Robert, 1994).

### **Group project roles**

Harmer (2001) affirms that when a group project is assigned, the students break down the task into logical elements and divide the elements evenly among the members.

#### Roles in simulated work environments

In simulations of actual work environments, group members will usually assume real-life roles from the workplace. Instructional Job Aid | Effective Use of Group Work

### **Teachers' Roles and Responsibilities**

Abadzi (1987) states that most students will not engage in an interaction by themselves unless the teachers start first. He identifies important roles the teachers can play:

**Controller:** within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

**Assessor:** the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being



assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

Corrector: the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

Organizer: it is the most important role –according to Harmer (2001) - that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over.

The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other's too.

Prompter: Sometimes the learners do not find the words when they talk to each other's or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning (Ibid.).

Resource: the job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information.

Another role the teacher needs to adopt in a classroom interaction is the observer.

## **f. METHODOLOGY**

### **Design of the research**

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

This action research has the aim of developing the speech acts through group work interaction as a cooperative learning strategy. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different group work cooperative learning strategies to improve the speech acts in the English Foreign Language among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the academic period 2016-2017.

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

## **Methods, techniques and instruments**

### **Methods**

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

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

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

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

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

### **Techniques and instruments**

#### ➤ *Data collection*

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

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

**Pretest- Posttest:** Will be given at the beginning and at the end of the intervention plan. At the beginning it will be given to measure the performance of speech acts that students have; and at the end to measure the performance of the speech acts achieved by the students after the intervention plan designed in this research project with the activities applied with group work cooperative learning strategies in order to make a

pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants (students of ninth year A at Colegio de Bachillerato 27 de Febrero) being treated.

***Questionnaires.*** Will be given to the participants to answer questions related to their attitudes and feelings toward the group work interaction as a cooperative learning strategy. A pre and posttest questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

***Observation*** will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the ninth-grade A students at Colegio de Bachillerato 27 de Febrero 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 the group work interaction as a cooperative learning strategy in order to improve the speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the academic period 2016-2017. The instrument of this participant observation is the field note sheet

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

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

feedback on the questionnaire or test, the researcher will exclude them from the final sample or population for the study.

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

### **Population**

The target population of this research work is constituted by the students of ninth year A of Basic Education at Colegio de Bachillerato 27 de Febrero in the afternoon session, academic year 2016-2017, who are a total of 32 students; it is a small population, it was not necessary to take a sample of it. The students receive 5 hours of English per week with a certificate teacher.

### **Intervention plan description**

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

### **Activation**

In the activation phase, some activities will be done to identify the students' prior knowledge such as cultural and linguistic that permit teachers to make their instruction more relevant to learners making use of speech acts. In this phase



students can interact with each other and debate their knowledge with peers in pairs or small groups. While students are performing these tasks, the teacher listens and documents background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown. (Herrera, Holmes, & Kavimandan, 2012).

### **Connection**

In the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students are connecting from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher organizes groups to get benefits of collaborative peer. Even though, there is time for individual work and whole-group instruction, pairs and small groups. (Kavimandan, Herrera, & Holmes, 2011).

### **Affirmation**

The last phase of the lesson plans will be the affirmation one. In this phase, the students will be recognized their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher affirms the progress made at both the individual and collective levels. In this context, every

aspect of content-area learning and language acquisition is worthy of celebration in the classroom (Herrera, Holmes, & Kavimandan, 2012).

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

## INTERVENTION PLAN

### Week 1

<b>RESEARCH PROBLEM</b>	<i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i>
<b>GOALS</b>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<b>LEARNING OBJECTIVES</b>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"><li>• To use greetings and describe and the personalities of their family members by using some adjectives.</li></ul>
<b>KEY VOCABULARY</b>	Mother, father, cousin, nephew, uncle, grandfather, grandmother, fun, shy, quit, nervous, lazy, noisy, sporty, relaxed, outgoing, and serious.
<b>INSTRUCTIONAL FOCUS</b>	<p><b>Activation</b></p> <ul style="list-style-type: none"><li>• Teacher explains adjectives related to personalities using flash cards.</li></ul>

- Teacher presents a genealogic tree on a graph paper as an example for students to introduce family member's vocabulary.

### **Connection**

- Teacher ask students to match the adjectives with their antonyms on the book and relate a family member name with each adjective in order to describe their personalities.
- Students fill a genealogic tree on a worksheet with their own information based on the teacher example.
- Student work in pairs and discuss these kinds of personalities shy and outgoing. How each person personality behave? How each person personality get fun? and share their opinions with the whole class.

### **Affirming**

- Teacher ask the whole class to make a circle to play tingo tango: teacher gives a small ball to one student in the circle to start passing around when another student standing in the middle begins to chant "tingo, tingo, tingo, tango". When s/he says "tango"

	<p>the student who ends up with the ball must describe the personality of a family member.</p> <ul style="list-style-type: none"> <li>• Students do homework: they paste a photo on a sheet of paper about their family and write one sentence for each member to describe their personalities.</li> </ul>
<b>CLASSROOM RESOURCES</b>	<p>Visual aids: Flash cards. Field notes</p> <p>Student's notebook</p> <p>Student's textbook</p>
<b>DATA COLLECTION SOURCES</b>	<p>Data source 1: Pretest – Pre questionnaire.</p> <p>Data source 2: students' speaking samples.</p>
<b>SUPPORT</b>	<p>Coaching and guidance from our thesis advisor.</p>
<b>TIME</b>	<p>Week one</p>

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

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

**Week 2**

<b>RESEARCH PROBLEM</b>	<i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i>
<b>GOALS</b>	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.  By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
<b>LEARNING OBJECTIVES</b>	By the end of this lesson students will be able: To express likes and dislikes about free time activities by using like, love and prefer as verbs of preferences.
<b>KEY VOCABULARY</b>	Play video games, chat with friends, play sport, play a musical instrument, exercise in the park, hand out with friends, go to the movies, read listen to music.

<b>INSTRUCTIONAL FOCUS</b>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Free time activities mime: Teacher divides the class into groups of four and tell each group to arrange themselves in a small circle.</li> <li>• Teacher gives each group a set of shuffled cards and one of the members pick up a card from the top of the pile and mine the activity for the other students to guess. The first students to correctly guess the free time activity gets to keep the card. Then, another student continues picking up a card and miming the activity until all of the cards have been used. The students with the most cards at the end of the game is the winner.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Students listen to and look at some pictures. Then, they pay attention to background sounds to understand the context of the speakers and number the activities according to the order they hear. Finally, students check the activities they like to do. On the book.</li> <li>• Students work in pairs to listen to and complete a</li> </ul>
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<b>SOURCES</b>	
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week two

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

Daytona Beach: Project CENTRAL.

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

**Week 3**

<b>RESEARCH PROBLEM</b>	<i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i>
<b>GOALS</b>	By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.  By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.
<b>LEARNING OBJECTIVES</b>	By the end of this lesson students will be able: <ul style="list-style-type: none"><li>• To introduce themselves by using words to related to professions through dialogues.</li><li>• To give specific information and introduce an opposite idea by using connectors and/ but.</li></ul>
<b>KEY VOCABULARY</b>	Strict, public figure, practice pole vaulting, work out, quiet, sensitive, manager, volunteer, contributor, singer, interviews, sporty.

<p><b>INSTRUCTIONAL FOCUS</b></p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher brings flashcards of famous people for students and to play a guess game. Ask them about these people’s names, ages, nationalities, and professions. Similarly, bring a collage featuring free time activities like soccer, baseball, basketball, gym workout routines, singing. As you show and point to the pictures, have them guess those activities on the board.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Students listen and look at some pictures of famous people and some routines in free time. Then, do choral and individual repetitions while associating the image with the sound and the word. Finally, students check the activities they like to do.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the class in two groups and ask students to analyze and discussion some questions like: Who are they?. What’s their profession?. Where are they from?. What do they like to do in their free time?. Then, students give an answer and they explain this.</li> </ul>
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<b>CLASSROOM RESOURCES</b>	Visual aids: Flash cards.                      Field notes Student's notebook Student's textbook
<b>DATA COLLECTION SOURCES</b>	Data source 1: Sub-test on speech acts.
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week three

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

Daytona Beach: Project CENTRAL.

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

**Week 4**

<p><b>RESEARCH PROBLEM</b></p>	<p><i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i></p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To describe people’s personalities using idioms in informal conversations.</li> </ul>
<p><b>KEY VOCABULARY</b></p>	<p>Early bird, night owl, busy bee, couch potato</p>
<p><b>INSTRUCTIONAL FOCUS</b></p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher shows to students a power point presentation of pictures with a literal representation of a common idiom.</li> <li>• Then, teacher asks students to work in pairs or</li> </ul>

small groups and gives them several minutes to discuss the possible meaning of the idiom.

- Next, teacher elicits guesses about what the idiom may mean before telling students the actual meaning.
- Teacher finishes the activity by giving students several example sentences using the idiom for them to write in their notebooks.

#### **Connection**

- First, teacher divides the class in groups of four students.
- Then, teacher writes on the board three idioms for each group. After, teacher gives to students some pictures related with the meaning of the idioms and others related with a literal meaning.
- Finally, students have to choose the correct picture according with the meaning of the idiom.

#### **Affirming**

- Teacher gives to students a worksheet where they complete sentences with the correct idiom.
- Students write sentences using the idioms in a

	correct context.
<b>CLASSROOM RESOURCES</b>	Visual aids: Cards.      Field Notes Audio aids Student's notebook Student's textbook
<b>DATA COLLECTION SOURCES</b>	Data source 1: sub-test on speech acts
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week four

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

**Week 5**

<p><b>RESEARCH PROBLEM</b></p>	<p><i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i></p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• Describe the family members and personalities.</li> </ul>
<p><b>KEY VOCABULARY</b></p>	<p>Fun, shy, quit, nervous, lazy, noisy, sporty, relaxed, outgoing, and serious.</p>
<p><b>INSTRUCTIONAL FOCUS</b></p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Free time activities mime: Teacher divides the class into groups of four and tell each group to arrange themselves in a small circle.</li> <li>• Teacher gives each group a set of shuffled cards and one of the members pick up a card from the top</li> </ul>



of the pile and mine the activity for the other students to guess. The first students to correctly guess the free time activity gets to keep the card. Then, another student continues picking up a card and miming the activity until all of the cards have been used. The students with the most cards at the end of the game is the winner.

**Connection**

- Students listen to and look at some pictures. Then, they pay attention to background sounds to understand the context of the speakers and number the activities according to the order they hear. Finally, students check the activities they like to do.

**Affirming**

- Teacher divides the class into groups of three and ask student to discuss this question: What do you prefer to do in your free time? What kind of Hobbyist are you? (Quiet, energetic or artistic) Then, students give some reasons for their answers and write a report about the discussion.

<b>CLASSROOM RESOURCES</b>	Audio aids Field notes Cards Student's book
<b>DATA COLLECTION SOURCES</b>	Data source 3: Sub-test on speech acts.
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week five

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

Daytona Beach: Project CENTRAL.

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

**Week 6**

<p><b>RESEARCH PROBLEM</b></p>	<p><i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i></p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To express ideas and opinions about customs and celebrations around the word.</li> </ul>
<p><b>KEY VOCABULARY</b></p>	<p>I am feasting my eyes on, out of this world, the place is packed, hope you are doing well, take place, try this one, here.</p>
<p><b>INSTRUCTIONAL FOCUS</b></p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• What is in the picture: Teacher explains and describes the picture before showing it, and ask to the students to guess the country. The student who</li> </ul>

	<p>correctly guesses can get to keep the card. Then, the activity starts again until all of the pictures have been used. The student with the most cards at the end of the game is the winner.</p> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Students listen and pay attention to understand the speakers, then fill in the blanks with the verbs according to they hear. Finally, students check the answers with the teacher.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the class in two groups, then the teacher chooses one country and ask to the students to describe the culture and customs of this country, each group chooses a member who represent the group and if he or she win the group has one point. Finally, the group that has more points will be the winner.</li> </ul>
<p><b>CLASSROOM RESOURCES</b></p>	<p>Visual aids: Flash cards    Field Notes</p> <p>Student’s notebook</p> <p>Student’s textbook</p>
<p><b>DATA</b></p>	<p>Data source 1:</p>

<b>COLLECTION SOURCES</b>	Data source 2:
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week six

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

Daytona Beach: Project CENTRAL.

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

**Week 7**

<b>RESEARCH PROBLEM</b>	<i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i>
<b>GOALS</b>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<b>LEARNING OBJECTIVES</b>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"><li>• Predict the content of a text by using pictures.</li><li>• Identify the parts of a letter by using the expressions use in the introduction, body and ending of a letter.</li></ul>
<b>KEY VOCABULARY</b>	Introduction, body, ending, take place, hope you're doing well, please say hello to, and talk you soon.

<b>INSTRUCTIONAL FOCUS</b>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Think-pair share: Teacher provides some pictures related to different cultures and asks students to get in pairs, there they have to speculate and say what they are going to learn.</li> <li>• Dear, _____: Students write a letter or note to another person, character, political figure, etc. telling him/her something they know or think about the focus of the upcoming lesson.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Students give or say some examples about cultures that they know and in groups of two persons they have to draw images or use their imagination to show to the class the culture what they a going to explain.</li> <li>• Students read the example of the letter that is on the book, then they have to recognize what are the parts of the letter and what is the use of the expressions, what the expressions mean. Finally students get in pairs and complete a letter using the expressions correctly in the introduction, body and</li> </ul>
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	<p>paragraph.</p> <ul style="list-style-type: none"> <li>In groups of three, students have to think an example of a letter using the correct structure and some expressions commonly use to write letters then the letters of the groups are exchange to other group. Finally each group check if the letter has the structure and the expressions correctly.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>Teacher gives students some pieces of paper where the letter is disorderly, students have to order correctly and underline the expressions that they have learned, then they go and stick it on the board, teacher check it in a whole class.</li> <li>Orally students have to say the expressions use in the introduction, body and ending of a letter.</li> </ul>
<p><b>CLASSROOM RESOURCES</b></p>	<p>Visual aids: Flash cards. Student's notebook Student's textbook</p>
<p><b>DATA COLLECTION SOURCES</b></p>	<p>Data source 1: Field notes Data source 2: Data source 3: Sub-test on speech acts.</p>



<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week seven

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

Daytona Beach: Project CENTRAL.

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

**Week 8**

<p><b>RESEARCH PROBLEM</b></p>	<p><i>How does group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</i></p>
<p><b>GOALS</b></p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as requests, apologies, greetings, idioms, commands and appropriate responses to those acts.</p> <p>By the end of this intervention plan, students will be able to distinguish between formal and informal greetings and integrate them in the day-to-day life.</p>
<p><b>LEARNING OBJECTIVES</b></p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To identify and use idioms in formal conversations.</li> </ul>
<p><b>KEY VOCABULARY</b></p>	<p>The place is packed, I'm feasting my eyes on, It is out of this world, celebrate, give, pray, wear, watch, bow, chopsticks, envelope, parade, Ramadan, veil.</p>
<p><b>INSTRUCTIONAL FOCUS</b></p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• <b>Hangman:</b> Teacher thinks of a word or phrase and write a number of letters on the board using dashes to show many letters there are. Ask students to suggest a letter, if it appears in the word, write it in all of the correct spaces. If the letter does not appear in the</li> </ul>

word, write it off to the side and being drawing the image of a hanging man.

- **Spin the bottle:** Sit the students in a circle with a bottle in the middle. Teacher spins the bottle, when it stops spinning the student it is pointing to has to say an idiom. If the answer is correct then that student can spin the bottle.

#### **Connection**

- Students take turns talking about idioms.
- Students role play the formal conversation that the teacher provides them using idioms.
- Students write sentences using idiomatic expressions.
- In groups of three, students have to think an example of a conversation using some idioms, after that the conversations of each group are exchange to other group. Finally each group check if the conversation has the correct idioms.
- Students work individually using idioms to complete the activities in the English book, then, they work in pairs to compare their answers. Finally, students write the correct idioms on the board.

	<p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher gives students some cards where the idioms phrase are messy. Students order correctly each idiom and at the end each student stick it on the board and say the correct idiom in front of the class. Teacher check it in a whole class.</li> <li>• Teacher provides students worksheets to work in groups and individually at the end of the class.</li> </ul>
<b>CLASSROOM RESOURCES</b>	<p>Guess the Idioms, Spin the bottle, Hangman.</p> <p>Student's notebook</p> <p>Visual aids: Flash cards, charts and cards.</p> <p>Student's textbook</p>
<b>DATA COLLECTION SOURCES</b>	<p>Data source 1: Posttest/Post-Questionnaire</p> <p>Field notes</p> <p>Data source 2: Students reading samples (Idioms) weekly</p>
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor.
<b>TIME</b>	Week eight

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

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

## **Organization and management of the research**

### **Resources**

#### *Human*

- The researcher
- The 9<sup>th</sup> year of Basic Education
- The teacher
- The thesis advisor

#### *Material*

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

#### *Technical*

- Computer
- Projector
- Printer
- Internet

## g. TIMELINE

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

## **h. BUDGET AND FINANCING**

<b>Resources</b>	<b>Cost</b>
<b>Internet connection</b>	200
<b>Print of reports</b>	75
<b>Print of the project</b>	150
<b>Print of the final report and thesis</b>	350
<b>Unexpected expenses</b>	60
<b>TOTAL</b>	835

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

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**ANNEXES**

**Annex 1: Observation sheet**



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

**DATA COLLECTION SOURCE: OBSERVATION SHEET**

**Researcher:** Selena Jackeline Cordero Olmedo

**Year:** Ninth year of Basic Education (Thirteen – fifteen years old)

**Date:**

**Code:**

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

**Annex 2: Field notes**



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

**DATA COLLECTION SOURCE: FIELD NOTES**

<b>FIELD NOTES</b>		
<p><b>Observation #:</b></p> <p><b>Topic:</b></p> <p><b>Objective of the session:</b></p>	<p><b>Date/Time:</b></p> <p><b>Class size:</b></p> <p><b>Participants:</b> Students of Ninth year A &amp; The researcher</p>	<p><b>Role of the researcher:</b> Participant observer</p> <p><b>Duration of the observation:</b></p>
<p><b>Description of the event</b></p>		<p><b>Reflective Notes</b></p>

### **Annex 3: Pre and Posttest & Scoring Guide**

#### **Test Scoring Guide**

- 1. Fill in the blanks using the idioms from the box. (2points)**
  - a. couch potato (0,4)
  - b. night owl (0,4)
  - c. out of this world (0,4)
  - d. feasting our eyes on (0,4)
  - e. The place is packed (0,4)
  
- 2. Match the picture with the correct command expression. (2 points)**
  - a. Look at the board (0,5)
  - b. Be quiet (0,5)
  - c. Raise your hand (0,5)
  - d. Sit down (0,5)
  
- 3. Read the conversation and underline four requests. (2 points)**
  - a. Can I speak to Mr. Garcia, please? (0,5)
  - b. May I know who is calling, please? (0,5)
  - c. Could you lend me some money, please? (0,5)
  - d. Can you send someone to collect the money? (0,5)
  
- 4. Complete the conversations using formal or informal greetings and farewells according with the context. (2p)**

Conversation 1

  - a. Hello (0. 50)
  - b. Hello (0. 50)
  - c. Bye (0. 50)
  - d. Bye (0. 50)

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

- a. Incorrect. It is an invitation (0.4)
- b. Apologize (0.4)
- c. Apology (0.4)
- d. Incorrect. It is an expression (0.4)
- e. Apology (0.4)



## Annex 4: Pre and Post Questionnaire

**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**  
**PRE/POSTTEST**

**Data Collection Source:** Test

**Researcher:**

**Year:** ninth year of basic education

**Code:**

**Date:**

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

Good Luck.

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

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

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

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



Sit down  
Look at the board

C



Raise your hand  
Be quiet

d



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

**David:** Good morning, can I speak to Mr. Garcia, please?

**Secretary:** May I know who is calling, please?

**David:** David Cueva.

**Secretary:** Please hold on for a moment. I'll see if Mr. Garcia is available... Please speak on. Mr. Garcia is on the line.

**David:** Hi Peter, how are you?

**Peter:** Hello, David, I'm fine. How are you?

**David:** Fine, thanks. I need your help, Peter. Could you lend me some money, please?

**Peter:** How much?

**David:** Three hundred dollars.

**Peter:** Certainly. Can you send someone to collect the money?

**David:** I'll come myself. I'll be there in half an hour. Thanks Peter.

**Peter:** Most welcome. See you then!

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

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

**CONVERSATION 1:**

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

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

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

---

Signature





**UNIVERSIDAD NACIONAL DE LOJA**

**DATA COLLECTION SOURCE : PRE / POST QUESTIONNAIRE**

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

**Student's code:** .....

**Date:** .....

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

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

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

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

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

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

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

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

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

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

.....

**Student Signature**

**THANKS FOR YOUR COLABORATION**

### Annex 5: Research Matrix

Theme: The development of speech acts through group work interaction among students of ninth year A students at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p><b>General</b> How does the group work interaction develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016 – 2017 school year?</p> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• What theoretical and methodological references about group work interaction are adequate for the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> <li>• What are the issues that limit the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• To improve the development of speech acts through group work interaction among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• To research the theoretical and methodological references about group work its application on speech acts.</li> <li>• To diagnose the issues that limit the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> <li>• To design an intervention plan based on the group</li> </ul>	<p><b>Dependent variable</b></p> <ul style="list-style-type: none"> <li>• Communicative Approach</li> <li>• Communicative Competence</li> <li>• Sociolinguistic competence</li> <li>• Speech acts: (apology, request, commands, idioms and greetings)</li> </ul> <p><b>Independent variable</b></p> <p>Group work interaction</p> <ul style="list-style-type: none"> <li>• Principles of Cooperative Learning               <ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Cooperation as a value</li> <li>- Simultaneous interaction</li> </ul> </li> <li>• Strategies of cooperative learning</li> <li>• Motivation</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Stating the background of the problem</li> <li>• Describing current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological framework for the research</li> <li>• Designing an intervention plan</li> </ul> <p><b>Intervention and</b></p>	<ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Pre and Post test</li> <li>• Pre and Post Questionnaires</li> <li>• Field Notes</li> </ul>

<p>school year?</p> <ul style="list-style-type: none"> <li>• What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> <li>• Which group work interaction strategies are implemented to improve the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> <li>• How effective was the application of group work interaction to develop speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year?</li> </ul>	<p>work interaction in order to improve the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> <li>• To apply the most suitable strategies of group work interaction in order to improve the development of speech acts among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> <li>• To validate the results obtained group work interaction had among students of ninth year A at Colegio de Bachillerato 27 de Febrero during the 2016 – 2017 school year.</li> </ul>		<p><b>observation</b></p> <ul style="list-style-type: none"> <li>• Administering test and questionnaires</li> <li>• Observing and monitoring students' performance according to the intervention plan</li> <li>• Presentation of research findings</li> <li>• Reflecting, analyzing and answering the proposed inquires</li> <li>• Organizing the final report.</li> </ul>	
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## Annex 6. Grading Scales

### Speech acts

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

### Group Work Interaction as a cooperative learning strategy

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

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