



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 TENTH YEAR
STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA
MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY
OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

AUTHOR

LILIANA GUADALUPE GÓMEZ REMACHE

THESIS ADVISOR

DRA. CARMEN AURORA OJEDA PARDO MG.SC.

LOJA-ECUADOR

2018

CERTIFICATION

**DRA. CARMEN AURORA OJEDA PARDO, MG. SC. PROFESSOR OF
THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA**

CERTIFIES:

The present research work entitled **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG TENTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**, under the responsibility of the undergraduate student: **LILIANA GUADALUPE GÓMEZ REMACHE** has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, August 31st, 2017



**Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.
THESIS ADVISOR**

AUTORÍA

Yo, LILIANA GUADALUPE GÓMEZ REMACHE declaro ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autora: Liliana Guadalupe Gómez Remache

Firma:



Numero de Cedula: 1105870552

Fecha: Loja, 12 de Abril de 2018

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRONICA DEL TEXTO COMPLETO.

Yo Liliana Guadalupe Gómez Remache, declare ser autora, de la tesis titulada: **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG TENTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**; como requisito para optar al grado de : Licenciada de Ciencias de la Educación; Mención: Idioma Inglés, autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional:

Los usuarios puedan consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja a los doce días del mes de abril del dos mil dieciocho.

Firma: 

Autora: Liliana Guadalupe Gómez Remache

Cédula: 1105870552

Dirección: Loja, Esmeralda Norte, Calle: Chuquiribamba y S/N

Correo electrónico: lili-guadalupe11058@hotmail.com

Celular: 0983632197

DATOS COMPLEMENTARIOS

Director de tesis: Dra. Carmen Aurora Ojeda Pardo Mg. Sc.

Tribunal de grado

Presidenta: Dra. Carmen Dávila Mg. Sc.

Primer Vocal: Dra. Jhimi Vivanco Mg. Sc.

Segunda Vocal: Dr. Miriam Troya Mg. Sc.

ACKNOWLEDGEMENTS

I want to thank to Universidad Nacional de Loja and to Escuela de Educación Básica Miguel Riofrio that helped me to carry on this thesis, also I want to express my sincere gratitude to the authorities of the University and the School, furthermore to my thesis advisor Dra. Carmen Aurora Ojeda Pardo Mg.Sc who guided me and helped me in the process to complete my thesis.

THE AUTHOR

DEDICATION

I dedicate this research work to my family, first to my mother who has given me everything, neither the words nor the time will be sufficient to thank you, then to my brothers Geovanny and Edison who always have loved me and taken care of me. Additionally, I want to dedicate this thesis to the most important person in my life my daughter Victoria Abigail.

LILIANA GÓMEZ

MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR Y TÍTULO DE LA TESIS	FUENTE	FECHES-AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTON	PARROQUIA	BARRIO COMUNIDAD		
TESIS	LILIANA GUADALUPE GÓMEZ REMACHE THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG TENTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR	UNL	2018	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIÁN	SAN SEBASTIÁN	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN; MENCIÓN: IDIOMA INGLÉS.

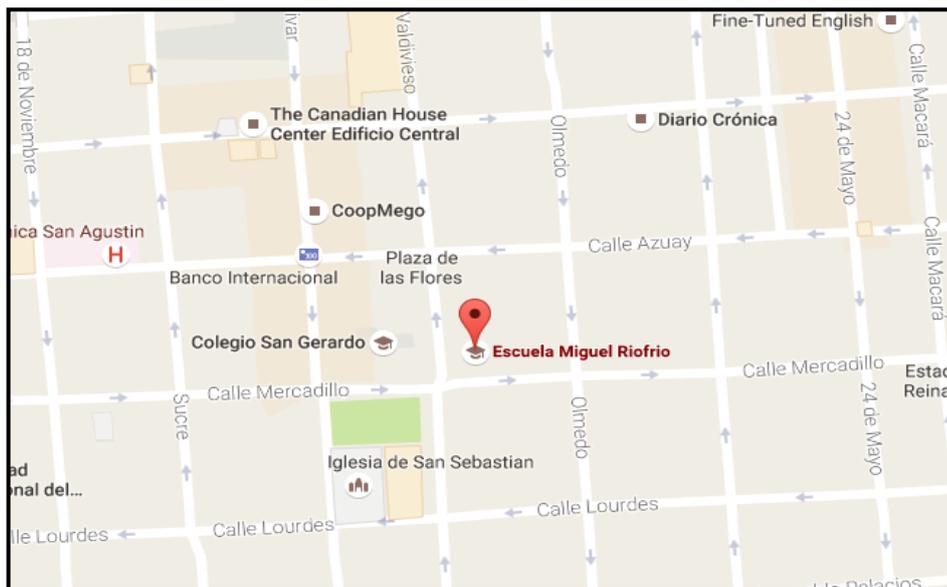
MAPA GEAGRÁFICO Y CROQUIS

UBICACIÓN GEOGRAFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN

ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP
WORK INTERACTION AMONG TENTH YEAR STUDENTS AT
ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO
AFTERNOON SESSION OF THE CITY OF LOJA DURING THE
2016-2017 SCHOOL YEAR

b. RESUMEN

La presente investigación se enfocó en el desarrollo de los actos del habla a través de la interacción del trabajo en grupo entre los estudiantes del décimo año de la Escuela de Educación Básica Miguel Riofrío. Los métodos científico, descriptivo, analítico- sintético y estadístico fueron utilizados para analizar, explicar y sintetizar la información obtenida en la investigación, y establecer las conclusiones. Para determinar el conocimiento y comportamiento de los estudiantes con respecto a los actos del habla, se aplicaron pruebas y cuestionarios a treinta y nueve estudiantes, antes y después del plan de intervención. Los resultados demostraron que los estudiantes elevaron significativamente su nivel de conocimientos en el uso de modismos, formas de expresar disculpas, ordenes, saludos y peticiones. En conclusión, los estudiantes mejoraron sus habilidades lingüísticas usando los actos de habla a través de la interacción del trabajo en grupo.

ABSTRACT

The present research was focused on the development of speech acts through the group work interaction among tenth year students at Escuela de Educación Básica Miguel Riofrío. The scientific, descriptive, analytic-synthetic and statistical methods were used to analyze, explain and synthesize the information obtained in the research to draw the conclusions. To determine students' knowledge and behavior regarding to speech acts, thirty-nine students answered tests and questionnaires before and after the intervention plan. The results showed that students significantly increased their level of knowledge about the use of idioms, apologies, commands, greetings and requests. In conclusion, students improved the language skills using the speech acts correctly and through the group work interaction.

c. INTRODUCTION

As we know, nowadays English language is one of the most important foreign languages in the world, due to this, it is essential that the future English speakers know when and how to use the speech acts in suitable way. The speech acts are performances exchanged with words, that show a specific attitude, they depend on the situations, cultures, customs, beliefs and countries, also the proper use of them includes the use of the correct terms in politic, medicine, religion, etc. It is known that the speech acts are used correctly when the listeners understand the speakers' intention.

Using the speech acts appropriately is one of the most difficult part at the moment to speak English, this is because students do not have the opportunity to put in practice the speech acts in conversations of the real life, they are afraid about mispronunciation and they do not feel comfortable expressing their ideas in English.

The group work interaction provides the opportunity to practice the speech acts in some situations with different people in authentic situations. Also students feel more comfortable with their classmates as they can help among themselves because each student knows something that others do not know.

For the reasons mentioned above, it was necessary to determine how the group work interaction develops the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year.

Therefore this work was chosen in order to develop the speech acts, because they are really important to express our intentions, ideas and opinions, the group work interaction supplies the opportunity to practice the speech acts in real situations, students learn the correct terms applying the rules and learning how to use the language depending on the circumstances.

In order to fulfill with the main objective of this research work: to develop speech acts through group work interaction among tenth-year students at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016-2017 school year, the researcher investigated the theoretical and methodological references about speech acts and group work interaction, which helped to diagnose the issues that limited the development of the speech acts, then to design an intervention plan based on group work interaction, applying the most suitable techniques to solve the students' limitations about the use of the speech acts, and finally to validate the effectiveness of group work interaction based on students' learning results.

The methods that were applied along the development of the research were the following: The scientific method facilitated the study of appropriate theoretical framework to develop the use of the speech acts, the descriptive method supported and described the stages of the study and kind of resources used by the teacher, then the analytic-synthetic method was used to analyze and interpret the results gotten from the pre and post tests and pre and post questionnaires, with the finality to draw conclusions. Finally, the statistical method was used to make quantitative and qualitative statistical analysis of the data obtained to represent

them in tables and graphs to indicate the score mean and percentage from tests and questionnaires.

The research work presents at the beginning the Abstract, this is a written summary of the study with its main objective, the methods, the main results and conclusions, then, the Introduction which contains the contextualization of the problem, the central problem and the reasons why the theme was chosen, the specific objectives of the study, the methodology used, and finally the contents of the thesis. The Literature Review includes all the theoretical frame which helped the researcher to understand better the development of the speech acts through the group work interaction. Then comes, Materials and Methods used in this research work, it is including the design of the research, techniques instruments and the detailed population who were the informants of this research. After that there are the Results with the respective tables and graphs representing the obtained data, furthermore the corresponding interpretation and analysis to each question. The last part refers to the Discussion, Conclusions and Recommendations that the researcher settled up after carrying out the respective interpretation and analysis of the results.

d. LITERATURE REVIEW

Speech Acts

Speech acts are part of the sociolinguistic competence that is the knowledge of how to use the language appropriately, it depends on the topic, the values, the culture, sex, age, the relationships among the people (friends, authority, family), and also it refers to the use of the correct terms in politic, medicine, religion etc.

Speech acts were first defined by (Austin, 1975) in the first edition of the book “How to do things with words” published in 1962. He did not use the term speech act, but “performative sentence” or “performative utterance,” which indicated that the issuing of the utterance is the performing of an action”. The term itself was first used by (Searle, 1969) who claimed that “talking is performing acts according to rules”, and that “speech acts are the basic or minimal units of linguistic communication”.

Definition

As Mizne (1997), explains in her book Teaching Sociolinguistic Competence in the ESL, a speech act is an utterance that has a performative function in the communication, almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intentions of affecting and eliciting an action or effect on the listener. Examples of speech acts include requests, commands, apologies, greetings, and idioms.

According to Austin (1962) as cited in (Gol, 2013), speech acts are universals, all languages have almost unique ways of performing speech acts and the method

used in each culture is different. Also, successful production of the speech acts in a language needs not only the linguistic proficiency of the speaker, but also the pragmatic perception of speech acts.

Classification of speech acts

As Al-Hindawi, Al-Masu'di, & Fua'd Mirza (2014), explains there are two versions the Austin's version and the Searle's version. However in this research work the Searle's version is considered more useful and relevant.

Searle's Version

Searle took account the Austin's study about the illocutionary acts and he distinguished five functions. The functions are:

- Saying how something is;
- Trying to get people to do something,
- Committing ourselves to doing something;
- Expressing sentiments or attitudes; and
- Bringing about changes in reality

With the help of these five functions, he classified the speech acts in representatives, directives, commissives, expressives and declarations.

Representatives: Commit the speaker to the truth of the proposition expressed. Examples are: asserting, concluding, complaining, etc.

Directives: Make the speaker intend to produce some effect through an action by the addressee. Examples are: commanding, requesting, advising, etc.

Commissives: Commit the speaker to some future course of action. Examples are: promising, offering, threatening, etc.

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

Declarations: Require an extra linguistic institution which provides rules for their use. Examples are: christening, wedding, dismissing, etc.

Speech acts offer to students the knowledge about the proper use of the different expressions depending on the situations or intentions, in this research work we are going to consider the most important examples of speech acts like: apologies, commands, greetings, requests and idioms.

Apologies

As (Aydin, 2013), said apology speech acts hold an important place in human communication as a face saving act of speech. Thus it is crucial for people to understand what an apology is and how it functions. Apology speech strategies are classified by the seminal work of Cohen & Olshtain (1983)cited in (Aydin, 2013), in direct apologies and indirect apologies.

The apologies might be modified by intensifiers such as adverbs to intensify the apology, or they might be modified to decrease the responsibility of the offender.

Direct apologies

According to Cohen & Olshtain (1983) as cited in (Aydin, 2013), an expression of apology mostly includes utterances or formulaic expressions which convey the meaning of apology or regret. These formulaic expressions include performative verbs such as “be sorry,” “apologize,” or “excuse.” Since this type of

apology includes direct utterances of regret and apology, they are considered to be direct apologies. In English, data have shown that direct apology is the most used strategy.

Indirect apologies

Based on Cohen & Olshtain (1983) as cited in (Aydin, 2013), in the case of indirect apologies can be provided in different manners. They are categorized in the following ways: providing an explanation, an acknowledgement of responsibility, an offer of repair, a promise of forbearance. Providing an explanation for an action could be a strategy for apologizing in an indirect manner, this apology strategy could be acceptable or not according to the contextual factors; culture, severity of action, age, gender, the particular situation, and other various factors.

Greetings

Based on (Soares, 2010), greetings are often routine linguistic formulas that are used in order to initiate communication and establish or confirm social connections between people, including social position and level of intimacy between the interlocutors.

Types of greetings

Greetings can be formal and informal depending on the situation.

Formal greetings

These greetings can be used in any formal situation, such as a business meeting or meeting someone's parents, and they can also be used in informal situations as well.

For example:

- Hello
- How are you?

Informal greetings

These greetings can be used in any informal situation. To show extra enthusiasm you can add “Hey” to the beginning of these greetings. For example:

- What’s up?
- What’s happening?

Commands

Begin the sentence with a verb and end with an object, a person or a thing. They are used to tell someone to do something, for example: Answer the phone, please.

Negative commands

We use negative commands when we want to tell someone not to do something, in this case we simply add "do not" or the shorter form "don't" before the verb. This shorter form is much more common.

For example: Don't smoke in this area, don't do that, don't hit him, and don't drive a car without a seat belt.

Idioms

According (Rodriguez & Winnberg, 2013), an idiom is a phrase that is commonly used within a given culture and understood to have a meaning different from its literal meaning.

D’Angelo Bromley (1994) cited in (Rodriguez & Winnberg, 2013), said that “its meaning cannot be inferred grammatically, neither can meaning be

determined from its literal translation, nor can meaning always be determined from the surrounding material".

Hockett (1958) cited in (Mezmaz, 2010), defines an idiom as any part of language whose meaning cannot be deduced from its structure, including even small elements such as morphemes -ed, -er, etc.

Types of Idioms

According to Makkai (1972), cited in (Mezmaz, 2010), there are two types of idioms: idioms of encoding and those of decoding.

Idioms of encoding (identifiable)

“Idioms of encoding have transparent meanings. This type of idioms could be best recognized through making a comparison between different languages using proper prepositions” (Mezmaz, 2010).

Idioms of decoding (non-identifiable)

Idioms of decoding refer to those non-identifiable and misleading lexical expressions whose interpretation could not be figured out by using only independently learned linguistic conventions. They include expressions like “beat around the bush” and “fly off the handle”. This type of idioms could be classified into lexemic and sememic” (Mezmaz, 2010).

❖ Lexemic idioms include:

- Phrasal verbs
- Phrasal compounds
- Incorporating verbs
- Pseudo-idioms

❖ Sememic Idioms: convey pragmatic meanings related to a particular culture.

They include:

- Proverbs
- Familiar quotations.

Difficulties in learning and teaching idioms

According to Irujo (1986b: 236-238) cited in (Kainulainen, 2006), there are some reasons why idioms are so difficult for second language learners.

- The non-literalness of idioms is tricky since most idioms have literal counterparts.
- It is demanding for second language learners to discover which meaning is meant, the literal or idiomatic.
- This is the case when the idiom is not familiar to the learner. In comparison, native speakers usually know immediately which meaning is intended.
- Another problem is the lack of exposure to idioms. Learners do not have a possibility to ask what these expressions mean or get any feedback on their own usage,
- The correct use of idioms in appropriate situations is extremely challenging for second language learners.
- The formality of idioms differs and many idioms have grammatical constraints. They can be used only in certain forms and they do not tolerate much variation.
- Furthermore, learners often try to resort to their native language when using idioms and it often leads to incorrect and comical expressions.

- The lack of teaching materials. Idioms in second language teaching materials are often ignored or treated as other expressions.

Requests

Types of request

As (So-Sum & Cook, 2012), describes there are three universal types of request strategy based on the degree of directness: direct, the illocutionary force of the request is expressed in the utterance by grammatical, lexical or semantic items. Conventional indirect, the illocutionary force of the request is made via fixed linguistic conventions established in the speech community, and nonconventional indirect requests, the interpretation of these devices requires addressees to compute the illocution from the context, the questions are the most indirect and nonconventional form of requesting.

Group Work

According (Árnadóttir, 2014), and many experts agree that group work, when done correctly and efficiently, can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities.

“A group is defined as two or more individuals who are connected to one another by social relationships”. (Forsyth, 2006) In a classroom the whole group has been grouped when all the students are divided into a set of smaller groups for specific purpose or period of the time while they are in the classroom.

The teachers have many types of groups that they can use, but only the more effective teachers use more than one type of group in their classes

Group Work as a Learning Tool

Based on (Gorse & Sanderson), placing individuals within a team can either reduce or increase their potential. Due to the dynamics of the group, it is difficult to imagine a situation where group behaviour does not affect the individual. Before thrusting students into groups consideration should be given to the purpose of the work and the benefits that will be gained from the experience. While undertaking group exercises students can study the dynamics and reflect on their experiences within the group.

Using group work as a learning tool is a good way of helping students to recognize characteristics and behaviours that manifest. And, to help explore the benefits gained through group work it is also worth considering the strengths of working individually and even in isolation. By developing training that makes use of tasks undertaken as part of a group and students working in isolation the potential benefits and dynamics can be explored.

Some authors have suggested that comparisons between group and individual work are often pointless as the two situations are so different. Indeed, the two situations and dynamics are very different, yet it is still important to know and expose the differences in order that students can appreciate the benefits of alternative ways of working. The development of student awareness of group and interpersonal dynamics is an important part of understanding teamwork. Tasks can be designed to help students engage in and reflect on, and learn, from the group experience. However, before developing the task, the features and dynamics of the group that are to be explored must be considered.

Positive Interdependence

According to (Frey, Fisher, & Everlove, 2009), to create positive interdependence within groups, the group task must be designed so that the participation of every member is necessary to its completion, and students must clearly understand their interdependence in accomplishing the task. The task should also capitalize on the variation among group members so that individual strengths can be tapped. Johnson and Johnson (1994) cited in (Frey, Fisher, & Everlove, 2009) observed that interdependence may be accomplished in the following four ways:

Goals: can be interdependent by assigning a task that requires each member to contribute for the group to be successful.

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

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

Roles: can be assigned to give each group member a distinct way to participate in the group's work. Each member's job should be necessary to completing the task.

Some common roles are recorder materials manager, encourager, and reporter.

Face-to-Face Interaction

To consolidate and build new understanding, groups need to have considerable face-to-face interaction. Importantly, these interactions should be designed to encourage the exchange of ideas and not just to work out the logistics of completing the assignment. While interaction may seem to be a given of group work, we have seen groups avoid this element by merely splitting up work on a task and agreeing to put the individual pieces together as a whole.

How long should groups work together?

It depends on the type of tasks, for example when performing simple, isolated tasks, there is not a problem for students to change groups after each task or class. This may even be a good idea so students will have the opportunity to work with more people.

However, some experts suggest that having the same groups throughout an entire semester could be very beneficial, especially in Cooperative Learning structures. Johnson and Johnson have identified three types of groups, formal, informal and base groups.

Informal groups have a very short lifespan. These groups are typically used for assignments that are short, one class period could be sufficient. Formal groups usually last longer than one class period; they may even last for a few weeks. The tasks can be project based work or tasks centered around specific reading material.

Student interaction

As Lee (2014), said by allowing students interact with other students in the classroom, they can listen and have conversations with their peers. With limited interruptions by the teacher during group work. By participating in group work,

all students are able to collaborate and have opportunities to exchange feelings, ideas, and thoughts.

Motivation

According Leo (2007), high-interest topics help to the students to be more motivated. We can't interest all students all the time, but is important that with each topic that teacher has, the students are engaged with the topic as many as possible. But interest and enthusiasm are not only generated by the topic, they are also generated by students themselves as they discover more about the topic.

Timing

It is better when the teacher gives a limit time to development the activity in group, all the members of the group can be at the same pace and can explore the questions in more depth.

The limit time should depend on how much time we have available and how talkative a particular class is. It's helpful to warn students when their time is nearly up, so that they can finish up their activity satisfactorily.

Benefits of Group Work

According to (Uraiwan, 2010), one advantage of group work is that it gives learners more chance to practice speaking. They learn different things from different people while weaker learners benefit by hearing better learners speaking. Meanwhile, better learners benefit by paraphrasing and explaining. Based on research by Jacobs (1998) cited in (Uraiwan, 2010) the work in group presents eight potential advantages in language instruction:

- The quantity of a learner's speech increases compared to teacher centered classrooms where the teacher typically speaks 80% of the time.
- The variety of speech acts increases with learners involved in a wide range of roles and the negotiation of meaning rather than just responding to the teacher.
- Group activities promote more individualization of instruction, attending to the specific needs of individual learners.
- Working in groups helps reduce anxiety because learners feel less nervous speaking a second language in front of their peers than in front of the whole class.
- Motivation increase in groups because learners are less competitive and are more likely to encourage each other.
- Students enjoy interacting with others in groups and gain greater independence as learners.
- Social integration and working together are enhanced in a group, enabling learners to get to know each other and develop collaborative skills.
- Overall, learning is enhanced through group work because learners are willing to take risks and can scaffold each other's efforts.

Group work provides opportunities for developing general skills such as organization, negotiation, delegation, team work, co-operation, leadership and following instructions. These skills are not automatically acquired, but must be explicitly taught and critically evaluated.

e. MATERIALS AND METHODS

Materials

This research work was accomplished with the support of specific resources. The *human resources* that contributed throughout different phases were: The target population, tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session. The English teacher who contributed to monitor students' work, the researcher who worked with motivation and a willingness to learn from significant moments which were active subjects in the development of this work. Technical resources such as: online resources/ online materials, office supplies like handouts, flashcards, folders, books and printed materials, and USB drivers.

Design of the research

Action research in education involves finding out immediate solutions to problems 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.

The action research was implemented due to it was evidence that students of tenth year at Escuela de Educación Básica Miguel Riofrío presented difficulties and low level of speech acts.

The Universidad Nacional de Loja through the English Language curriculum has encouraged the researcher to get involved in real-life teaching practices through the implementation of an intervention plan based on group work interaction to develop the speech acts. It helped to analyze and reflect on the results that was derived from the application of group work strategies to develop the speech acts.

Methods, Techniques and Instruments

Methods

In this research work, different methods were used, which helped the researcher to carry out this thesis, they were applied throughout the descriptive research:

The analytical/ synthetic method helped the researcher to analyze all the information found through the observation sheet, pre and post questionnaires and the pre and post-test. Then, the researcher made the interpretation and logical analysis of the data to draw conclusions. It was done by gathering data to design a relevant intervention plan as the possible solution to the issue detected.

The statistic method through which the researcher collected and analyzed all of the answers which were represented in graphs to indicate the percentages, also the results gotten from the questionnaires, observation sheets and tests applied to students to do the corresponding quantitative and qualitative analysis and interpretation according to the theoretical reference to draw the respective conclusions.

The Scientific method facilitated the study of speech acts through group work interaction to improve the use of English as a Foreign Language. It helped the

researcher to follow the phases in the observations before and during the intervention. This method also assisted to the teacher candidate to achieve the main objectives of this research work.

The Descriptive method was used to describe the different stages of the study and the kind of resources used by the researcher. Also, it helped to explain and analyze the purpose of the investigation.

Techniques and instruments

➤ *Data collection*

Since this work is an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considers variables and statistics, whereas qualitative research considers an understanding of words and actions. Qualitative and quantitative instruments were self-developed by the researcher taking into account the principles of question construction.

Being this the case, paper and pencil methods (tests) were used to gather necessary information from quantitative and qualitative data collection instruments.

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

Pre-test - Post-test were applied at the beginning and at the end of the intervention plan; at the beginning to measure the students' performance about speech acts; and, at the end to make a comparison between the results.

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

Field notes: were used by the researcher to record the events, activities, and students' participation. Furthermore through them the researcher recorded the participants' behaviors, attitudes and feelings toward the treatment to improve the speech acts (the issue), that is the group work interaction.

Population

The target population of this research work was constituted by students of tenth year of Basic Education at Escuela de Educación Básica Miguel Riofrío afternoon session, during the 2016-2017 school year, who were a total of 39 students, they were 29 boys and 10 girls. Their ages ranged from 14 to 15 years old, they received five periods of English class per week, and each class was about 40 minutes.

f. RESULTS

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

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

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

The third objective was achieved through the design of the intervention plan, which included eight lessons that were developed during two months with tenth year of Basic Education. Each lesson contained a variety of activities which were developed through the use of: flash cards, charts and worksheets, according to the topic.

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

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

Pre-Test Results

Objective two: To diagnose the issues that limit the development of the speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016-2017 school year.

a. Table 1

Pre-test Results of Students of Tenth Year on Speech Acts.

Students' Code	A	R	C	I	G	SCORE
	2/2	2/2	2/2	2/2	2/2	10/10
EEBMR1001	1	1.5	0	0	0.75	3.25
EEBMR1002	1	1.00	2	0.8	1	5.8
EEBMR1003	1	0.75	0	2	0.75	4.5
EEBMR1004	1	0.25	0.4	0	0.5	2.15
EEBMR1005	1	0	0	0	1	2
EEBMR1006	1	0.75	0	0.4	1.25	3.4
EEBMR1007	1	0.5	0	0.8	0.75	3.05
EEBMR1008	1	1.5	0	0	0.75	3.25
EEBMR1009	1	0.5	0	0.4	0.25	2.15
EEBMR1010	1	0.5	0.4	0.8	0.75	3.95
EEBMR1011	1	0.75	0.8	0.8	1	4.35
EEBMR1012	1	0.25	1.6	0.8	1	4.65
EEBMR1013	1	1.5	0	0	0.5	3
EEBMR1014	1	1	1.6	0.8	1.25	5.65
EEBMR1015	1	2	0	0.4	0.75	4.15
EEBMR1016	1	1.25	0.4	0	0.75	3.4
EEBMR1017	1	1.5	0	0.8	0.75	4.05
EEBMR1018	1	0.5	1.2	0	0.75	3.45
EEBMR1019	1	1.5	1.2	0	1	4.7
EEBMR1020	1	1.75	0.4	2	0.75	5.9
EEBMR1021	1	1	0	0.4	0.75	3.15
EEBMR1022	1	0.5	0.4	0.8	0	2.7
EEBMR1023	1	1	1.2	0.4	0.5	4.1
EEBMR1024	1	1.25	1.2	0.8	1.25	5.5
EEBMR1025	1	1	2	1.2	0	5.2
EEBMR1026	1	0.25	0	1.2	0.5	2.95
EEBMR1027	1	0.75	0.4	0.4	1	3.55
EEBMR1028	1	0.75	0.4	0	1	3.15
EEBMR1029	1	0.75	0	0	0.75	2.5
EEBMR1030	1	1	0	0	1.25	3.25
EEBMR1031	1	0.5	0	0	0.75	2.25
EEBMR1032	1	0.75	0	0	1	2.75
EEBMR1033	1	1.25	1.2	0.8	1.25	5.5
EEBMR1034	1	1.75	0.4	2	0.5	5.65
EEBMR1035	1	1.25	1.6	0.8	1	5.65
EEBMR1036	1	0.25	0.8	0.8	0.75	3.6
EEBMR1037	1	1	1.2	0.8	1.25	5.25
EEBMR1038	1	1.25	0.4	0	0.25	2.9
EEBMR1039	1	1.25	0.4	0	0.25	2.9
MEAN	1.0	0.9	0.6	0.5	0.8	3.8

Note. Sociolinguistic Competence: A= Apologies, R= Request, C= Commands, I= Idioms, G= Greetings, EEBMR= "Escuela de Educación Básica Miguel Riofrío", 10= 10th year, 01= student 01

b. Interpretation and Analysis

A pre-test was administered for the purpose of measuring the amount of pre-existing knowledge of the students concerning to speech acts. As it can be seen in Table 1, the total score mean was 3.8 out of 10, this result indicates that students had some weakness in the use of speech acts. Apologies received the highest score mean (1/2) which indicates that students could recognize and use some of them in the correct way, idioms got the lowest score mean (0.5/2) which demonstrates the difficulties that the learners had in recognizing the correct meaning of the idioms and when they had to use them. Consequently, students had issues in the five aspects of speech acts, they could not recognize the requests and commands, they could not differentiate the formal and informal greetings and the most remarkable issue is that they could not use the idioms in a proper way. As Mizne (1997) explains a speech act is an utterance that has a performative function in communication, distinguished by different aspects. Learning the appropriate use of speech acts is very important to avoid misunderstandings, as they are dependent on the speaker's intentions, the situation, the culture, the customs, beliefs and countries. Also, the correct use of them includes correct terms in politics, medicine, religion as well as other areas.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable techniques of group work interaction in order to develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year.

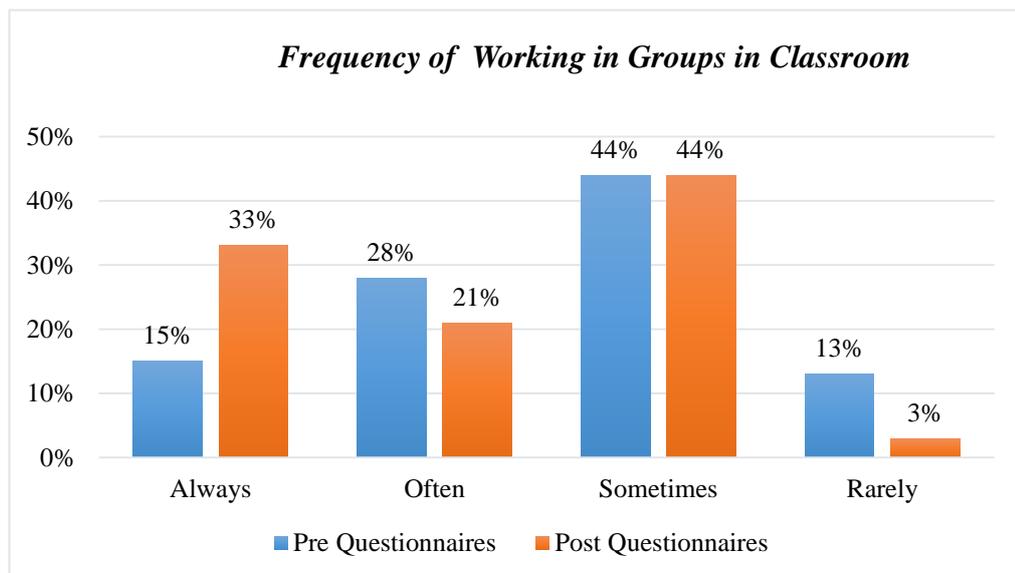
Question 1: How often do you work in groups in the classroom?

a. Table 2

Frequency of Working in Groups in Classroom

	Pre Questionnaires		Post Questionnaires	
	f	%	f	%
Always	6	15	13	33
Often	11	28	8	20
Sometimes	17	44	17	44
Rarely	5	13	1	3
Total	39	100	39	100

b. Figure 1



c. Interpretation and Analysis

The data displayed in Table 2 reveals the frequency that students worked in groups in English classes; before the intervention plan, 13% of students manifested that they rarely worked in groups; it shows that they do not have the opportunity to relate with their classmates and practice speech acts in conversations in real life. On the contrary, after the intervention plan, the researcher administered a post questionnaire to the same group and afterwards several students 44% mentioned they sometimes worked in groups. This indicates a improvement in the frequency of working in groups, since interacting with others and sharing knowledge about the speech acts students have time to practice speech acts in authentic situations. According to Árnadóttir (2014) and many experts agree that when group work is done correctly and efficiently, it can increase not only students' knowledge, but also their social intelligence and thinking abilities. Group work offers the opportunity to practice speech acts with different people in authentic situations. Also, group work is a good way to engage students in becoming more active and responsible for their own education.

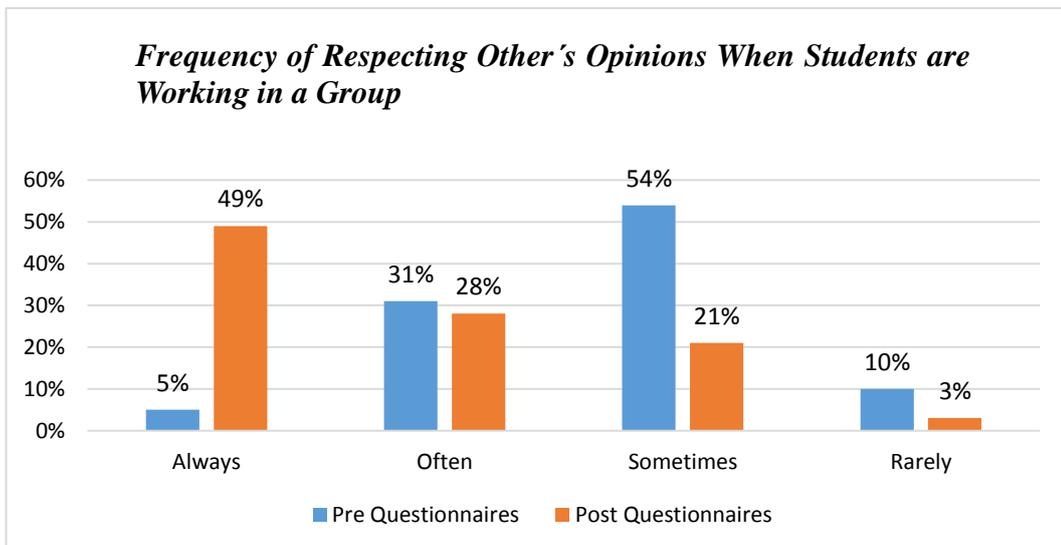
Question 2: Do your classmates respect your opinions when you are working in a group?

a. Table 3

Frequency of Respecting Other's Opinions When Students are Working in a Group

	Pre Questionnaires		Post Questionnaires	
	f	%	f	%
Always	2	5	19	49
Often	12	31	11	27
Sometimes	21	54	8	21
Rarely	4	10	1	3
Total	39	100	39	100

b. Figure 2



c. Interpretation and Analysis

Table 3 demonstrates the frequency of students' respecting other's opinions when working in groups. Before the intervention plan phase of this research few of students (5%) answered that their classmates always respected their opinions. It shows that learners did not have opportunities in class to improve the social skills

like respectful, cooperation and responsibility. As a result their participation was fair, because most of the time only one student did all the work, and the others did not have an opinion nor worry about the development of the task. Once the intervention plan concluded, many students (49%) mentioned that their classmates always respected their opinions. This demonstrates an important change in students' attitude; group work interaction helped students to improve their behavior inside of groups, likewise they could practice easily and in enjoyable way the speech acts like: idioms, apologies, commands, greetings and requests. According to Uraiwan (2010), one advantage of group work is that learners have the opportunity to develop general skills like organization, negotiation, delegation, team work, co-operation, leadership and following instructions. Also, students can give their opinions without worry because all of them experienced difficulties, they learned from their classmates' mistakes, and they wanted to participate in all the activities in class; they could be in group or individual.

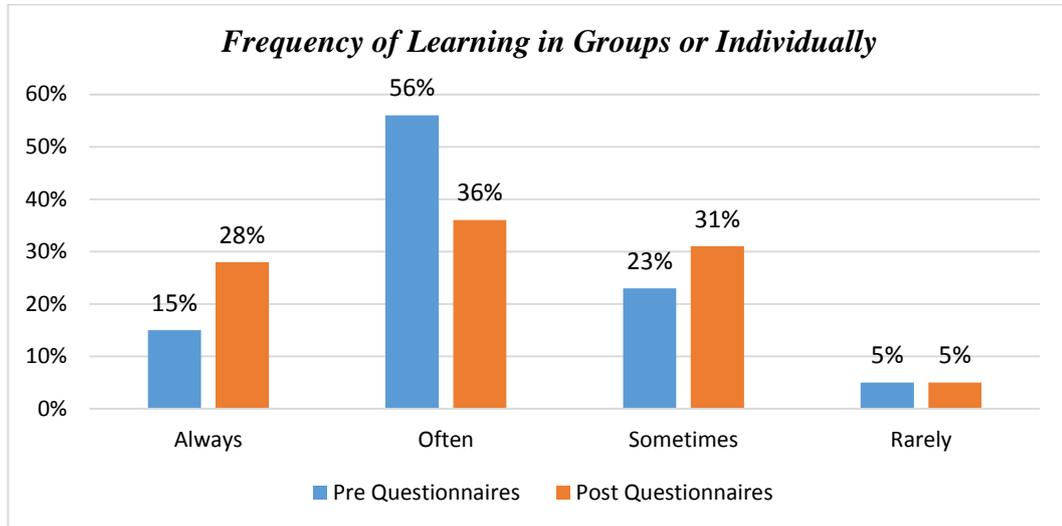
Question 3: Do you learn more when you work in a group than when you work individually?

a. Table 4

Frequency of Learning in Groups or Individually

	Pre Questionnaires		Post Questionnaires	
	f	%	f	%
Always	6	15	11	28
Often	22	57	14	36
Sometimes	9	23	12	31
Rarely	2	5	2	5
Total	39	100	39	100

b. Figure 3



c. Interpretation and Analysis

The results displayed in Table 4 indicate the frequency of learning in groups or individually. To illustrate before the intervention plan phase, few percent of students (5%) answered that they rarely learned more when they worked in groups. It is evident that learners had difficulties when they worked in groups, this is because they did not know how to work in group, therefore they did not develop the task which was given and most of the time students also use the time to talk about other things, and they were accustomed to work individually in class. Once the intervention plan concluded, 36% of students manifested that they often learned more when they worked in groups, which showed a positive advance. The group work gives students the opportunity to exchange knowledge and learn more from the others; furthermore, they develop their self-confidence in front of their classmates and in the classroom. As Árnadóttir (2014) indicates, most students will have some knowledge of the language that they would like to share with the

rest of the group; for instance, some students may have excellent knowledge of grammar while others may be good spellers. As Uraiwan (2010) stated that working in groups helps reduce anxiety because learners feel less nervous speaking a second language in front of their groups than in front of the whole class.

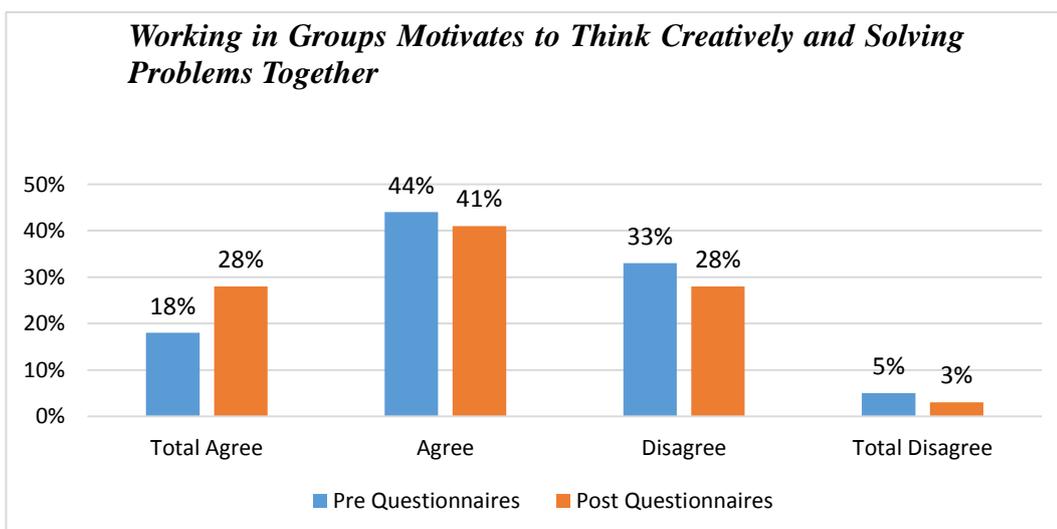
Question 4: Do you agree with working in groups motivate students to think creatively to solve problems together?

a. Table 5

Working in Groups Motivates to Think Creatively and Solving Problems Together

	Pre Questionnaires		Post Questionnaires	
	f	%	f	%
Total Agree	7	18	11	28
Agree	17	44	16	41
Disagree	13	33	11	28
Total Disagree	2	5	1	3
Total	39	100	39	100

b. Figure 4



c. Interpretation and Analysis

Results from Table 5, indicates that few students (5%) were in total disagreement. It shows that learners did not have interest in working and contributing to the well-being of the group, also some of them could not be tolerant and they did not even want to talk. Once the intervention plan concluded, several students (41%) responded that they were in total agreement that they felt motivated to think creatively to solve problems together when they work in group. It demonstrates that group work interaction gave learners the opportunity to contribute in something to the group since each of them knows something different that helped them solve the problems. For this reason, each member felt important in the group and it increased their motivation to work, furthermore, group work interaction helped them improve the relationship between themselves. As Uraivan (2010) states that students' motivation increase when they work in group, since learners are less competitive and encourage each other, also group work interaction helps students to share different ideas, opinions and solutions, each member can contribute with something. Furthermore, as Lee (2014) says, with limited interruptions by the teacher during group work, students can form discussions amongst themselves about the topic or problem being discussed and enjoy the task, because they enjoy more talking with their classmates more than with the teacher.

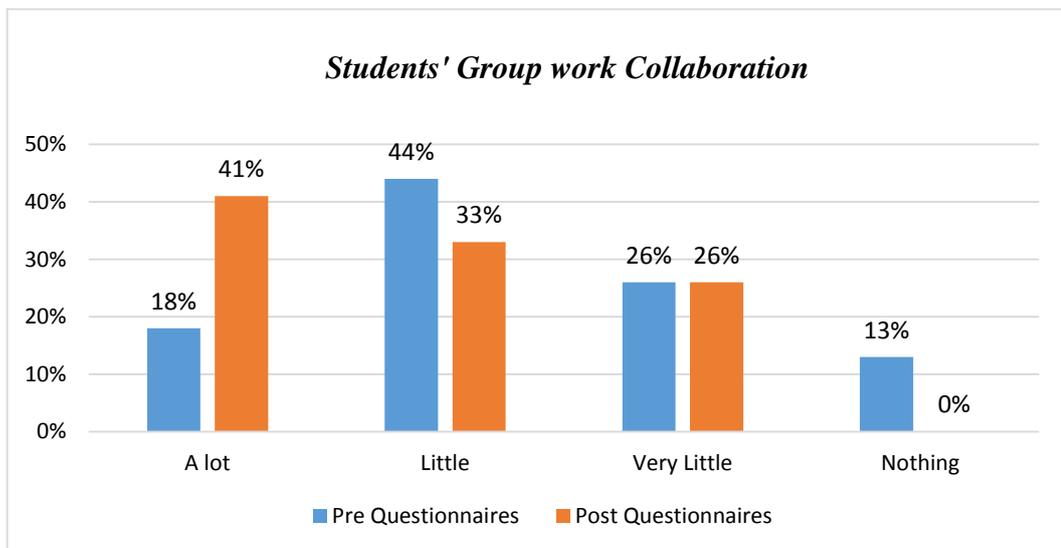
Question 5: How much does each member of the group work collaborate in the task?

a. Table 6

Students' Group Work Collaboration

	Pre Questionnaires		Post Questionnaires	
	f	%	f	%
A lot	7	18	16	41
Little	17	44	13	33
Very little	10	25	10	26
Nothing	5	13	0	0
Total	39	100	39	100

b. Figure 5



c. Interpretation and Analysis

As it can be seen in Table 6, before the intervention plan, some students (13%) indicated that the members did not collaborate. It reveals that they did not know how to work in group; they did not know how to tap the individual strengths of each member. Most of the time, students distribute the task and then put the

individual pieces together. After the intervention plan concluded, 41% of the students answered that each member collaborated a lot in the group. It reveals an increment. Therefore, it shows that group work interaction helped to students to know how to distribute the work so that each member's contribution was essential for the task, so that they could realize that they have a responsibility in each other's learning to combine their efforts to complete the task. According to Árnadóttir (2014), most teachers and experts believe that groups of four is ideal; so, with groups of that size, it is possible to divide tasks among group members so everyone has some responsibility. This type of grouping gives the opportunity for students to hold discussion and debates where everyone can be heard and everyone's opinion is considered. Moreover, Frey, Fisher, & Everlove (2009) explain that the group task must be designed so that the participation of every member is necessary for its completion and for the success of the group.

Post-Test Results

Objective Five: To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year.

a. Table 7

Post-test Results about the Performance of Tenth Year Students in Speech Acts.

Students' Code	A	R	C	I	G	SCORE
	2/2	2/2	2/2	2/2	2/2	10/10
EEBMR1001	1	0.75	0	1.2	0.5	3.45
EEBMR1002	2	2	1.6	2	2	9.6
EEBMR1003	2	2	1.2	2	2	9.2
EEBMR1004	2	2	1.2	2	1.75	8.95
EEBMR1005	1	1.75	0	0	1	3.75
EEBMR1006	2	2	2	2	2	10
EEBMR1007	2	2	2	2	2	10
EEBMR1008	2	2	2	2	2	10
EEBMR1009	1	0.5	1.2	0.4	0.25	3.35
EEBMR1010	2	2	2	2	0.5	8.5
EEBMR1011	1	2	1.6	2	1.75	8.35
EEBMR1012	2	2	1.2	2	2	9.2
EEBMR1013	1.75	2	1.2	0.4	0.75	6.1
EEBMR1014	2	1.75	2	2	2	9.75
EEBMR1015	2	2	1.6	2	2	9.6
EEBMR1016	2	2	2	2	2	10
EEBMR1017	2	2	2	2	2	10
EEBMR1018	1.5	2	1.6	2	2	9.1
EEBMR1019	2	2	1.2	2	2	9.2
EEBMR1020	2	2	2	2	1.75	9.75
EEBMR1021	2	2	2	2	2	10
EEBMR1022	2	2	2	2	1.25	9.25
EEBMR1023	2	2	1.6	2	2	9.6
EEBMR1024	2	1.75	2	2	1.75	9.5
EEBMR1025	2	2	1.6	2	1.25	8.85
EEBMR1026	1	1.75	0.4	2	1.5	6.65
EEBMR1027	1	2	0.4	2	2	7.4
EEBMR1028	2	2	1.2	2	2	9.2
EEBMR1029	2	2	1.2	2	2	9.2
EEBMR1030	2	2	0.8	2	2	8.8
EEBMR1031	1	0	0.8	2	2	5.8
EEBMR1032	1.5	2	1.6	0.4	0.5	6
EEBMR1033	2	1.75	2	2	2	9.75
EEBMR1034	2	2	0.4	2	0.5	6.9
EEBMR1035	1.5	0.5	0	0.4	0.75	3.15
EEBMR1036	1	2	1.6	2	2	8.6
EEBMR1037	2	1.75	2	2	2	9.75
EEBMR1038	2	2	2	2	1.5	9.5
EEBMR1039	2	1	0	2	2	7
MEAN	1.8	1.8	1.4	1.8	1.6	8.4

Note. Sociolinguistic Competence: A= Apologies, R= Request, C= Commands, I= Idioms, G= Greetings, EEBMR= "Escuela de Educación Básica Miguel Riofrío", 10= 10th year, 01= student 01

b. Interpretation and analysis

Taken into consideration the results illustrated in Table 7, the total score mean was 8.4/10, which means that students had a significant improvement in the development of speech acts. The apologies, request and idioms attained the highest score (1.8/2). It demonstrates that students used apologies appropriately, made requests correctly, and identified the meaning of the idioms; also greetings received a score of (1.6/2); it shows learners used greetings even though they have few difficulties in recognizing the formal and informal greetings. On the other hand, commands received the lowest mean (1.4/2) that reveals students have some difficulties when they have to formulate a command, they were confused and used the structure of a common sentence.

In conclusion, the post-test demonstrated a great enhancement in the students of tenth year, since group work interaction helped to learners to express in the proper way, using the correct terms depending on the situation. As well, they developed their social skills like cooperation and respect. Finally, they learned how to recognize the behavior and attitude of the others in a conversation, which is very important to know the speakers intention. According to Austin (1962) as cited in Gol (2013), speech acts are universals, all languages have unique ways of performing speech acts and the method used in each culture is different. Further, successful production of the speech acts in a language needs not only the linguistic proficiency of the speaker, but also the pragmatic perception of speech acts.

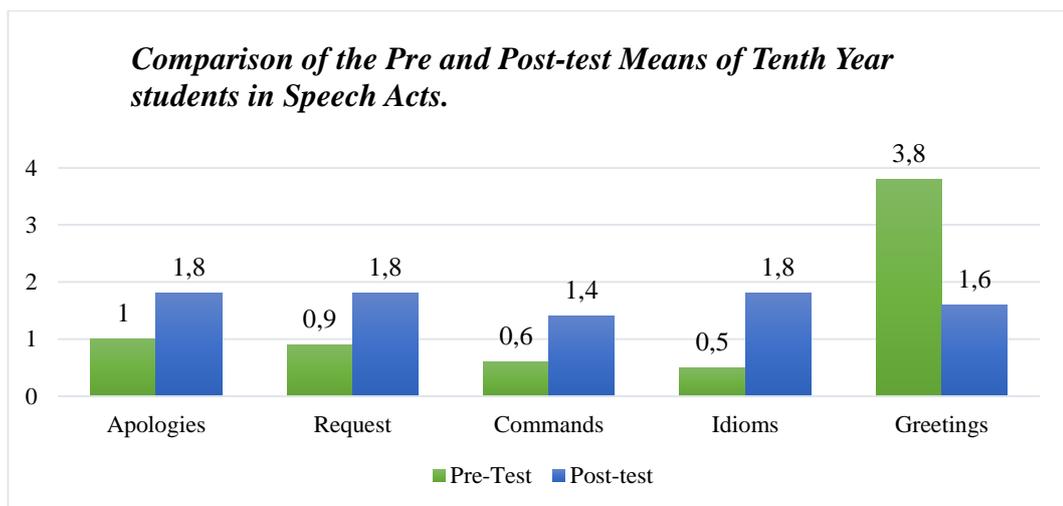
Comparing Pre and Post-test Means

a. Table 8

Comparison of the Pre and Post-test Means of Tenth Year students in Speech Acts.

	Pre-test	Post-test
Apologies	1	1.8
Request	0.9	1.8
Commands	0.6	1.4
Idioms	0.5	1.8
Greetings	0.8	1.6
Mean	3.8	8.4

b. Figure 7



c. Interpretation and Analysis

Table 8 indicates that the total score means in the speech acts. First, apologies increased their score from 1 to 1.8. Requests raised their score from 0.9 to 1.8. Commands increased the score mean from 0.6 to 1.4. Idioms score mean was improved from 0.5 to 1.8; finally, greetings score mean increased from 0.8 to 1.6. The total score mean increased from 3.8 to 8.4, it shows an evident advance

attributed to the implementation of group work interaction during the intervention plan. The results demonstrate that group work interaction helped students to learn in an easy way. The experiences were more significant since they could learn from each other. Their weaknesses were overcome and their abilities were improved. In addition, with the application of the group work interaction, students could practice the proper use of speech acts in authentic situations.

g. DISCUSSION

The findings of the research show a meaningful advance in the development of the speech acts through the application of group work interaction in the students of tenth year at Escuela de Educación Básica Miguel Riofrio. The development can be observed in the significant increment of students' mean from the pre-test 3.8 and in the post-test 8.4. Group work interaction helped students learn the proper use of the speech acts and the utilization of the correct terms depending on the situations. The researcher's field notes and the observation sheet showed the positive impact that this resource had on students since with group work interaction learners develop their social skills. According to Árnadóttir (2014), and many experts agree that group work, when is done correctly and efficiently, can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities.

The indicators that the researcher considered in evaluating the speech acts were idioms, apologies, commands, requests and greetings. The pre-test indicates that the students had problems in the use of commands and idioms, also they did not differentiate between formal and informal greetings. Learners had some difficulties in the use of apologies and request because they did not have the opportunity to practice them in real situations. In the post-test after the intervention plan, the results showed that the students had a significant advance in the speech acts, in all the aspects. They identified their intentions when they

spoke; they differentiated the formal and informal expressions and the use of the proper words.

At the beginning of the intervention plan, the students did not have a good attitude and had problems with the discipline. They did not pay attention when they worked in group since and they spend time talking about other things. Then, during the intervention, students started being interested in the activities, and little by little, they collaborated in their groups and they participated in class. At the end of the intervention plan, the students showed a significant advance in their abilities to properly use speech acts. This is because they enjoyed learning by working their classmates; they felt the self-confidence in the classroom and thus motivation to learn English increased considerably.

In the intervention plan, some strengths were demonstrated. For example, teacher had a good attitude and collaborated strategically in every class. Teacher assistant prepared the material which was designed to be easy and enjoyable in order to help students understand in a better way the study topics. On the other hand, there were some weaknesses for instance some students were undisciplined and it restricted others ability to pay attention, so that the classroom was very noisy, due to the number of students (39) is too many for a good classroom management.

In conclusion, the development of speech acts through group work interaction had favorable results in the students' learning, since students developed their linguistic knowledge in all the aspects that they needed idioms, greetings, requests, commands and apologies. The group work interaction gave students the

opportunity to learn how to recognize the behavior and attitude of the others in a conversation, since the appropriate use of speech acts not only depends on linguistic knowledge but also in the pragmatic perception. Furthermore, learners developed their social abilities within a group like cooperation and respectful.

h. CONCLUSIONS

- The difficulties that limited the development of the speech acts of tenth year students at Escuela de Educación Básica Miguel Riofrío were the following: they did not identify the meaning of the idioms, formulate commands, make apologies, recognize formal and informal greetings and use requests in the correct way. Also, learning the proper use of speech acts is difficult for the students since they did not have the opportunity to practice them in real situations.
- The implementation of group work interaction as a learning tool demonstrated a positive advance in the students' knowledge about the correct use of the speech acts, since this activity offered them the opportunity to practice in authentic conversations, learn to recognize characteristics and behaviors that speaker manifest, and use the proper terms depending on the intentions and situations. Furthermore, students learned to give instructions, use formal and informal greetings, make apologies in the proper way, formulate requests correctly and recognize the meaning of the idioms.
- The application of group work interaction in English classes was effective; the change of the scores from the pre and post-test (3.8 to 8.4) demonstrated a significant advance. The group work interaction helped to the students learned in an easy way since they learned from each other in authentic situations, the fear of speaking and expressing their ideas and opinions was reduced. Moreover, group work interaction helped students to develop not only their

knowledge in the speech acts but also in the improvement of their social intelligence, their collaboration, motivation and relation into the groups.

i. RECOMMENDATIONS

- Teachers should identify the students' weaknesses in order to apply a correct strategy, to work in class furthermore to design a plan and use suitable activities which have to be easy and enjoyable for the students in order to get a significant learning and allow monitoring if the students' difficulties have been dismissed.
- Teachers should apply different activities while students work in groups like role play, dialogues and games, since this way the students enjoy the work and have a significant learning. Moreover the use of different types of materials and strategies not only help to reinforce each topic, but also their motivation increases.
- Teachers should continue using the group work interaction, due to it gives the opportunity that students can practice in real situations, thus they can learn to recognize the behavior and attitude of each person, which is essential in learning speech acts. Furthermore, students develop the social skills like collaboration and participation; they can get a meaningful learning because they feel less pressure and enjoy doing the different activities together.

j. BIBLIOGRAPHY

- Al-Hindawi, F., Al-Masu'di, H., & Fua'd Mirza, R. (2014). *Scientific Research*. Retrieved from http://file.scirp.org/pdf/OJML_2014021413564556.pdf
- Árnadóttir, K. H. (2014). *Cooperative learning in foreign*. Iceland.
- Austin, J. (1975). *How to do things with words*. Urmson J.O and Sbisá Marina.
- Aydin, M. (2013). *Cross cultural pragmatics: a study of apology speech acts by turkish speakers, american english speakers and advance nonnative speakers of english in turkey*. Mankato.
- Forsyth, D. (2006). *Group dynamics*. Thomson Wadsworth.
- Frey, N., Fisher, D., & Everlove, S. (2009). *Productive group work*. United States of America: ASCD.
- Gol, N. (2013). *A contrastive study of the speech act of refusal: iranian ESL learners and native english speaking americans*. Toledo.
- Gorse, C., & Sanderson, A. (n.d.). *Exploring group work dynamics*. Retrieved from http://www.leedsbeckett.ac.uk/teaching/vsite/resources/gorse_sanderson.pdf
- Harmer, J. (2004). *How to teach english*. New York.
- Herrera, S., Holmes, M., & Kavimandan, S. (2012). *Strategies that Make Culturally Responsive Pedagogy a Reality in Diverse Secondary Classrooms*. U.S.A: International Journal of Multicultural Education.
- Kainulainen, T. (2006). *A comparison of finnish third grade students of national senior secondary school and IB diploma*. University of Jyväskylä.
- Kavimandan, S., Herrera, S., & Holmes, M. (2011). *Crossing the Vocabulary Bridge*. New York and London: Teachers College Press.
- Lee, J. (2014). *Using group-work to optimize learning opportunities for grade 1 and 2 english language learners in the classroom*.
- Leo, J. (2007). *The student-centered classroom*. New York: Cambridge University Press.
- Memarian, P. (2012). *The use of request strategies in english by iranian graduate students: a case study*. Gazimağusa.
- Mezmaz, M. (2010). *Problems of idioms in translation*. People's Democratic Republic of Algeria.

- Mizne, C. A. (1997). *Teaching sociolinguistic competence in the ESL*. tennesy.
- Mustadi, A. (2012). *Communicative competence based language teaching*. Yogyakarta.
- Rodriguez, J., & Winnberg, H. (2013). *Teaching idiomatic expressions in language classroom*.
- Sárosdy, J., Farczádi, T., Poor, Z., & Vadnay, M. (2006). *Applied linguistics I*.
- Searle, J. (1969). *Speech acts*. Cambridge University Press.
- Soares, D. (2010). *Second Language pragmatic socialization in world of warcraft*. Davis.
- So-Sum, M., & Cook, W. (2012). *Study abroad and its effect on the pragmatic performance of english requests by hong kong english language students*.
- Uraiwan. (2010). *The use of task-based learning and group work incorporating to develop english speaking ability of mattayom suksa 4 students* . Srinakharinwirot University .

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 TENTH YEAR STUDENTS AT
ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO
AFTERNOON SESSION OF THE CITY OF LOJA DURING THE
2016-2017 SCHOOL YEAR

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

AUTHOR: Liliana Guadalupe Gómez Remache

LOJA-ECUADOR

2016

a. THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP
WORK INTERACTION AMONG TENTH YEAR STUDENTS AT
ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO
AFTERNOON SESSION OF THE CITY OF LOJA DURING THE
2016-2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at the Escuela de Educación Básica Miguel Riofrío during the academic year 2016-2017. In 1871, during the government of Garcia Moreno the religious congregation (Hermanos lasallanos), arrived to Loja and with the help of the governor created this prestigious and traditional institution, which began to work with 210 students. In June of 1895 the Dr. Manuel Benigno Cueva as Governor of Loja, decided to take the school and since that day the school was established as a laic institution.

In 1916 the prestigious school was named as Escuela Miguel Riofrío, with its first director the Dr. Benjamín Rafael Ayora Armijos who was the father of the President Isidro Ayora Cueva. During the 145 years since its creation, the Escuela de Educación Básica Miguel Riofrío has been the cradle of great thinkers that with their intellect have contributed with the economic, social, cultural and politic development of the city and province of Loja.

Current situation of the research problem

One of the goals of the Ecuadorian Curriculum for English as Foreign Language for Educación General Básica and Bachillerato (2016) is “to develop learner’s understanding of the world-of other cultures and their own-and to communicate their understanding and views to other through English.” In addition, students upon their graduation in third of Bachillerato are expected to

reach at least the level B1 according to the Common European Framework of Reference o (CEFR). Therefore, the tenth year students are expected to reach the A2 level of CEFR.

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

In response to this problem, this research project proposes to investigate several options for making students of tenth year aware of the importance of speech acts which will allow them to communicate better using some policies to apology, request, command, greet and use idioms.

Group work interaction provides a positive interaction for every group member to contribute in a more positive and productive manner, where members gather to discuss and share vital information, receive training and produce joint materials or products.

In the same way, it is an advantage because students can reinforce speech acts, such as apologies, requests, make commands, greetings and the use of idioms that can help them to acquire better understanding of the content. Students also can have a cooperative learning through group work interaction, where they perceive

that a better performance by individuals produces a better performance by the entire group.

Research problem

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

HOW DOES THE GROUP WORK INTERACTION DEVELOP THE SPEECH ACTS AMONG TENTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

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

Location

The present project will be carried out at Escuela de Educación Básica Miguel Riofrío, which is a public school located in the city of Loja at Bernardo Valdivieso and Mercadillo Streets.

Participants

The participants of this research work are the tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session, who are all about thirteen to fourteen years old; they are twenty-six and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems:

- What theoretical and methodological references about the group work interaction are adequate for improving the speech acts amongst tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year?
- What are the issues that limit the development of the speech acts amongst tenth year students Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year?
- What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on developing the speech acts amongst tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year?
- Which group work interaction are implemented to improve speech acts amongst tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year?
- How effective was the application of group work interaction to develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year?

c. JUSTIFICATION

The present project is focused on the development of speech acts through group work interaction in order to improve students' knowledge of foreign rules and behaviours when interact in a different context. This work will show the problems that students have when threat people of a different culture and to find the way to develop it. Therefore, this work will be carried out through an investigation at Escuela de Educación Básica Miguel Riofrío, with students of tenth year during the 2016-2017 school year in the afternoon section. Group work interaction will help to improve the matters and solutions needed to accomplish this project. This research work is relevant due to, 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 de la Universidad Nacional de Loja.

d. OBJECTIVES

General

- To develop speech acts through group work interaction among students of tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year.

Specific

- To research the theoretical and methodological references about group work interaction and its application on developing of speech acts.
- To diagnose the issues that limit the development of speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year.
- To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year.
- To apply the most suitable techniques of group work interaction in order to develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío afternoon session during the 2016 – 2017 school year.
- To validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year at Escuela

de Educación Básica Miguel Riofrío afternoon session during the 2016 –
2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Competence

According to Mustadi (2012), the first idea was given by Chomsky's distinction between 'competence' and 'performance', the competence is the linguistic knowledge of the idealized native speaker, an innate ability of our mind to produce the grammatical sentences that compound the language; and the performance is the use of the language in appropriate situations.

As expressed by Dell Hymes (1967, 1972), a sociolinguist who was convinced that Chomsky's (1965) notion of competence was too limited. Communicative competence is the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Sárosdy, Farczádi, Poor, & Vadnay, 2006).

Therefore, the communicative competence is the ability to use the language correctly and appropriately to convey and interpret messages. The person can generate a set of grammatical sentences and use them in specific situations. Thus, over the years and thanks to the contribution of different authors, today we can differentiate four components of the communicative competence: grammatical, sociolinguistic, discourse and strategic.

Grammatical competence, is the knowledge of the linguistic code itself and includes knowledge of vocabulary and rules of word formation, pronunciation, spelling, and sentence formation. Grammatical competence means the acquisition

of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Today it is usually called linguistic competence (Mustadi, 2012).

Agreeable Richards (2006), grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

Grammatical competence is the knowledge that we have to produce sentences. It includes the grammar rules, vocabulary, morphology, phonetics, phonology, syntax and semantics.

Sociolinguistic competence is the extent to which utterances are produced and understood appropriately. Sociolinguistic competence refers to the learning of pragmatic aspects of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts.

They are the context and topic of a discourse, the participants' social status, sex, and age, and other factors which influence the styles and registers of speech. Since different situations call for different types of expressions as well as different beliefs, views, values, and attitudes, the development of sociolinguistic competence is essential for communicative social actions (Mustadi, 2012).

Sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse. This type of competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction (Sárosdy, Farczádi, Poor, & Vadnay, 2006).

Sociolinguistic competence is the knowledge of how to use the language appropriately, it depends on the topic, the values, the culture, sex, age, the relationships among the people (friends, authority, family), and also it refers to the use of the correct terms in politic, medicine, religion etc.

Discourse competence is defined by Mustadi (2012), like the competence that involves mastery of how to combine grammatical forms and meanings to achieve a unified written text in different genres such as narratives, argumentative essays, scientific reports, business letters, etc. Discourse competence is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of discourse.

Discourse competence, the complement of grammatical competence in many ways. It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts like articles, books (Sárosdy, Farczádi, Poor, & Vadnay, 2006).

Discourse competence is the ability to produce, connect and combine languages structures into a cohesive and coherent oral or written way. It allows to create argumentative essays, scientific reports, conversations, poetry, email messages, newspaper articles etc.

Strategic competence is to do with the knowledge of verbal and nonverbal strategies to compensate for breakdowns such as recognizing discourse structures, activating background knowledge, contextual guessing, and tolerating ambiguity (Mustadi, 2012).

The strategic competence is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through "paraphrase, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style" (Savignon 1983: 40-41). Similarly, Yule and Tarone (1990: 181) refer to strategic competence as "an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent" (Sárosdy, Farczádi, Poor, & Vadnay, 2006).

The strategic competence is the ability to make repairs in the breakdowns before, during or after they occur, and restore the communication. It is also the ability to sustain communication through paraphrase, repetition, hesitation, the usage of gestures and guessing.

Sociolinguistic Competence

As Holmes (2013), said in his book, *An Introduction to Sociolinguistics*, the sociolinguistics is the study of the relationship between language and society. The main focus is to know why the people speak differently in each social context, as well as also provides a wealth of information about the way that language works, the social relationships in a community, and how people convey and construct aspects of their social identity through their language.

Sociolinguistic competence is the ability to use the language appropriately in each social situation, it depends on the topic, the values, the culture, sex, age, the relationships among the people (friends, authority, family), and also it refers to the use of the correct terms in politic, medicine, religion etc.

Relationship between language and society

As Georgieva (2014), explains in her book *Introducing Sociolinguistics*, there is a variety of possible relationships between language and society. Firstly, the social structure may influence and determine linguistic structure, the regional, social or ethnic origin and even sex of people can be reflected by the language used. Secondly, the social structure can be determined by the linguistic structure.

A third possibility is that the linguistic structure and social structure do not have any relationship. In addition, a fourth possible relationship is that the speech behavior and social behavior are in a state of constant interaction.

The sociolinguistics tries to find correlations between social structure and linguistic structure and to observe the changes. But the field of sociolinguistic is extremely broad because there are different ways that the society and language can have relation. In addition, the students find speech acts as being difficult, for instance the refusals, apologies, and giving advice, all of which require a careful choice to avoid misunderstandings or disrespectful acts (Mizne, 1997).

Teaching Sociolinguistic Competence

As Mizne (1997), expresses, until today the teaching of sociolinguistic competence has not been directly incorporated into all foreign language curricula. And as we have seen, an important component of sociolinguistic competence is knowledge of the target language culture and the knowledge of cross-cultural differences

An efficient method to help students attain this knowledge is to teach culture in the foreign language classroom. But, a society's culture encompasses many

aspects, so it is hard to define and reduce to teachable components, especially for students with limited target language proficiency.

Speech Acts

As Mizne (1997), explains in her book *Teaching Sociolinguistic Competence in the ESL*, A speech act is an utterance that has a performative function in the communication, almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intentions of affecting and eliciting an action or effect on the listener.

Examples of speech acts include requests, compliments, invitations, and expressions of gratitude. Each speech act has within it a set formula of possible statement types that work together to compose the speech act. For example, the speech act of apologies can be broken down into the following components: expression of an apology, an explanation or account of the situation, an acknowledgment of responsibility, an offer of repair, and a promise of forbearance.

Speech acts carry a heavy social interaction load and can seriously offend people if not presented according to the proper formula and in the proper circumstances. Mizne (1997), indicates that the different cultures use different speech acts for the same situation, however this cultural variation in speech act use makes these speech productions especially difficult for nonnative speakers trying to communicate in the unfamiliar target language culture. For instance, in English a direct request can sound a bit rude to native speakers, so they tend to

use an indirect request, on the other hand, Hebrew for example, does not even have indirect requests.

Speech Acts

"The main source of miscommunication is the inability to perceive and produce speech acts appropriately in the context by language learners". (Gol, 2013) According to Austin (1962) as cited in (Gol, 2013), a speech act is a functional unit in communication and it is implemented when a speaker makes an utterance. Although speech acts are universals, all languages have almost unique ways of performing speech acts and the method used in in each culture is different. Also, successful production of the speech acts in a language needs not only the linguistic proficiency of the speaker, but also the pragmatic perception of speech acts. Performing the speech acts properly in a first and second language is very challenging, because it depends in the linguistic and cultural variations between the languages.

Apology Speech Acts

Speech Act Theory aims to explain language exchange in terms of the effects on listeners and speakers. According Searle (1969) as cited in (Aydin, 2013) explained a systematic approach and classified speech acts under five main categories: assertives, directives, commissives, expressives, and declarations.

Assertives: Expressing a belief, committing the speaker to truth of what is asserted like statements, conclusions and deductions. E.g. We watched a movie yesterday.

Directives: Expressing a wish, making an attempt to get to hearer to do something like requests. E.g. Bring me some hot water.

Expressives: Expressing a variety of psychological states like apologies and congratulations. E.g. I am sorry for my disrespectful behavior.

Commissives: Expressing an intention, commitment for the speaker to engage in a future action, they can be promises, offers and obligations. E.g. I promise, I will complete the work by tomorrow.

Declarations: Bring about a change via words, actions like baptizing, declaring war, abdicating. E.g. Hereby I pronounce you husband and wife.

As (Aydin, 2013) said, apology speech acts hold an important place in human communication as a face saving act of speech. Thus it is crucial for people to understand what an apology is and how it functions. An act of apology can be considered a remedial act of speech, which means that the speaker is trying to save his or her face because of an action. In that situation, one participant has a choice to apologize or deny the responsibility or the severity of the action. Thus, an apology in that sense plays a role as a politeness strategy.

Apology speech strategies are classified by the seminal work of Cohen & Olshtain (1983), in direct apologies, or indirect apologies which include an explanation or account, acknowledgement of responsibility, offer of repair, promise of forbearance.

The apologies might be modified by intensifiers such as adverbs to intensify the apology, or they might be modified to decrease the responsibility of the offender.

Direct apologies

According to Cohen & Olshtain (1983) as cited in (Aydin, 2013), an expression of apology mostly includes utterances or formulaic expressions which convey the meaning of apology or regret. These formulaic expressions include performative verbs such as “be sorry,” “apologize,” or “excuse.” Since this type of apology includes direct utterances of regret and apology, they are considered to be direct apologies. In English, data have shown that direct apology is the most used strategy.

Indirect apologies

Based on (Aydin, 2013), in the case of indirect apologies can be provided in different manners. Cohen & Olshtain (1983) categorized the indirect apologies in the following ways: providing an explanation, an acknowledgement of responsibility, an offer of repair, a promise of forbearance. Providing an explanation for an action could be a strategy for apologizing in an indirect manner, this particular apology strategy could be acceptable or not according to the contextual factors; culture, severity of action, age, gender, the particular situation, and other various factors. In addition, (Aydin, 2013), explained that another indirect way to convey an apology is the acknowledgment of responsibility which includes acceptance of the fault or responsibility by the speaker. The speaker can use different sub-sets to convey the meaning of responsibility or even deny the responsibility.

These subsets can be listed as follows: accepting the blame, recognizing the other person’s deserving of an apology, and expressing lack of intent. In other situations, speakers could offer to repair the damage caused by his or her action.

The repairing might include repairing or replacing the damaged good by the offender, or repairing the inconvenience caused by the action. And finally a promise of forbearance is another type of indirect strategy, which includes future action or promise that the action will not happen again.

Greetings

Based on (Soares, 2010), greetings are often routine linguistic formulas that are used in order to initiate communication and establish or confirm social connections between people, including social position and level of intimacy between the interlocutors.

Types of greetings

English-speaking people usually greet each other in an informal way, so you can use these common conversational greetings for friends, family, as well as people you meet in casual settings.

Formal greetings

These greetings can be used in any formal situation, such as a business meeting or meeting someone's parents, and they can also be used in informal situations as well.

- Hello
- How are you? or How're you?
- How are you doing? or How ya doin'?

This is different than "What are you doing." "How are you doing?" means "How are you?" whereas "What are you doing?" is asking what action you are currently doing.

- How is everything?
- How's everything going?

Informal greetings

These greetings can be used in any informal situation. To show extra enthusiasm you can add "Hey" to the beginning of these greetings.

- (Hey) What's up (man/dude/bro/their name)?
- (Hey) Good to see you.
- (Hey) How are things (with you)?
- (Hey) How's it going?

The pronunciation can be shortened to "goin'." A typical response to this question is "It's going good."

- How's life been treating you?
- What's cracking?

The pronunciation is often shortened to "crackin'." This is highly informal and should only be used with people around your age. Its similar in use to "What's up?"

- What's good?
- What's happening?

Commands

Also known as the *imperative form*, commands are very easy to use. Begin the sentence with a verb and end with an object, a person or a thing. Tell someone to do something, E.g. Answer the phone, please. Tell someone not to do something: Don't do that, don't hit him, don't drive a car without a seat belt.

Negative commands

When we want to tell someone not to do something, we simply add "do not" or the shorter form "don't" before the verb. This shorter form is much more common. For example: Don't smoke. It is very bad for your health.

Examples of commands for classroom: Switch off your cell phones, answer the questions, complete the exercise, listen, speak in English please, read aloud, stand up, do not eat in class, sit down, work in silence please, work in pairs, work in groups.

Idioms

According (Rodriguez & Winnberg, 2013), an idiom is a phrase that is commonly used within a given culture and understood to have a meaning different from its literal meaning. Glucksberg (2001) states that “sets idioms apart from most other fixed expressions is their ‘non-logical’ nature, that is, the absence of any discernable relation between their linguistic meanings and their idiomatic meanings”.

D’Angelo Bromley (1994) as cited in (Rodriguez & Winnberg, 2013), said that “its meaning cannot be inferred grammatically, neither can meaning be determined from its literal translation, nor can meaning always be determined from the surrounding material”.

Different views on the definition of an idiom

Banjar (2014), explains, the idioms constitute an important lexical component of every language. Experts divide in two groups, the definitions of idioms: those who support a broad definition of idioms and those in favor of a narrower

definition (Liu, 2008). The broad view of idioms includes fixed phrases, clichés, formulaic speeches, proverbs, slang expressions and single polysemic words.

Hockett (1958) defines an idiom as any part of language whose meaning cannot be deduced from its structure, including even small elements such as morphemes -ed, -er, etc. He claims that one cannot infer the meaning of these morphemes from their structure.

Other scholars, like Katz and Postal (1963), believe that individual words, including polymorphemes such as greenhouse and telephone, should be categorized as idioms. They define the idiom as any linguistic structure whose meaning is not the compositional meaning of its component.

According to Katz and Postal's definition of idiom, they divide the idioms into two types: lexical idioms, which consist of polymorphemic words, and phrase idioms, which are made up of multiple words. In simpler terms, the first type includes single words such as nouns, verbs, and adjectives, whereas the second type is made of phrases, clauses, and sentences.

Makkai (1972) agrees with Katz and Postal (1963) that some polymorphemic words are idioms. However, he considers that polymorphemic words made up of at least two free morphemes, such as blackmail, should be considered idioms. The meaning of blackmail, "to threaten by coercion," is not derived from the meanings of the two morphemes black and mail, therefore it is opaque and not transparent to the learner.

Types of Idioms

According to Makkai (1972), cited in (Mezmaz, 2010), there are two types of idioms: idioms of encoding and those of decoding.

Idioms of encoding (identifiable)

“Idioms of encoding are those idiosyncratic lexical combinations that have transparent meanings. This type of idioms could be best recognized through making a comparison between different languages by the use of proper prepositions” (Mezmaz, 2010).

Idioms of decoding (non-identifiable)

Idioms of decoding refer to those non-identifiable and misleading lexical expressions whose interpretation could not be figured out by using only independently learned linguistic conventions. They include expressions like „beat around the bush“ and „fly off the handle“. This type of idioms could be classified into lexemic and sememic” (Mezmaz, 2010).

A- Lexemic idioms include:

- a. Phrasal verbs: e.g., “to come up with“, “to turn off“, “to take part in”.
- b. Phrasal compounds: e.g. „black ice“, black board”.
- c. Incorporating Verbs: e.g. “man-handle”.
- d. Pseudo-Idioms: e.g. “spick and span“, kit and kin”.

B- Sememic Idioms: convey pragmatic meanings related to a particular culture. They include:

- a. Proverbs: e.g. “Chew of something over“, „A bird in hand is worth two in the bush”.

b. Familiar Quotations: e.g. „Not a mouse stirring“.

Requests as Speech Acts

According to (Memarian, 2012), the understanding and recognition of speech acts in an utterance is of vital importance. It is essential for the learners to master the rules and conditions governing those notions in order to avoid the problem of misunderstanding either on the meaning or function of what is said.

Attempts at being polite can come unstuck through unwitting violation of speech act rules, so that although an utterance is grammatically well formed, it may be functionally confusing or contextually inappropriate.

Indirect speech acts are challenging for non-native speakers of a language as they might not be familiar with the speech acts of the target language and also learning to get the message across in a target language entails not only the correct linguistic expressions, but also how to use new social attitudes regarding those expressions.

Types of request

As (So-Sum & Cook, 2012), describes there are three universal types of request strategy based on the degree of directness: direct, conventional indirect and nonconventional indirect requests:

Direct Request: The illocutionary force of the request is expressed in the utterance by grammatical, lexical or semantic items. It is the most direct, explicit form of requesting. The three types of direct requests are imperatives, performatives and want statements.

Conventional indirect request: The illocutionary force of the request is made via fixed linguistic conventions established in the speech community. The illocutionary act has two functions.

To be able to interpret a question of ability as an indirect request, the addressee does not have to go through a long analysis process. This is because addressees can exploit the grammatical structures of questions as conventionally used to signal indirect requests.

Nonconventional indirect request: This is expressed by addressers making partial reference to the requested act, object or addressees' involvement. The interpretation of these devices requires addressees to compute the illocution from the context. This is because the addresser's request that the addressee carry out an act is expressed in such a way that the recognition of the addressee's intention is not made explicit in the utterance meaning. This gives both the addresser and the addressee the opportunity to opt out of performing the request at any stage. The questions are the most indirect and nonconventional form of requesting.

Cooperative Learning

According to Árnadóttir (2014), traditional teaching approaches tend to be very competitive and often in inappropriate ways. But on the other hand, Cooperative Learning is built on the very foundation of human nature; human beings cannot survive without cooperating with others. Kagan makes different arguments for his support of Cooperative Learning. His claim is that without being active in one's own studies, it is not possible to learn, whatever the subject may be.

In addition, Cooperative Learning is much more purposeful than conventional group work and has a clearer framework and it challenges students in many ways, socially and intellectually. Also Cooperative Learning engages students to work harder than they do in the traditional classroom (Kagan Publishing 2014).

It fits quite nicely into constructivist theories regarding education as students are more active in constructing their own knowledge in a social setting. Cooperative Learning methods are an ideal teaching tool when it comes to teaching languages.

All teachers would agree that the most important element of language learning is that students need to use that language, without practice they cannot learn the subject. This type of learning not only affords students the opportunity to use the language but it also they can discover the language, the vocabulary and the grammar, for themselves and they learn how to manipulate the language for their purposes.

In addition, when incorporating Cooperative Learning into the language classroom it is necessary for teachers to take time to prepare themselves and their students. This means that when the teachers design a task, they should make use of the enormous amount of structures meant to enhance learning in order to help teachers make their classrooms a resource of knowledge and competence for students.

How to build successful groups for cooperative learning?

As (Árnadóttir, 2014) indicates, to form groups for Cooperative Learning, we have to know that there are some guidelines that should be taken into account to

make the learning experience as effective and beneficial as possible for the students. These guidelines include group size, and the difference between homogeneous and heterogeneous groups. Lastly, this section will discuss what Johnson and Johnson call formal, informal and base groups (1994).

When incorporating Cooperative Learning into the language classroom, the sizes of cooperative groups are important, because the groups that have too many members are likely to disintegrate into chaos.

To begin with it might be a good idea to introduce pair work, that is, let students work two and two together before increasing group size. This way, students can be adapted easier into group.

Most teachers and experts believe that groups of four to six members, is ideal, and most Cooperative Learning Structures recommend using groups of four, so with groups of that size it is possible to divide tasks among group members so everyone has some responsibility. This type of group gives the opportunity to hold discussion and debates where everyone can be heard and everyone's opinion is taken into account.

Therefore, students will have more time to practice speaking in smaller groups than in larger ones, because if the groups are small then each person is required to do more work than they would in a larger group and thus their responsibility increases, also a group of four students affords each member more time to speak in the target language than a group of six would do.

Constructing groups can be difficult, especially the first time. In the beginning, it may be a good idea to let students choose their own groups. This

way, students will be in a team with people they know and trust and when they have gotten used to working with others the teacher might introduce new ways to construct groups, ways that are more consistent with Cooperative Learning theories.

Grouping students together by their learning abilities may not be a good idea. Putting stronger students into one group and weaker students in another will likely affect the result at the end of the project. However, it has been shown that combining students of different abilities into one group will be beneficial for both stronger and weaker students. In other words, when students of different abilities work together in small groups during language learning can be very useful for all of the members of the group.

Most students will have some knowledge of the language that they can share with the rest of the group, for instance some may have excellent knowledge of grammar and syntax while others may be good spellers. This way students can learn about different aspects of the target language from their teammates.

How long should groups work together?

It depends on the type of tasks, for example when performing simple, isolated tasks, there is not a problem for students to change groups after each task or class. This may even be a good idea so students will have the opportunity to work with more people.

However, Slavin (1995), Kagan (1992) and Johnson & Johnson (1994) all suggest that having the same groups throughout an entire semester could be very

beneficial, especially in Cooperative Learning structures. Johnson and Johnson have identified three types of groups, formal, informal and base groups.

Informal groups have a very short lifespan. These groups are typically used for assignments that are short, such as the content from texts or grammar exercises and this type of group does not take a lot of time, one class period could be sufficient. Johnson and Johnson (1994) recommend using these groups when the teacher wants to that the student focuses on the topic being discussed.

Formal groups usually last longer than one class period; they may even last for a few weeks. These groups have a more specific purpose as they must complete a set task, this kind of tasks can be project based work or tasks centered around specific reading material.

Cooperative base groups usually last for at least one semester. They meet regularly and work together in an effort to help all members graduate. This type of groups can easily be applied to language studies. And the goal of the base group would then be to make sure that all members become sufficiently skilled in the material in question to graduate from the course.

Nowadays the work in group is a very useful resource in learning English, the heterogeneous groups could be best option because the members of each group are carefully chosen according to Cooperative Learning guidelines, for instance they should include members of different abilities, both male and female and preferably of diverse ethnicity (Kagan 1992). The idea is that different individuals bring different skills and perspectives to the group and, thus, might have something to teach group members.

On the other hand, the homogeneous groups, are not as carefully structured and may include members that have similar personalities, usually it happens when students choose the members of their own group or when the groups are chosen at random.

Group Work

According to Árnadóttir (2014), and many experts agree that group work, when done correctly and efficiently, can increase not only student's knowledge but also their social intelligence and higher-level thinking abilities. Group work is also a good way to engage students to be more active and responsible for their own education (Brumfit 1984).

However, traditional group work has had some problems for both teachers and students have often complained that group work creates conditions for students specially who do not have an ability to contribute, that is, they simply allow others to do the work and then receive a grade or a recognition that they have not earned.

This is what tends to happen during conventional group work as students are often allowed to form their own groups. They tend to form groups with friends or other people they know well.

“A group is defined as two or more individuals who are connected to one another by social relationships”. (Forsyth, 2006) in a classroom the whole group has been grouped when all the students are divided into a set of smaller groups for specific purpose or period of the time while they are in the classroom.

The teachers have many types of groups that they can use, but only the more effective teachers use more than one type of group in their classes.

Types of Group Work (Lee, 2014)

Collaborative group work.

Collaborative group work, is a teaching and learning strategy that can be used for all type of students and can take many forms in the classroom. Using group work as a pedagogical tool can be useful in numerous ways. For example, it can be used to organize activities or tasks in the class, the assignment is given by the teacher and students have to work as a group to solve the group task (Chiriac & Frykedal, 2011).

Through group work, students can develop social skills, build a sense of community, support and depend on each other for their learning experiences. Furthermore, during group work, the learners or the students are the main participants in the learning process while the teacher plays the role as the monitor and gives to the students the opportunity to take ownership of their learning.

Pair work

Another form of group work, is when the group only involving two participants, this type of group is called pair work. This type of group work helps to the learners, because the two students have to communicate with each other as they teach and learn from each other.

Furthermore, when two students are grouped together and one is more competent than the other, is very good, because the students with low knowledge will feel better, when they ask questions, express ideas or opinions to their classmates feel more comfortable than when they talk with his or her teacher. This kind of group can be also called peer tutoring.

Five Stages of Group Work Development (Valqui, 2004)

The following five stage model of group work development was first published by (Tuckman and Jensen, 1977).

Stage 1: forming

In this stage, group members have a desire for acceptance by the group and have a necessity to know that the group is safe. They try to gathering impressions and data about the similarities and differences among them to form in the future sub grouping. The rules of behavior can keep things simple and help to avoid controversy. Serious topics and feelings are avoided.

Stage 2: storming

The next stage is characterized by competition and conflict in the personal relations. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. The members of the group have to bend and mould their feelings, ideas, attitudes, and beliefs to suit the group organization. Also in this stage, because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment, some questions will arise about who is going to be responsible for what, what the rules are, and what criteria for evaluation are.

There are conflicts over leadership, structure, power, and authority. Some members may remain completely silent while others attempt to dominate, because of the discomfort generated during this stage.

Stage 3: norming

In this stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions,

community building and maintenance, and solving of group issues. Members are willing to change their ideas or opinions about the facts presented by other members, and they actively ask questions of one another.

Leadership is shared. When members begin to know and identify with each of them, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

Stage 4: performing

This stage is not reached by all groups. It is marked by interdependence in personal relations and problem solving in the realm of task functions. The overall goal is productivity through problem solving and work. By now, the group should be most productive because in this stage, people can work independently, in subgroups, or as a total unit with equal facility, the group identity is complete, group morale is high, and group loyalty is intense. Their roles and authorities dynamically adjust to the changing needs of the group and individuals.

Stage 5: adjourning

This final stage involves the termination of task behaviors and disengagement from relationships. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. Concluding a group can create some apprehension.

Student interaction

As Lee (2014), said one of the greater benefits of implementing group work in the classroom is that students have the opportunity to communicate and interact

with each other. By allowing students interact with other students in the classroom, they can listen and have conversations with their peers.

With limited interruptions by the teacher during group work, students can form discussions amongst themselves about the topic or problem being discussed. By participating in group work, all students are able to collaborate and have opportunities to exchange feelings, ideas, and thoughts.

Classroom environment (Lee, 2014)

Providing all students with an inviting environment, which will encourage students to explore their learning. The group work increases the quantity and quality of the use of language in the students, so the students feel that they are not hurried to create and produce sentences or answers as they would in a whole-class discussion.

Types of group (Harmer, 2004)

Whole class

The students do not have to always sit down in orderly rows, we can have the students' attention on us and in the task. This is useful for presenting information and for controlled practice, we can use exercises like repetition, and drilling. Also, is important to take account that the disadvantage of this, is that the students get fewer individual opportunities to speak.

Group work and pairs

In this kind of work, the students involved work together to complete a task. The students can do activities such as discuss a topic, doing a role play or working at computer in order to find information. An advantage can be that students have

the chance for greater independence because the teacher is not controlled them all the time and they can decide what language, words or phrases to use to complete the exercise. Another advantage is that this type of work gives more opportunity to focus attention on particular students.

Class to class

It occurs when the teacher joins two classes with different levels, higher level students often feel positive about being able to help students from other classes, just as lower-level students can feel motivated by being able to engage with people whose language is better than theirs.

Motivation

According Leo (2007), high-interest topics help to the students to be more motivated. But of course, everybody is not equally interested in the same topics, for instance topics like Vacations, Food, Entertainment, and Relationships tend to interest most students, but topics like Art, Literature, Sports, and Cars may not be interesting for some students.

We can't interest all students all the time, but is important that with each topic that teacher has, the students are engaged with the topic as many as possible. For example, even an apparently high-interest topic like Foreign Travel may not necessarily be relevant to students who have never traveled to another country, and according to their circumstances, make it unlikely they ever will do it.

In addition, the more popular topics are usually covered at every level of an English course, which means that if we want to deal with the same topics again, we need to introduce new views rather than discuss the same questions. But interest and enthusiasm are not only generated by the topic, they are also

generated by students themselves as they discover more about the topic, and they discover their knowledge and views on the topic. And also, personal experiences about a specific topic, are always more interesting than general knowledge about it.

Timing

How long will an activity in group take? Some groups will finish quickly, while others will take longer and feel frustrated if they are interrupted before they have finished. If the time is opened, most students will try to finish quickly (for fear of running out of time) and won't have a long, satisfying conversation.

It is better when the teacher gives a limit time to development the activity in group, all the members of the group can be at the same pace and can explore the questions in more depth. Another advantage is that when the students know, how long they have, they will feel they can say more and share their ideas and opinions in a more relaxed way.

In addition, having a longer time limit also gives students a few moments to reflect in silence and prepare themselves before they begin their conversations and the students can also prepare questions to ask the teacher afterward.

The limit time should depend on how much time we have available and how talkative a particular class is. Also when we say, you have three minutes for this, we must be reasonably accurate. A digital clock or the timer on a cell phone are good for keeping time, and know when the time is up. It's helpful to warn students when their time is nearly up, so that they can finish up their activity satisfactorily.

Teacher's role versus student's role

As we know, the students need to be helped to learn. In a student centered classroom, our role is to help and encourage students to develop their skills, but without forgetting our more traditional role as a source of information, advice, and knowledge. Our role like teachers is to make sure that all the students have a benefit from the lesson, supporting one another. At different times in a lesson, our role may change for it we are responsible for helping students, when they are working independently or while they're working in group, and then giving them a feedback.

In a normal class, an activity involves the teacher and all the students of a classroom, and students accept the authority of the teacher as their manager. But when the students are working in group, they will have to be responsible for their own behavior and learning while the teacher walks around the classroom to monitor the activity. At first, the teacher should form the groups according their level of independence, for instance, some students may be too dependent on the teacher and expect to be helped, corrected, and encouraged all the time, like a solution, at first this kind of students need to be in groups with students that do not have a high level of dependency. It may take some time before they become more independent.

As students become more independent and resourceful, the students will stop thinking that they cannot express their ideas for they do not know the right words, instead of it, they try to find other words that can express the same idea.

When they have a doubt, they will ask for help to other member of the group for expressing ideas and vocabulary before asking the teacher, they can also help each other by using dictionaries in class for looking up words and they can ask questions directed to the whole class too, so that everyone can benefit from hearing the answers.

Preparation

Before students begin working together, we need to help prepare them. Besides introducing relevant vocabulary and useful phrases with their correct pronunciation, we need to make sure that the students know exactly what they have to do and why, as well as how long they have for the activity. Also before students start talking in their groups, it may be helpful for them to be silent for a moment while they plan what they might say and perhaps make some notes to help them to remember these ideas, this delay can make the activity more interesting than just starting to talk and seeing what happens.

In addition, at first, the teacher may need to show, how to begin the activity. We can demonstrate to the class how the conversation might start, with the help of confident students as our partner while the others watch and listen. It is important that the teacher say to the students that the activity isn't a test, it is only a chance to practice the language.

Finally, we know that speaking English is more important than finish the activity or answer all the discussion questions, so the teacher may take the necessary time without worry if the group finishes or not the activity.

Monitoring

We have to take account some things that the teachers have to know when they are monitoring the class, for instance while students are working in groups, the teacher has to control their learning. But as we know the teacher will be very busy moving around the class listening to different groups. To make it easier, the teachers can choose to sit with or stand beside a group for a few moments, and listen them more discreetly, for avoiding the intimidation in the students by the proximity. Sometimes when teachers hear a group speaking their native language, they need to remind them that they have to practice English, and say firmly the rule “Only English”.

It is possible that the teacher may need to join a group that needs extra help or encouragement and guide them for a few moments. Teachers will usually hear students making all kinds of mistakes. Normally, they won't correct these mistakes at that moment, but they will take notes for feedback later.

They will also control the time, and warn everyone when the time almost finishes. When time is up, they will ask to the students if they need a little more time. Sometimes it may be hard to stop to some enthusiastic students that want to speak more about the topic, so the teacher can use a bell instead of clapping hands or shouting, because it can be a more effective audible signal.

Activities for Working in Group

Oral storytelling

The students have to be in groups of 4 or 5 students, they have to be sit in a circle. Begin telling a story by speaking one sentence aloud. The student on your left should add to the story by speaking a second sentence aloud. The student to

his or her left should speak the next sentence aloud, and so on. Keep the story going around the circle one sentence at a time until it comes to a logical conclusion. Remind students that each sentence should build on the one before it. It's easy for students to add in something offbeat or random to try to be silly, but the goal of this lesson is to create a logical story.

This group activity helps students develop listening comprehension and speaking skills. Students have to be able to follow along with the story, listening closely to what the people before them just said, and they have to think critically to build a correct sentence of their own. In addition to language skills, you can choose topics for the story that revolve around cultural symbols, or about cultural norms, like timeliness.

Written storytelling

Divide the class into small groups. Each group gets to choose three random words from a bag and must incorporate each word into a short story. Depending on your students' levels of English acquisition, you can assign specific numbers of characters, amount of dialogue, length, etc. to be included in the story.

At the end of the lesson, groups can take turns reading stories aloud. For increased participation and extra practice with speaking, you can ask the students who are listening to the story to comment on their classmates' work. This activity can be helpful to encourage feedback.

Both the written storytelling and the small group discussion that follows are valuable practice time. Together, they'll help students practice written and spoken English in one swoop. The students can discuss American customs or cultural

norms, like privacy, personal space, hygiene or dining. This adds an additional challenge for more advanced students and gets all students to improve their cultural literacy.

Circle of voices

This game 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 of uninterrupted time to speak. During this time, no one else is allowed to say anything. After everyone has spoken once, open the time to have a general discussion. Specify that students should only build on what someone else has said, not on their own ideas.

A variation to this method, which encourages students to listen more carefully to each other, involves requiring each person to begin by paraphrasing the comments of the previous student or by showing how his or her remarks relate to those of the previous student. For this variation, students will need less preparation time before the “circle” begins, but they may need more time between speakers.

Snowball groups/pyramids

This game involves progressive doubling: 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 a groups of four, depending on the topic, they can answer questions or areas of controversy, based on their previous discussions. Back in the large class group, one representative from each group reports the group's conclusions.

Jigsaw

This activity 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 expertise 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, thereby creating a completed "puzzle" of knowledge about the main topic (see Silberman, 1996). 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. This method can be

expanded by having students develop expertise about their subtopics first through independent research outside of class. Then, when they meet with those who have the same subtopic, they can clarify and expand on their expertise before moving to a new group.

Fishbowl

This activity 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. At the final they can share their experiences.

Group Work Benefits for Students:

Your students talk: what is more important in the process of language learning than speaking? Not much. Putting students in groups gets them speaking up and practicing the language that they are trying to learn. Speaking is an important skill, and producing out loud language can be intimidating for nonnative speakers at any point in their journey. You can minimize the intimidation by including group work from the very start of your classes. When your students start speaking in their first ESL classes, it becomes a natural part of who they are and how they learn, and it fails to be an intimidating.

Your students help each other: when group work happens, whether it is in the work place or the classroom, collaboration is part of the process. Your ESL students are no exception. When they work in groups you will see that students

help each other learn. Students can answer language specific questions or clarify confusing points of English in ways that ESL students can understand and you may not be able to explain. When they help each other, it benefits both of the students involved. The student with the question will have it answered, and the student with the answer will remember it better because they have taught it to another.

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

Your Students Encourage Each Other: encouragement between language learners can happen in many ways. One way encouragement comes is when lower level students see the accomplishments of higher level students. I have found this to be true particularly in mixed level classes. When a first year student from Korea sees a Korean who is nearly fluent in English, he feels good about it. When students share their experiences as well, one student's story becomes a blueprint for success for the other!

Your Students Grow Closer to Each Other: by working together, your students will also develop relationships with each other. They will share personal opinions and life goals. They will talk about what they have experienced and what they want most out of life all in the name of learning a language. When they do, they

become friends. These relationships are important for international students. For students who travel overseas to study English, having a network of friends is extremely important. Daily cultural struggles can become overwhelming, and individuals submerged in a second language need support. Most often, your students do not have family nearby, so their classmates become their family and offer support and encouragement on a daily basis.

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

Your Students Develop Cultural Sensitivity: if you teach a class of international students, you will see just how much culture affects a person's beliefs, values and expectations. Some students have never known a person from another culture, and your class will be an opportunity to know people from all over the world. That means encountering individuals with different values, expectations and beliefs. When your students can accept and appreciate their classmates, they will be on their way to doing the same for people all over the world.

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 improving the speech acts performance through the application of cooperative learning strategies such as group work. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different cooperative learning strategies to improve the basic writing skills in the English Foreign Language amongst tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year.

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

Methods, techniques and instruments

Methods

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

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

The statistic method through which the researcher will collect and analyze all the answers which will be represented in graphics to indicate the percentages and results gotten from the questionnaires, 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 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 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 and will come from questionnaires and observations sheets.

Tests 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 posttest result.

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning, it will be given to measure the performance of speech acts that students have; and, at the end to measure the performance of the speech acts achieved by the students after the intervention plan designed in this research project. The activities applied with the cooperative learning strategies will help the researcher to make a pretest-posttest comparison of the cognitive dimension of the performance of speech acts of the participants (tenth year A students at Escuela de Educación Básica Miguel Riofrío) being treated.

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward the group work 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 no participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be done during the English classes in the tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session. There will be two types of observation as detailed below.

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: 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 and all the relevant aspects of the dependent variable.

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 as a cooperative learning

strategy in order to improve the speech acts among the tenth year students at Escuela de Educación Básica Miguel Riofrío afternoon session, during the 2016-2017 school year. The instrument of this participant observation is the field note sheet

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

Population

The target population of this research work is constituted by students of tenth year of Basic Education at Escuela de Educación Básica Miguel Riofrío afternoon section, during the 2016-2107 school year, who are a total of 39 students; it is a small population, it was no necessary to take a sample of it. Besides there are two teachers who work teaching English language in the High school, thus it will be essential to work with all of them.

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

Connection

In the connection phase, teacher will act as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students, will be connected from what they already know to the new. As students, will share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning.

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

Affirmation

The last phase of the lesson plans will be the affirmation one. In this phase, the students will be recognized their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom.

The teacher affirms the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom (Herrera, Holmes, & Kavimandan, 2012).

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

Period

This intervention plan will be carried out into effect through out the months of November to January during the 2016-2017 Academic Period.

INTERVENTION PLAN

Week 1

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?
TOPIC	A changing world.
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to talk about free time activities and places in the past tense and use request.
KEY VOCABULARY	Rid , fish, hike, swim, camp, relax, exercise, bike, beach, yacht, lake, nature, tent, forest, trail, waterfall, tour, park, camping, site, swimming pool, gym, sleep, take, pictures, trip, activities.
INTRUCTIONALS	<p>Activation:</p> <p>Warm up - Guess the picture</p> <ol style="list-style-type: none"> 1. One person comes to the front and starts to draw a picture. 2. The students must try to guess what the picture is before the person has finished drawing it. 3. The person who guesses correctly comes to the front to draw another picture. <ul style="list-style-type: none"> • Teacher explains what is requesting trough examples by using the board. • Teacher shows flash cards about famous vacation destination. • Teacher shows students words that describe these

FOCUS		<p>places.</p> <p>Connection</p> <ul style="list-style-type: none"> • Teacher tells students to look at the pictures and read the information below each one of them. Then draw their attention to the words that are illustrated with pictures in the book. • Students have to mime the action. • Teacher explains the uses of there were/ there was by using the board and then ask them to apply it in the exercises of the book. • Students listen and match each person with the picture described in the book. • Complete the phone call about Peter’s family vacations. • Students have to use request in order to talk about vacations <p>Affirmation:</p> <ul style="list-style-type: none"> • Get into groups and think of a vacation experience that the students remember. • Then each student writes a story using the new vocabulary and request. • Finally students have to present the story to the class.
CLASSROOM SOURCES		<p>Student’s book</p> <p>Student’s notebook</p> <p>Board</p> <p>Markers</p> <p>Worksheet</p> <p>Flashcards</p>
DATA COLLECTION SOURCES		<p>Data source: 1: Pretest-pre-questionnaire.</p> <p>Data source: 2: Field notes.</p>
SUPPORT		<p>Coaching and guidance from your thesis advisor.</p>
TIME	TIME	<p>From November 07th to November 11th, 2016</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

<p>RESEARCH PROBLEM</p>	<p>How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?</p>
<p>TOPIC</p>	<p>Creative ideas in History.</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able to share personal narrative about vacations in pairs using sequence connector, time conjunctions and request.</p>
<p>KEY VOCABULARY</p>	<p>Climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics.</p>
<p>INSTRUCTIONALS FOCUS</p>	<p>Activation:</p> <p>Warm up - Simon says</p> <p>The teacher makes two groups and chooses two students. Then teacher says: Simon says bring me a book the students follow the instruction, and if the teacher says “do that” the students who do it will be out of the game.</p> <ul style="list-style-type: none"> • Teacher writes in the board and tells students examples and uses of request. • Teacher brings pictures of verbs that are used to describe accidents. • Teacher explains about sequence connectors by using the board. • Teacher presents the use of when and while by using a chart. <p>Connection</p> <ul style="list-style-type: none"> • Label the pictures. Use the word bank. Then listen to the Antonio’s narration and number the events chronologically in the book. • Listen and match the sentence with the sequence

	<p>connector use in the audio.</p> <ul style="list-style-type: none"> • Students pay attention to the sequence connectors to determine the order of events in the book. • Summarize Antonio's narration using sequence connectors in the book. • Students complete Antonio's account of his history using while or when in the book. <p>Affirmation:</p> <ul style="list-style-type: none"> • Work in pairs and share personal narrative using sequence connector, time conjunctions and request. • Students present the conversation to the classmates orally. 	
CLASSROOM SOURCES	<p>Student's book Students' notebook Board Chart Markers Mp3 player Cd Flashcards</p>	
DATA COLLECTION SOURCES	<p>Data source 1: Quiz about sequence connector, time conjunctions and request. Data source 2: Field notes.</p>	
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>	
DATE	TIME	<p>From November 14th to November 18th, 2016</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 3

<p>RESEARCH PROBLEM</p>	<p>How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?</p>
<p>TOPIC</p>	<p>Inventios all around.</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able to talk about past adventure events working in pairs by using formal and informal greetings.</p>
<p>KEY VOCABULARY</p>	<p>Town , barbed-wire fence, waterfall, look for, walk, watch, rang, missing, tired, trail, region adventurous, search shortcut, scared</p>
<p>INTRUCTIONALS FOCUS</p>	<p>Activation:</p> <p>Warm up - Circle games</p> <ol style="list-style-type: none"> 1. Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle. 2. The person in the middle calls out one instruction .e.g., “Change if you are wearing a white shirt. 3. All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction. e.g., “Change if you live in Canada. 4. “All the people living in Canada now change places and the person left standing calls out another instruction. e.g., “Change if you are married.” 5. Keep playing for a few minutes.

	<ul style="list-style-type: none"> • Teacher writes in the board and tells students examples and uses of formal and informal greetings in our lives. • Teacher brings pictures of verbs and vocabulary that are used to describe adventure tales through flashcards. • Teacher explains about synonymous of words. <p>Connection</p> <ul style="list-style-type: none"> • Read the text and identify the meaning of the words in red. Use the word Bank. • Students answer the following questions about the sequence of events in the story. • Using words with similar meaning to demonstrate comprehension. • Summarizes a story using synonyms and greeting. <p>Affirmation:</p> <ul style="list-style-type: none"> • Work in group of four and share little adventure tales using synonymous and greetings. Some students can present the tales for whole class. 	
CLASSROOM SOURCES	Student´s book Students' notebook Board Chart Markers Flashcards Copies	
DATA COLLECTION SOURCES	Data source: 1: test- questionnaire. Data source: 2: Quiz about vocabulary related to adventure tales and the use of there is to express about greetings. Data source 3: Field notes.	
SUPPORT	Coaching and guidance from your thesis advisor.	
DATE	TIME	From November 21 st to November 25 th , 2016

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

Daytona Beach: Project CENTRAL.

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

Week 4

<p>RESEARCH PROBLEM</p>	<p>How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?</p>
<p>TOPIC</p>	<p>Accidental Inventions</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able: Students will be able use idioms talking about experience in a trip.</p>
<p>KEY VOCABULARY</p>	<ul style="list-style-type: none"> • To have itchy feet • To hit the road • To live out of a suitcase • To be a Sunday driver • To hit the pedal to the metal
<p>INSTRUCTIONALS</p>	<p>Activation:</p> <p>Warm up - Find the lie</p> <ol style="list-style-type: none"> 1. Give each student a small piece of paper. 2. Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie. 3. Tell the students to stand up and to hold their pieces of paper in front of them. 4. They should walk around the classroom, read the information about people and see if they can guess which statement is a lie. <ul style="list-style-type: none"> • Teacher explains the importance the use of idioms in daily conversations. • Teacher writes on the board examples of idioms

FOCUS		<p>and in front of their definitions and students infer the meaning.</p> <p>Connection</p> <ul style="list-style-type: none"> • Students talk about traveling mishaps. • Students look at the pictures and read the expressions in the word bank and write the number of the expression under the corresponding picture. • Read and fill in the gaps with idioms from the previous exercise. <p>Affirmation:</p> <ul style="list-style-type: none"> • Work in pairs and create a dialogue using idioms given in the lesson and after share with the class.
CLASSROOM SOURCES		<p>Student's book Students' notebook Board Markers</p>
DATA COLLECTION SOURCES		<p>Data source 1: Quiz about idioms about traveling mishaps Data source 2: Field notes.</p>
SUPPORT		<p>Coaching and guidance from your thesis advisor.</p>
DATE	TIME	<p>From November 28th to December 02nd, 2016</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 5

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?
TOPIC	Vacation Time
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to exchange information about hobbies, leisure activities and forms or entertainment by using commands.
KEY VOCABULARY	Plasticine, coin, jewelry, breakdance, candle, cap, clay, craft, plane and stamp.
INSTRUCTIONALS FOCUS	<p>Activation:</p> <p>Warm up – D. A. S.</p> <ol style="list-style-type: none"> 1. One person has to pass in front of the class, and select a paper of one box and another from the other box. In the first box, there will be hobbies; and in the second box there will be the letters D (Draw), A (Act), and S (Speak). 2. Then the student will have to draw, act or speak to the class the hobby that he/she selects, depending on what he letter of the "D-A-S" has. 3. The other students have to raise their hands and the person that guesses will have to pass to the front and do the same. <p>This activity only will be with five students.</p> <ul style="list-style-type: none"> • The teacher explains what commands are trough examples by using the board. • The teacher shows flash cards about hobbies, leisure activities and forms or entertainment. • The teacher shows students words that describe these things.

		<p>Connection</p> <ul style="list-style-type: none"> • The teacher explains to the students what they have to do. • Students have to complete the conversations with the words of the box. • Students have to look up new words in a dictionary to identify their meanings and learn their pronunciation, and then they have to complete each list with hobbies and verbs. • Students listen and complete the information of a radio talk. • Students have to read the conversation, then look for the meanings of the blank word and write them in the charts. • Students have to complete a list of Do's and Don'ts to attend concerts. • Students have to have a conversation using commands. <p>Affirmation:</p> <ul style="list-style-type: none"> • The researcher gives to the students a worksheet where they have to identify, underlining the commands.
CLASSROOM SOURCES		Student's book Students' notebook Board Markers Flashcards Worksheet
DATA COLLECTION SOURCES		Data source 1: Test Data source 2: Field notes.
SUPPORT		Coaching and guidance from your thesis advisor.
DATE	TIME	From December 05 th to December 09 nd , 2016

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

Daytona Beach: Project CENTRAL.

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

Week 6

<p>RESEARCH PROBLEM</p>	<p>How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?</p>
<p>TOPIC</p>	<p>Extreme vacations</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able to express advice and obligation about life situations, using commands.</p>
<p>KEY VOCABULARY</p>	<p>Friends, e-mail, social network, photography, cooking, hiking, videogames, reading.</p>
<p>INTRUCTIONALS FOCUS</p>	<p>Activation:</p> <p>Warm up - Jump in, Jump out</p> <ol style="list-style-type: none"> 1. The teacher has to say; say what I say, do what I say; or say the opposite what I say, but do what I say. Therefore, students have to follow the instruction. 2. If the teacher says: say what I say, do what I say; Jump in/ Jump out/ Jump to/ Jump right/ Jump left, students have to do and say the same. 3. But if the teacher says: say the opposite what I say, but do what I say; Jump in/Jump out/Jump to/Jump right/Jump left, students have to say the opposite of the researcher says, but do the same that he/ she does. <ul style="list-style-type: none"> • The teacher explains what commands are trough examples by using the board. • The teacher shows flash cards about advice and obligation about life situations, using commands. • The teacher shows students words that describe

	<p>these things.</p> <p>Connection</p> <ul style="list-style-type: none"> • Students have to label the pictures using the words in the box. • Students have to read and listen to the dialogue. Then complete the grammar chart below. • Students have to unscramble the words and complete the sentences. • Students have to match the situations with their corresponding comments. • Students have to fill in the gaps with the verb forms Have to, must to, or should. • Students have to talk about hobbies to their partner using command, in order to advise them to do one of those. <p>Affirmation:</p> <ul style="list-style-type: none"> • Work in groups of four and advice each one of them using commands, and hobbies. Then present to the whole class their advices. 	
CLASSROOM SOURCES	<p>Student's book</p> <p>Students' notebook</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p>	
DATA COLLECTION SOURCES	<p>Data source 1: Quiz about commands</p> <p>Data source 2: Field notes.</p>	
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>	
DATE	TIME	From December 12 th to December 16 nd , 2016

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

Daytona Beach: Project CENTRAL.

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

Week 7

<p>RESEARCH PROBLEM</p>	<p>How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?</p>
<p>TOPIC</p>	<p>Adventures tales</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able to determine main ideas, supporting details and/or examples in texts or paragraphs.</p>
<p>KEY VOCABULARY</p>	<p>Hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, punches, dedication, discipline, fighting techniques, attend, demand, kick, training, self-defense, wooden panels, bricks, resistance, skills, logical, challenging, piece together.</p>
<p>INTRUCTIONALS FOCUS</p>	<p>Activation:</p> <p>Warm up – Ball Pass</p> <ol style="list-style-type: none"> 1. The teacher has all students sit in a circle. 2. A ball is going to be used and thrown it to one student. The teacher is going to start saying one English word as the ball is passed. Students then throw to another student and say a different English word. 3. If a student who receives the ball drops it, he/she is out. 4. The game keeps going until you have one winner. It can be played with different categories. <p>Connection</p>

	<ul style="list-style-type: none"> • Teacher organizes groups of 4 members. • Teacher and students have to read and answer the questions of the first activity before read. • Students have to read the definitions of the second question and find in the text the bold words that correspond to each one of them. They must use a dictionary to confirm their answers. • Teacher makes students to read the text in page 42, activity 3. • Students have to identify supporting details or examples associated with the main ideas mentioned in the activity 4 and solve it. • Students have to read and look for some words that the author used to support his ideas and complete the chart of task 5. • Students have to read three people's profile in task six, select one and write a piece of advice for a hobby his or her. <p>Affirmation:</p> <ul style="list-style-type: none"> • At the end of all the activities, each group has to choose a leader which is going to use requests to ask for opinions of the other groups about the activities solved in the lesson 3. • Finally, the teacher corrects students' mistakes and guides them with the correct answers.
CLASSROOM SOURCES	Student's book Board Markers Dictionary
DATA COLLECTION SOURCES	Data source 1: Student's speaking about how to recognize a main idea and supporting details or examples in a text. Data source 2: Field notes.
SUPPORT	Coaching and guidance from your thesis advisor.
DATE	TIME
From December 19 th to December 23 rd , 2016	

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

Week 8

<p>RESEARCH PROBLEM</p>	<p>How does group work interaction develop speech acts among students of tenth year at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year?</p>
<p>TOPIC</p>	<p>Traveling mishaps</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able to use daily idioms related to hobbies, leisure and entertainment in oral exchanges, and give and oral presentation with the support of visual aids.</p>
<p>KEY VOCABULARY</p>	<ul style="list-style-type: none"> • To be in full swing • To be the life and soul of the party • To be / feel in one’s element • To blow away cobwebs • To make a big thing of something
	<p>Activation:</p> <p>Warm up – Books closed</p> <ol style="list-style-type: none"> 1. Talk to students about activities that people do, different from work or study. 2. The teacher asks them about places such as gyms or cinemas. 3. Students can talk about the most popular activities and the teacher may help them by saying that these activities make people feel alive. <ul style="list-style-type: none"> • Teacher encourages students to participate in the warm up. • Teacher explains the importance the use of idioms in daily conversations. • Teacher shows students pictures of idioms in

INSTRUCTIONALS FOCUS	<p>order to prepare their minds to learn the new idioms.</p> <p>Connection</p> <ul style="list-style-type: none"> • Students have to match the ads with the corresponding hobbies. • Students have to match the idioms with their definitions. • Students have to prepare a short conversation by using idioms. <p>Affirmation:</p> <ul style="list-style-type: none"> • Students will have to perform a short conversation by using the idioms learned in pairs. They can be guide with pictures of the task three. 	
CLASSROOM SOURCES	<p>Student´s book Students' notebook Board Markers Worksheet Flashcards</p>	
DATA COLLECTION SOURCES	<p>Data source 1: Posttest – Post questionnaire Data source 2: Quiz about main ideas and supporting details in a paragraph and in a reading, and about idioms learned in the unit. Data source 2: Field notes.</p>	
SUPORT	<p>Coaching and guidance from your thesis advisor.</p>	
DATE	TIME	<p>From January 02nd to January 06th, 2016</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.

ORGANIZATION AND MANAGEMENT OF THE RESEARCH RESOURCES

Human

- The researcher
- The 10th year of Basic Education afternoon session
- The teacher candidate
- The thesis advisor

Material

- Lesson plans
- Book
- Paper
- Flashcards
- Mp3 player

Technical

- Computer
- Projector
- Printer
- Internet

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$150.00
Print of reports	\$50.00
Print of the project	\$100.00
Print of the final report and thesis	\$75.00
Unexpected expenses	\$300.00
Total	\$675.00

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

i. BIBLIOGRAPHY

- Al-Hindawi, F., Al-Masu'di, H., & Fua'd Mirza, R. (2014). *Scientific Research*. Obtenido de http://file.scirp.org/pdf/OJML_2014021413564556.pdf
- Árnadóttir, K. H. (2014). *Cooperative learning in foreign*. Iceland.
- Austin, J. (1975). *How to do things with words*. Urmson J.O and Sbisá Marina.
- Aydin, M. (2013). *Cross cultural pragmatics: a study of apology speech acts by turkish speakers, american english speakers and advance nonnative speakers of english in turkey*. Mankato.
- Forsyth, D. (2006). *Group dynamics*. Thomson Wadsworth.
- Frey, N., Fisher, D., & Everlove, S. (2009). *Productive group work*. United States of America: ASCD.
- Gol, N. (2013). *A contrastive study of the speech act of refusal: iranian ESL learners and native english speaking americans*. Toledo.
- Gorse, C., & Sanderson, A. (s.f.). *Exploring group work dynamics*. Obtenido de http://www.leedsbeckett.ac.uk/teaching/vsite/resources/gorse_sanderson.pdf
- Harmer, J. (2004). *How to teach english*. New York.
- Herrera, S., Holmes, M., & Kavimandan, S. (2012). *Strategies that Make Culturally Responsive Pedagogy a Reality in Diverse Secondary Classrooms*. U.S.A: International Journal of Multicultural Education.
- Kainulainen, T. (2006). *A comparison of finnish third grade students of national senior secondary school and IB diploma*. University of Jyväskylä.
- Kavimandan, S., Herrera, S., & Holmes, M. (2011). *Crossing the Vocabulary Bridge*. New York and London: Teachers College Press.
- Lee, J. (2014). *Using group-work to optimize learning opportunities for grade 1 and 2 english language learners in the classroom*.
- Leo, J. (2007). *The student-centered classroom*. New York: Cambridge University Press.
- Memarian, P. (2012). *The use of request strategies in english by iranian graduate students: a case study*. Gazimağusa.
- Mezmaz, M. (2010). *Problems of idioms in translation*. People's Democratic Republic of Algeria.
- Mizne, C. A. (1997). *Teaching sociolinguistic competence in the ESL*. tennesy.
- Mustadi, A. (2012). *Communicative competence based language teaching*. Yogyakarta.

- Rodriguez, J., & Winnberg, H. (2013). *Teaching idiomatic expressions in language classroom*.
- Sárosdy, J., Farczádi, T., Poor, Z., & Vadnay, M. (2006). *Applied linguistics I*.
- Searle, J. (1969). *Speech acts*. Cambridge University Press.
- Soares, D. (2010). *Second Language pragmatic socialization in world of warcraft*. Davis.
- So-Sum, M., & Cook, W. (2012). *Study abroad and its effect on the pragmatic performance of english requests by hong kong english language students*.
- Uraiwan. (2010). *The use of task-based learning and group work incorporating to develop english speaking ability of mattayom suksa 4 students* . Srinakharinwirot University .
- Valqui, R. (2004). *Group work*.

Annex 1: Observation sheet



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

DATA COLLECTION SOURCE: OBSERVATION SHEET

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

Annex 2: Field notes



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

DATA COLLECTION SOURCE: FIELD NOTES

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

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



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

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code:

Date:

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

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

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

2. Mark the request. (2p)

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

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

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

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

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

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

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

CONVERSATION 1:

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

CONVERSATION 2:

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

.....
Students Signature

Test Scoring Guide

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

I am so sorry (0.50)

That is my fault (0.50)

Please excuse me (0.50)

Don't be mad at me please (0.50)

Mark the request. (2p)

Request (0.25)

Incorrect. It refers a concern (0.25)

Request (0.25)

Incorrect. It refers an apologizing (0.25)

Request (0.25)

Incorrect. It refers an empathy (0.25)

Request (0.25)

Incorrect. It expresses gratitude (0.25)

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

Leave her alone! (0, 4)

Give it back to me! (0, 4)

Come back! (0, 4)

Don't worry! (0, 4)

Call me later! (0, 4)

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

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

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

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

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

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

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

Conversation 1

Hello (0. 25)

Hello (0. 25)

Bye (0. 25)

Bye (0. 25)

Conversation 2

Good morning (0. 25)

Good morning (0. 25)

See you tomorrow (0. 25)

Good bye (0. 25)

Annex 4. Pre and Post Questionnaire



UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

1. How often do you work in groups?

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

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

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

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

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

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

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

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

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

THANK YOU FOR YOUR COLABORATION

Annex 5: Research matrix

Theme: the development of the speech acts through group work interaction among tenth-year students at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016 – 2017 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General How does the group work interaction improve the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016-2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> ▪ What theoretical and methodological references about the group work interaction are adequate for improving the speech acts among tenth year students at Escuela 	<p>General</p> <ul style="list-style-type: none"> ▪ To improve the speech acts through group work interaction among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year. <p>Specific</p> <ul style="list-style-type: none"> ▪ To research the theoretical and methodological references about the group work interaction and its application on improving of the speech acts among tenth year students at Escuela de Educación 	<p>Dependent variable</p> <ul style="list-style-type: none"> ▪ Meaning of speech acts. ▪ Kinds of speech acts (apology, request, commands, idioms and greetings) <p>Independent variable Cooperative learning and student's interaction. Benefits of working in groups. Activities to promote group work in the classroom.</p>	<p>Preliminary investigation</p> <ul style="list-style-type: none"> ▪ Observing the English classes ▪ Stating the background of the problem ▪ Describing current situation ▪ Locating and reviewing the literature ▪ Creating a methodological framework for the research ▪ Designing an intervention plan <p>Intervention and</p>	<ul style="list-style-type: none"> ▪ Observation sheet ▪ Pre and Posttest ▪ Pre and Post Questionnaire ▪ Field Notes

<p>de Educación Básica Miguel Riofrío during the 2016-2017 school year?</p> <ul style="list-style-type: none"> ▪ What are the issues that limit the improvement of the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year? ▪ What are the phases of intervention plan that help the current issues to achieve a satisfactory outcome on improving the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year? ▪ Which group work interaction activities are implemented to 	<p>Básica Miguel Riofrío during the 2016-2017 school year.</p> <ul style="list-style-type: none"> ▪ To diagnose the issues that limit the improvement of the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year. ▪ To design an intervention plan based on the group work interaction in order to improve the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year. ▪ To apply the most suitable activities of the group work interaction in order to improve the speech acts among 		<p>observation</p> <ul style="list-style-type: none"> ▪ Administering test and questionnaires ▪ Observing and monitoring students' performance according to the intervention plan ▪ Presentation of research findings ▪ Reflecting, analyzing and answering the proposed inquires ▪ Organizing the final report. 	
---	--	--	--	--

<p>improve the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year?</p> <ul style="list-style-type: none"> ▪ How effective was the application of group work interaction to improve speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year? 	<p>tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year.</p> <ul style="list-style-type: none"> ▪ To validate the results obtained after the application of group work interaction to improve the speech acts among tenth year students at Escuela de Educación Básica Miguel Riofrío during the 2016-2017 school year. 			
---	--	--	--	--

Theme: The improvement of speech acts through group work interaction among tenth year students at Escuela de Educación Básica Miguel Riofrío of the city of Loja during the 2016-2017 school year.

Annex 6: Grading Scales

The speech acts

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

Group work as a cooperative learning strategy

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

INDEX

COVER PAGE.....	i
CERTIFICATION	ii
AUTORÍA.....	iii
CARTA DE AUTORIZACIÓN.....	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO	vii
MAPA GEAGRÁFICO Y CROQUIS	viii
THESIS OUTLINE.....	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT.....	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
Speech Acts	7
Classification of speech acts.....	8
Apologies.....	9
Greetings.....	10
Commands.....	11
Requests.....	14
Group Work as a Learning Tool.....	15
Positive Interdependence	16
Face-to-Face Interaction	17
Motivation	18
e. MATERIALS AND METHODS	20
f. RESULTS	24
g. DISCUSSION	40
h. CONCLUSIONS.....	43
i. RECOMMENDATIONS	45
j. BIBLIOGRAPHY	46
k. ANNEXES	48
a. THEME.....	49
b. PROBLEM STATEMENT.....	50
c. JUSTIFICATION	54

d. OBJECTIVES	56
e. THEORETICAL FRAMEWORK	58
f. METHODOLOGY	94
g. TIMELINE.....	118
h. BUDGET AND FINANCING.....	119
i. BIBLIOGRAPHY	120
INDEX.....	143