



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH YEAR "A" AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016 - 2017 SCHOOL YEAR.

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

AUTHOR

ANGHY MISHHELL MERINO CUEVA

THESIS ADVISOR

DRA. CARMEN AURORA OJEDA PARDO, MG.SC.

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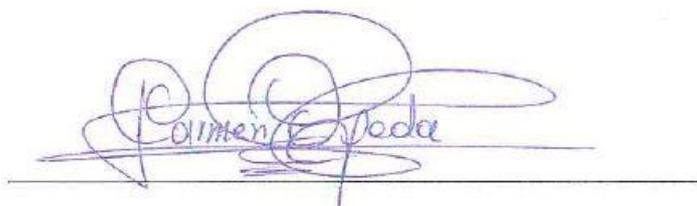
CERTIFICATION

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

C E R T I F I E S:

The present research work entitled **THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH YEAR “A” AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016 - 2017 SCHOOL YEAR** under the responsibility of the undergraduate student: ANGHY MISHELL MERINO CUEVA has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, 25 de septiembre, 2017



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

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Autora: Anghy Mishell Merino Cueva

Firma: 

Cédula: 1106080011

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Firma:


Autora: Anghy Mishell Merino Cueva

Cédula: 1106080011

Dirección: Loja, Cdla. Yahuarcoma, calles: Av. Romerillos y Gobernación de Mainas

Correo electrónico: mishu_1995@hotmail.com

Teléfono: 2102365

Celular: 0985078904

DATOS COMPLEMENTARIOS

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

Tribunal de grado:

Presidenta: Lcda. Gloria María Andrade Carrera, Mg. Sc.

Primer Vocal: Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc.

Segundo Vocal: Lcda. Yannina Belén Quizhpe Espinoza, Mg. Sc.

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THE AUTHOR

DEDICATION

This research work is fully dedicated to God, who is the fundamental pillar in my life and source of wisdom to achieve my purposes and carry them out successfully. To my parents, specially to my mother; who has always been with me in bad and good moments of my life supporting my decisions, and making myself see the real value of life and education; for her patience and love, that encouraged me to continue my studies and never give them up.

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CROQUIS DE LA INVESTIGACIÓN COLEGIO DE BACHILLERATO “PÍO JARAMILLO ALVARADO”



THESIS OUTLINE

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a. TITLE

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK
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DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON
SESSION OF THE CITY OF LOJA DURING THE 2016 - 2017 SCHOOL
YEAR.

b. RESUMEN

El objetivo de la investigación fue el desarrollo de los actos del habla a través de la interacción de trabajo en grupo entre los estudiantes de décimo año paralelo “A” en el Colegio de Bachillerato Pio Jaramillo Alvarado, sección vespertina de la ciudad de Loja durante el año escolar 2016 -2017. Los métodos empleados fueron el método científico, descriptivo, analítico-sintético y estadístico, los cuales ayudaron a realizar la interpretación y el análisis de los resultados de la investigación. Los instrumentos utilizados para recoger los datos fueron hojas de observación, pruebas y cuestionarios aplicados a 25 estudiantes de décimo año. Los resultados obtenidos mostraron que los alumnos alcanzaron un nivel excelente en los actos del habla, así como un nivel esperado en la interacción de trabajo en grupo. En conclusión, este trabajo de investigación fue seleccionado para resolver las limitaciones de los estudiantes, detectadas en el uso de los cinco indicadores de los actos del habla, motivándolos a hablar a través de la interacción de trabajo en grupo.

ABSTRACT

The aim of the research was the development of speech acts through group work interaction among students of the tenth year "A" at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 -2017 school year. The methods applied were the scientific, descriptive, analytic-synthetic and statistical method, which helped to make the interpretation and the analysis of the results of the research. The instruments used to collect the information were observation sheets, tests and questionnaires applied to 25 students of tenth year. The results obtained showed that students got an excellent level in speech acts, as well as an expected level in group work interaction. In conclusion, this research work was selected to solve the detected students' limitations in the use of the five indicators of speech acts, motivating them to speak through group work interaction.

c. INTRODUCTION

Currently, speech acts are very essential for the successful comprehension of a language. However, most students have many problems in understanding them and this makes learners feel unmotivated to study English. One of the problems that limit the use of speech acts are that learners do not know them, so that they are not able to comprehend the meaning of them, and as a result they have difficulty in communicating in English.

At "Colegio de Bachillerato Pío Jaramillo Alvarado", most of students of tenth-year "A" of basic education faced difficulties in the five aspects of speech acts which are apologies, requests, commands, idioms and greetings. Due to the fact that they could not recognize expressions related to apologies that people use to express regrets, neither how they are formed, they did not know how they have to ask for something politely or formal way. They could not identify or differentiate an authoritative order given for someone else, they could not associate the meaning of a group of words, which have a particular meaning but which is not deducible in an easy form, and they did not establish the difference between a polite word or sign of welcome, and how and with whom they should use certain ones. These problems were being faced by students, and motivated the researcher to carry out the study about how group work interaction develops speech acts. Group work interaction was used to help students in recognizing what apologies, requests, commands, idioms, and greetings are.

This research work was chosen in order to solve the detected students' limitations in the use of apologies, requests, commands, idioms and greetings, motivating them to participate in class, giving them confidence, and freeing them to speak through group work interaction in the development of speech acts. Group work interaction provides students to use the language within a real life frame, namely so that they can be in contact with the language through activities that can help them to develop their knowledge about speech acts. Students share with their classmates all that they know in order to self- educate, and also learn consciously and unconsciously a little more about speech acts. Through group work interaction learners can speak, express, dialogue, and acquire more knowledge about the topics covered in class. Furthermore, group work interaction encourages students to participate actively and cooperatively in class.

The specific objectives established to carry out this research were: to research the theoretical and methodological references about group work interaction and its application to speech acts, to diagnose the issues that limit the development of speech acts, to design an intervention plan based on group work interaction in order to develop speech acts, to apply the most suitable strategies of group work interaction in order to develop speech acts and to validate the results obtained after the application of group work interaction to develop speech acts among students of tenth year "A" at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session.

The methods used were: the analytic/ synthetic method that helped to analyze all the information found through of the observation checklist, questionnaires and the pre- and post-test, and then to make the interpretation and logical analysis of the data to draw the conclusions. The statistic method contributed to collect and analyze all the information gathered from the answers from the questionnaires, which was represented in graphs to indicate the percentages and the pre- and post-tests were applied to students, in order to do a quantitative and qualitative analysis according to the theoretical reference and draw the respective conclusions. The scientific method facilitated the study of speech acts and group work interaction, and how speech acts develop in the English language. The descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

The present work contains different sections. At the beginning, there is the Abstract, it contains the general objective of the research work, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. Then comes the Introduction, which contains the contextualization of the problem, the central problems and sub problems, the reasons why the theme was chosen, specific objectives of the research, the methodology used and finally the content of the thesis. After that, there is the Literature Review, containing detailed information about the two variables: speech acts and group work interaction. Next, the Materials and Methods, which contain the design of the research, also the different techniques and instruments

that were used and the population who participated in this research. Afterwards, there are the Results that include tables, figures, interpretations and logical analyses. Next, there is the Discussion, which includes a general analysis about results obtained. Finally, there are the Conclusions and Recommendations about the research work, which demonstrate the main achievements and give some suggestions for future works.

d. LITERATURE REVIEW

SPEECH ACTS

The theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc (Searle, Kiefer, & Bierwisch, 1980).

Speech acts are an important point which is well defined in different forms for different authors such as Saussure (1959), who defined it as a system of signs that express ideas in what came to be known as semiology.

Thus, language is not only used to represent concepts in isolation, but also to express different actions that speakers perform or require them to be performed by others (Austin, 1975). John Austin (1975) and John Searle (1969) are the forerunners of speech act theory, which according to them, encompasses the way people apologize, promise, request, and perform other linguistic acts.

The concept of speech acts was 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, “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” (DEMETER, 2000).

According to (CARLA, 2018) a speech act is an utterance that serves a function in communication. People perform speech acts when they offer an apology, greeting, request, complaint, invitation, compliment or refusal. A speech act might contain just one word, as in “Sorry!” to perform an apology, or several words or sentences: “I’m sorry I missed the bus.” Speech acts include real-life interactions and require not only knowledge of the language, but also appropriate use of that language within a given culture.

According to the speech act theory, speakers perform illocutionary acts by producing utterances (Wen , Chiang, & Jian Li, 2015 based on Searle, 1969). An illocutionary act is a particular language function performed by an utterance. That is, through their utterances, speakers convey communicative intentions, such as requests, apologies, promises, advice, compliments, offers, refusals, complaints and thanking. The study of speech acts provides a useful means of relating linguistic form and communicative intent. An utterance is treated as the realization of a speaker’s intention and goal in a particular context (Wen , Chiang, & Jian Li, 2015).

Speech Act Theory can help us analyze utterances, it can also help us examine utterances from the perspective of their function, rather than their form (Spencer, Speech Act Theory, Introduction to Semantics, 2014). Speech acts are characteristically performed in the utterance of sounds or the making of marks. As we can see, speech acts are ways that people can communicate with or without verbal forms. Inside speech acts, we have apologies, requests, commands, idioms and greetings.

Apologies

Firstly, apologies are universal in the general human need to express regret over offensive acts and they have accompanied human communication from the oldest times up to the present, with the potential number of addressees ranging from one to innumerable (Válková, 2013).

An apology is a statement that has two key elements; the first one is show remorse over actions and the second one is acknowledging the hurt that actions have caused to someone else. People need to learn how to apologize since, no one is perfect, everybody makes mistakes, and every person has the capacity to hurt someone through behaviors and actions, whether these are intentional or not (Scher & Darley, 1997).

There are many forms of apologizing, for example, people can use them to express these feelings:

- Sorry
- Please excuse me.
- I am so sorry
- I'm so / very / extremely / terribly sorry.
- It's all my fault/ That is my fault.
- Don't be mad at me please.
- I hope you can forgive me / please forgive me.
- I apologies for... / I'd like to apologies for...

Requests

One of the speech acts that attract many people in the pragmatic studies is the act of requesting. Requests are a type of speech act which has been the focus of discussion for quite a long time in the study of Pragmatics (Wen , Chiang, & Jian Li, 2015 based on Fukushima, 2003). In fact, the speech act of requests is important in interpersonal and intercultural communication. A request is defined as a polite demand made by a requester asking a favor of the other person (Wen , Chiang, & Jian Li, 2015 as cited in Nelson et al, 2002).

People produce requests for various reasons in everyday interactions, either to obtain information or a certain action, to seek support, or to acquire assistance from others. According to Wen , Chiang, & Jian Li (2015), based on Brown and Levinson (1987), requests are intrinsically face-threatening because they are intended to threaten the addressee's negative face (i.e., freedom of action and freedom from imposition). Hence, there is a need to put politeness strategies into action in order to minimize the threat and to avoid the risk of losing face. To accomplish the speech act of requests so as to maintain or establish a harmonious relationship with the hearer, there is a preference for indirectness on the part of the speaker issuing the request to smooth the conversational interaction (Wen , Chiang, & Jian Li, 2015).

A request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances which it is not obvious that he/she will perform the action in the normal course of events (Brasdefer, 2007 based on Searle 1969).

Research conducted on both native-speakers and learners' use of this particular speech act has mostly focused on examining their use of those pragmalinguistic formulae employed to express the request act itself (e.g. Can you ...? Would you ...? I need ..., You must ...), without paying special attention to the modification devices that accompany it (Flor Martinez & Vilar Beltrán, based on Rose 1999, Cook and Liddicoat 2002).

There are many different ways of making polite requests in English. If you don't want to sound rude when you speak, you need to know how to make a request in a polite way. Requests in English are usually made in the form of questions (Tristan, 2013). For example:

- Could you please give me the tickets?
- I wonder whether you could give me information about the tour guide.
- I would like to enquire about round-trip flight from Oporto to Lisbon.
- Can you help me with information about the tourist packages?

Commands

There are a number of ways of making commands sound politer. We can add please at the end of what we say, or we can use a question form to make a command sound more like a request, or we can use I'd like you to + infinitive or I'd be grateful if you'd + infinitive without to (Cambridge Dictionary, 2016).

Moreover, people can use different kind of commands according to the situation, because people cannot use the same command with everybody. There

are people who need to be treated in a different way, but always with respect for each one (Sakakibara, 2016).

For example:

- Leave her alone!
- Give it back to me!
- Come back!
- Don't worry!
- Call me later!

Idioms

An idiom is an expression where the meaning is different from the meaning of the individual words (Wyatt, 2006). An idiom is a combination of words that has a meaning that is different from the meanings of the individual words themselves. It can have a literal meaning in one situation and a different idiomatic meaning in another situation. It is a phrase that does not always follow the normal rules of meaning and grammar. For instance, "To sit on the fence" can literally mean that one is sitting on a fence "I sat on the fence and watched the game", but the idiomatic meaning is "not to take sides in a dispute; not to make a clear choice between two possibilities" (Roberto de Caro, 2009).

Many idioms are similar to expressions in other languages and can be easy for a learner to understand. Other idioms come from ancient phrases which have changed over time. For example, "To hold one's horses" means to stop and wait patiently for someone or something. It comes from a time when people rode

horses and would have to hold their horses while waiting for someone or something. "Hold your horses," I said when my friend started to leave the store (Roberto de Caro, 2009 as cited in Niergarth, 2007). Idioms are a cluster of words or phrases that have a meaning of their own peculiar to that language (Roberto de Caro, 2009 based on Gillett, 2004).

Idioms are a type of formulaic language. Formulaic language consists of fixed expressions which you learn and understand as units rather than as individual words (O'Dell & McCarthy, s.f.). Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word (O'Dell & McCarthy, s.f.). Here are some examples of them:

- 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.

Greetings

Greetings are one of the few speech acts that children are taught explicitly in their native language (Zeff, 2016 based on Kakiuchi 2005). Yet, the communicative function that greetings serve is usually understood as subordinate to other purposes in the ultimate goal of communication (Zeff, 2016 as cited in DuFon 1999). In the language classroom, this subordinate position often means that teaching greetings is neglected; too little attention is paid to the roles that

greetings play in various cultures and how these roles may affect the ultimate goal of communication (Zeff, 2016).

When most people think of a greeting, they consider it as the first words spoken in a turn-taking routine used to acknowledge the presence of another person or people (Zeff, 2016 based on Goffman 1971). A greeting can be as simple as a nod of the head or a wave of the hand. It also can be a statement that forms an adjacency pair, in that there is an initiation of contact followed by a response, both of which can be either verbal or nonverbal and may conclude with a warm embrace (Zeff, 2016 based on Omar 1991). Greetings appear to be a universal construct in that all languages engage in them in some form (Zeff, 2016).

According to Zeff (2016), based on Ellis (1994), the form a greeting takes, as with all speech acts, depends mostly on the context of the encounter. Although greetings may seem simple and formulaic in their wording, they are culturally saturated speech acts that can determine the course of an encounter well past the initial exchange (Zeff, 2016 as cited in DuFon 1999). The content and delivery of a greeting influences a first impression and can also create a lasting one (Zeff, 2016). Even though providing more than one or two greeting options may seem like a lot of work, most students will encounter only a few contexts and will not need an unlimited greetings vocabulary (Zeff, 2016).

There are some examples about formal and informal greetings and farewells.

Formal Greetings:

- Good Morning
- Good Afternoon
- Good Night

Informal Greetings:

- Hello
- Hi

Farewells:

- Good bye
- Bye
- See you tomorrow

GROUP WORK INTERACTION

Group work interaction refers to the dynamics of the team and the way individuals in the group interact with one another (SKYbrary, 2016). Group interaction means students have opportunities to collaborate with each other on a challenging task in pairs or groups. According to VanTassel-Baska, J., & Brown, E. F. (2007), groups should be organized based on students' documented level of learning within the subject area.

According to Vygotsky (1978), interaction with others who think differently or in more sophisticated ways is a key feature of a developmentally powerful learning activity. It enables students to broaden their repertoire of skills through

the gradual internalization of mental operations learned from peers and others with greater expertise and experience.

Groups are a fundamental part of social life. Groups can be very small – just two people or very large; but working in groups is not always a good option because there are many people that hate group work and this problem is called “grouphate”. Grouphate as Sorenson (1981), cited in Burke (2011) says is the dread and repulsion that many people feel about working in groups or teams.

Beebe and Masterson (2003) as cited in Burke (2011), say that there are advantages and disadvantages to working in a group.

Advantages

- Groups have more information than a single individual does.
- To work in groups help them to develop personal relationships with people as a result of work activity (University of Denver).
- Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”
- People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).
- Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed

to the solution and are better satisfied with their participation in the group than those who were not involved (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).

- Students gain a better understanding of themselves (Graduate Outlook Survey, 2010 as cited in Burke, 2011).

Disadvantages

- There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).
- An individual may dominate the discussion (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).
- Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011 as cited in Burke, 2011).
- It takes more time to work in a group than working alone. It takes longer to accomplish tasks when working with others. However, the time spent captivating and analyzing problems usually results in better solutions (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).

How to treat others with Respect

Treating people with respect makes your world a nicer place to live in, whether it's at home, at school, or out in your community. And it's easy - all you have to do is treat people the way you like to have them treat you. Here are a few ideas (Pritchard, 2017).

- Don't insult people or make fun of them.
- Listen to others when they speak.
- Value other people's opinions.
- Be considerate of people's likes and dislikes.
- Don't mock or tease people.
- Don't talk about people behind their backs.
- Be sensitive to other people's feelings.
- Don't pressure someone to do something he or she doesn't want to do.

We live in a diverse nation made up of many different cultures, languages, races, and backgrounds. That kind of variety can make all our lives a lot more fun and interesting, but only if we get along with each other. And to do that we have to respect each other. In addition to the list above, here are some ways we can respect people who are different from us (Pritchard, 2017).

- Try to learn something from the other person.
- Never stereotype people.
- Show interest and appreciation for other people's cultures and backgrounds.
- Don't go along with prejudices and racist attitudes.

Guidelines for Effective Group Work

Guidelines for groups:

Have respect for each other.

- Respect each other's ideas
- Respect the other group members
- Don't interrupt each other
- Everyone's opinion should count
- Be honest with each other

All group members should do an equal amount of work.

- Everyone should share the responsibility of the tasks.
- Don't take over and don't let others take over
- Be open to compromise.

Be willing to cooperate with others on their ideas

- Keep an open mind
- Vote on disagreements

Effective communication.

- Make sure everyone is able to be vocal about their ideas and problems.
- Give ideas no matter how "off" you may think they are.
- Listen effectively
- Don't be critical

Time management.

- Attend and arrive on time to all group meetings
- Be flexible about meeting times

- Keep on task (limit talk about non-related events)

Be happy in the group you are in (Kramarchyk, 2003).

Components of Effective Group Work Interaction

Positive interdependence

According to EFF (2010), group work is more useful when the participants realize that working with each other is essential in order to complete the task. In other words, they “sink or swim together” (Effective Use Of Group Work, 2010). There are various methods of including this in a group, like when students are asked to meet an important role within the group. They are individually accountable and have face-to-face interaction.

Individual accountability

Effective use of group work EFF (2010), argues that each member of a group is responsible for accomplishing all of the objectives related with a task. Students are made aware in advance of a group activity that their learning will be individually assessed or evaluated. This can be accomplished through the use of random oral questioning or quizzes and formal exams (EFF, 2010). If we only evaluated the group work in general, we can only explain a little part of the student’s grade.

Face-to-face interaction

Students in a learning group promote each other’s productivity and learning through the use of sharing, help and encouragement. Student interaction is stimulated by appropriate seating arrangements and through the use of shared

resources such as information handouts, worksheets, tools and equipment, etc (EFF, 2010).

Benefits of group work interaction

- Students are encouraged to become active rather than passive learners by developing collaborative and cooperative skills, as well as lifelong learning skills.
- It encourages the development of critical thinking skills.
- It requires the establishment of an environment of support, trust and cooperation, where learning can be nurtured.
- Students have the opportunity to learn from and to teach each other.
- It facilitates a greater transfer of previous knowledge and learning.
- Students are involved in their own learning.
- It enhances social skills and interactions.
- Learning outcomes are improved.
- Interaction and cooperation on a micro scale is facilitated, thus decreasing a sense of isolation felt by some.
- Students get the chance to work on projects larger in scope or complexity than individual tasks.
- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and participating in unique ways may provide a new perspective.

- It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures and approaches, and who are different places.
- Students develop and practice skills in: decision making, problem solving, clarifying values, communication, critical thinking, negotiation, conflict resolution and teamwork.

Values in group work interaction

- The right of people to contribute actively to their own destinies.
- Respect for what people can do on their behalf and on behalf of others.
- Shared authority over process in which one is immersed.
- Respect for/appreciation of difference (The project for Team Conferencing and Social Group Work, 2014).

Role of the teacher in group work

The teacher also needs to monitor the group process in order to know how they are working. One method to help groups succeed is to ask each group to devise a plan of action (Davis, 1993). The plan of action according to Davis (1993) is how to involve assigning roles and responsibilities among the group members. Each member should have a role, such as the note taker or the group representative. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan.

Time to work in groups

There is no right time or place to start working in groups, but according to Burke (2011), the best place to start group work is at the beginning of the class.

When developing a course program, the teacher determines what topics they are going to cover with students and after that, the instructors lend themselves to group work. It is in that moment that the instructor has to think about how learners will form their groups, help negotiate the group process, and decide how to evaluate the final product.

Johnson, Johnson and Smith (1991), as cited in Burke (2011) suggest that group tasks should be integral to the course objectives. This means that the group work should comply with the learning objectives defined in the syllabus. If one of the learning objectives is to promote critical thinking skills or writing enhancement, then the group work should support these areas (Burke, *Group Work: How to Use Groups Effectively*, 2011).

Forming

There are many forms or ways to form a group in order so that students work productively, but always the teacher has to be conscious of what type of group is going to form because it can help him to manage the class and also have a better understanding of what the class is about. Students can help each other in order to gain better knowledge of the class. There are two forms to consider with groups: they are group size and assigning a group.

Group Size: The dynamics of group size is an important component of group work. A small group is often considered to consist of three or more people (Beebe & Masterson, 2003 as cited in Burke, 2011). Groups of two are called dyads and are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas (Csernica et al., 2002 as

cited in Burke, 2011). In general, it is suggested that groups of four or five members tend to work best (Davis, 1993 as cited in Burke, 2011). However, Csernica et al. 2002 as cited in Burke 2011 suggests that three or four members are more appropriate.

A bigger group reduces each member's opportunity to participate and also gives the bad chance of some student's act like a static person, I mean; they don't participate actively in the group. In situations where there is a shorter amount of time to complete a group task, it is better to work in small groups, in order to have a better result and works. The shorter amount of time available, the smaller the group should be (Cooper, 1990; Johnson, Johnson & Smith, 1991 as cited in Burke, 2011). Group work can be especially beneficial for large classes. Wright and Lawson 2005 as cited in Burke 2011 found that group work helped students feel that the class was smaller and encouraged them to come to class more often. The felt more invested in the course and in the class material, which promoted active learning in a large class environment.

Assigning a Group: Assigning the members of the group is essential to obtain the success of it. Some teachers prefer to randomly assign students to groups. This has the advantage of maximizing heterogeneity of the group (Davis, 1993 as cited in Burke, 2011) and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor knows all of students, he can select the group members based in the attributes of the class. For example, the instructor can form the groups while taking to account performance levels,

academic strengths and weaknesses, ethnicity, and gender (Connery, 1988 as cited in Burke, 2011).

Additionally, according to Csernica et al 2002 as cited un Burke, 2011 said that some teachers tend to permit that students select the group members, but most of the time it has some disadvantages, because often learners select their closest friends and this causes that they do not work well, do not pay attention to the class, and engage in other conversations and other activities inside the group. This can result in the students self-segregating and spending more time socializing than working on the group project (Cooper, 1990 as named in Burke, 2011). Research suggests that groups which are assigned by the instructor tend to perform better than self-selected groups (Felder & Brent, 2001 as quoted in Burke, 2011).

How to motivate your students when they work in groups

The best lessons, books, and materials in the world won't get students excited about learning and willing to work hard if they're not motivated. Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course, that's much easier said than done, as all students are motivated differently and it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel. Even the best intentioned and educated teachers sometimes lack the skills to keep kids on track, so whether you're a new teacher or an experienced one, try using these methods to motivate your students and to encourage them to live up to their true potential (Writers, 2012).

- **Give students a sense of control:** While guidance from a teacher is important for keeping kids on task and motivated, allowing students to have some choice and control over what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more (Writers, 2012).
- **Define the objectives:** It can be very frustrating for students to complete an assignment or even to behave in class if there aren't clearly defined objectives. Students want and need to know what is expected of them in order to stay motivated to work. At the beginning of the year, lay out clear objectives, rules, and expectations of students so that there is no confusion and students have goals to work towards (Writers, 2012).
- **Create a threat-free environment:** While students do need to understand that there are consequences to their actions, far more motivating for students than threats are positive reinforcements. When teachers create a safe, supportive environment for students, affirming their belief in a student's abilities rather than laying out the consequences of not doing things, students are much more likely to get and stay motivated to do their work. At the end of the day, students will fulfill the expectations that the adults around them communicate, so focus on can, not can't (Writers, 2012).
- **Change your scenery:** A classroom is a great place for learning, but sitting at a desk day in and day out can make school start to seem a bit dull for some students. To renew interest in the subject matter or just in learning in general,

give your students a chance to get out of the classroom. Take field trips, bring in speakers, or even just head to the library for some research. The brain loves novelty and a new setting can be just what some students need to stay motivated to learn (Writers, 2012).

- **Offer varied experiences:** Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention (Writers, 2012).
- **Use positive competition:** Competition in the classroom isn't always a bad thing, and in some cases, can motivate students to try harder and work to excel. Work to foster a friendly spirit of competition in your classroom, perhaps through group games related to the material or other opportunities for students to show off their knowledge (Writers, 2012).
- **Offer rewards:** Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class (Writers, 2012).
- **Give students responsibility:** Assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. Most

students will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other students, are meeting expectations. It can also be useful to allow students to take turns leading activities or helping out so that each feels important and valued (Writers, 2012).

- **Allow students to work together:** While not all students will jump at the chance to work in groups, many will find it fun to try to solve problems, do experiments, and work on projects with other students. The social interaction can get them excited about things in the classroom and students can motivate one another to reach a goal. Teachers need to ensure that groups are balanced and fair, however, so that some students aren't doing more work than others (Writers, 2012).
- **Know your students:** Getting to know your students is about more than just memorizing their names. Students need to know that their teacher has a genuine interest in them and cares about them and their success. When students feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals (Writers, 2012).
- **Help students find intrinsic motivation:** It can be great to help students get motivated, but at the end of the day they need to be able to generate their own motivation. Helping students find their own personal reasons for doing class work and working hard, whether because they find material interesting, want to go to college, or just love to learn, is one of the most powerful gifts you can give them (Writers, 2012).

- **Manage student anxiety:** Some students find the prospect of not doing well so anxiety-inducing that it becomes a self-fulfilling prophecy. For these students, teachers may find that they are most motivated by learning that struggling with a subject isn't the end of the world. Offer support no matter what the end result is, and ensure that students don't feel so overwhelmed by expectations that they just give up (Writers, 2012).
- **Give feedback and offer chances to improve:** Students who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In these situations, it's critical that teachers help students to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where students want to be can also help them to stay motivated to work hard (Writers, 2012).
- **Make things fun:** Not all class work needs to be a game or a good time, but students who see school as a place where they can have fun will be more motivated to pay attention and do the work that's required of them than those who regard it as a chore. Adding fun activities into your school day can help students who struggle to stay engaged and make the classroom a much friendlier place for all students (Writers, 2012).

e. MATERIALS AND METHODS

Materials

The materials that were necessary to develop this research successfully were: the human, materials and technical resources. The human resources who participated in the development of this research were 25 students of tenth year “A” of Basic Education, the English teacher who helped to monitor student’s work and thesis advisor who assisted giving suggestions to develop and apply the intervention plan. The material resources used were: books, copies, notebooks, flashcards, and chart boards. Technical material was: a computer that was necessary to type the information needed to develop the project.

Design of the research

Action research in education involves finding 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. The processes for doing an action research is planning, acting, observing and reflecting. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of developing their strategies, practices and knowledge of the surroundings within which they practice.

This action research had the aim of developing speech acts through the application of group work interaction. Action research allowed the teacher candidate to become a participant to study aspects in the problematic situation,

analyze and reflect on the results that were derived from the application of group work interaction in order to develop speech acts among students of tenth-year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 - 2017 school year.

Action research assisted the teacher candidate, who was the researcher conducting this investigation, to find immediate solution to the issue of speech acts in which the students had shown some problems when expressing an apology, command, request, greeting or idioms to avoid repetition in a foreign language due to the lack use of group work interaction.

Methods

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

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

The statistic method allowed the researcher to collect and analyze all the answers which were represented in tables and figures to indicate the percentages and the 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 the respective conclusions.

The Scientific method facilitated the study of the group work interaction to develop speech acts in English as a Foreign Language. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution; it assisted with gathering data to make relevant predictions and to analyze them.

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

Techniques and Instruments

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

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

Observation: The observation let the researcher know the facts in a participative and non-participative way. The observation was developed through an observation

sheet and a field note sheet. The observation took place during a natural environment as lived by the students of tenth-grade “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during their English classes.

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

Field notes: The researcher recorded a description of the events, activities, and people (e.g., what happened). The researcher recorded the participants’ behaviors, attitudes and feelings toward the treatment to develop speech acts through, group work interaction.

Population

The target population of this research work constituted of students by tenth year “A” of Basic Education at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session, during the 2016-2107 school year, which were a total of twenty-five students.

f. RESULTS

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

The first objective was achieved with the appropriate theoretical references that supported the two variables of this research, which are speech acts and group work interaction.

The second objective of the research work was accomplished with the pretest results that are shown below in Table 1 and allowed the researcher to diagnose the students' limitations in Speech Acts.

The third objective was fulfilled with the design of the intervention plan, which included eight lessons that were developed during two months with tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado 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 verified with the pre and post questionnaires results presented in Tables from 2 to 8.

The fifth objective was confirmed with the pre and post-test findings which are shown in Table 9; and it helped to verify the effectiveness of the intervention plan proposed.

Pre-Test Results. Objective two:

To diagnose the issues that limit the development of speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.

a. Table 1

Pre-Test Results of Students of Tenth Year “A” in Speech Acts.

Students' code	A /2	R /2	C /2	I /2	G /2	SCORE /10
CBPJA10AO1	0.5	1	0.8	0	1.25	3.55
CBPJA10AO2	1	1	0	0.4	0.5	2.9
CBPJA10AO3	1	1	0.4	0.4	1.25	4.05
CBPJA10AO4	0.5	2	0	1.2	0.75	4.45
CBPJA10AO5	0	0	0	0	0	0
CBPJA10AO6	1	1	0	0	0.75	2.75
CBPJA10AO7	1	1.5	0.8	0.4	0.5	4.2
CBPJA10AO8	1	1.5	0	0.8	0.75	4.05
CBPJA10AO9	1	2	0	1.2	1.5	5.7
CBPJA10AO10	0.5	1	0	2	1.5	5
CBPJA10AO11	0	0	0	0	0	0
CBPJA10AO12	0	0	0	0	0	0
CBPJA10AO13	0.5	0.5	0	0	1.25	2.25
CBPJA10AO14	0.5	1	0	0.4	1.5	3.4
CBPJA10AO15	1	0.5	0	0.4	0.5	2.4
CBPJA10AO16	1	1.5	0	0.8	0.75	4.05
CBPJA10AO17	0	1	0	0.4	0.75	2.15
CBPJA10AO18	1	1	0	0.4	0.75	3.15
CBPJA10AO19	0.5	0.5	0	0.4	1	2.4
CBPJA10AO20	0.5	0.5	0	0.4	0.5	1.9
CBPJA10AO21	0.5	0.5	0	0.8	0.5	2.3
CBPJA10AO22	0	1	0.8	0.4	0.75	2.95
CBPJA10AO23	1	0.5	0	0	0.75	2.25
CBPJA10AO24	1	1	0.4	0	1.25	3.65
CBPJA10AO25	1	1.5	0	0.8	1.5	4.8
CBPJA10AO26	1	1	0.4	0.4	1.25	4.05
CBPJA10AO27	0	1	0	0.4	0.5	1.9
CBPJA10AO28	0.5	0.5	0	0	0.5	1.5
MEAN	0.62	0.91	0.12	0.44	0.81	2.91

NOTE. CBPJA= Colegio de Bachillerato Pío Jaramillo Alvarado; 10A0= students' year and code; A= Apology; R= Request; C= Commands; I= Idioms; G= Greetings.

b. Interpretation and Analysis

As it is showed in Table 1, students got scores below the average expected (7/10); it was reflected by the score mean obtained that was (2.91/10). This shows that students had problems in the five aspects of speech acts that are apologies, requests, commands, greetings, and idioms. The highest score mean gotten was for request, at 0.91/2, a global mark, which indicates that students had a below average level expressing a request when they asked for something politely. On the other hand, in the aspect of idioms students got the lowest score mean, that was at 0.44/2 showing that students had a low level in fixed expressions, this is because students had serious difficulties in giving and guessing the meaning of them. As a result, it was evident students faced serious problems and complications in speech acts; according to Austin (1975), language is not only used to represent concepts in isolation, but also to express different actions that speakers perform or require them to be performed by others. Speech acts are important to interact, speakers not only need their body language to communicate, and these forms of communication include real life relations and involve not only facts of the language also an appropriate use of it inside a culture.

Comparison of the Pre and Post Questionnaire Results

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

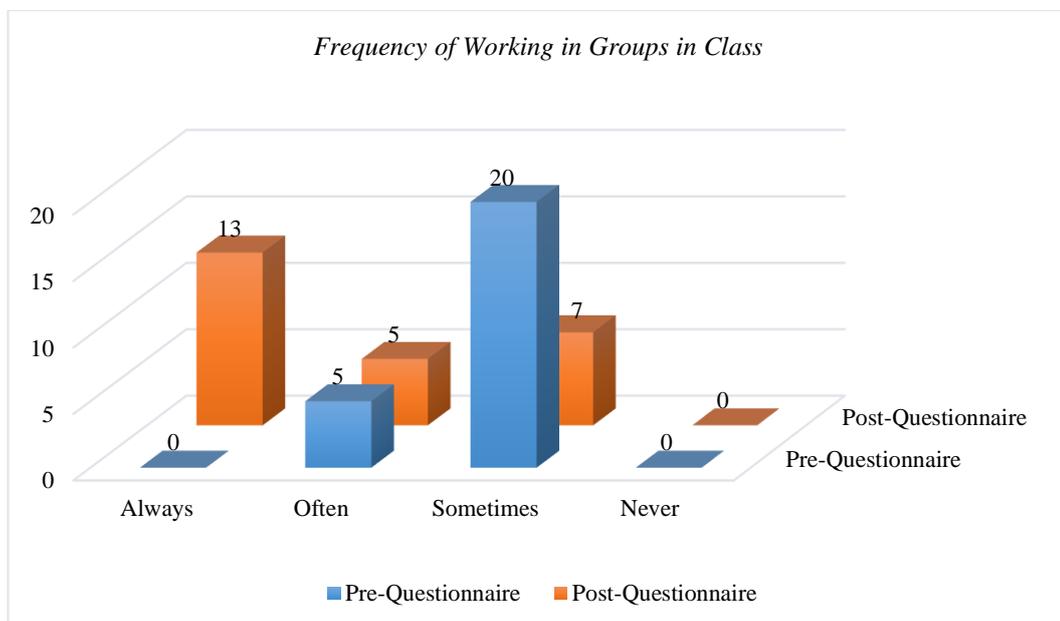
Question 1: How often do you work in groups in the classroom?

a. Table 2

Frequency of Working in Groups in Class

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	13	52
Often	5	20	5	20
Sometimes	20	80	7	28
Never	0	0	0	0
Total	25	100	25	100

b. Figure 1



c. Interpretation and Analysis

The data demonstrated that many of the students (80%) sometimes worked in groups in class. This indicates students did not have the habit of working in groups in class, which was a barrier to them to know and practice the benefits of group work interaction. It is the reason that the researcher is sure that in the English classes students did not feel comfortable working in groups because of in the classroom the group work interaction was not good. However, after the application of the intervention plan more than the half of the students (52%) said that they always worked in groups in class, so it confirmed that they overcame the group hate. As Beebe and Masterson (2003) cited in Burke (2011), say that there are some advantages to working in a group, students gain a better understanding of themselves, they remember group discussions better; and the decisions that they make help to yield greater satisfaction in their own work.

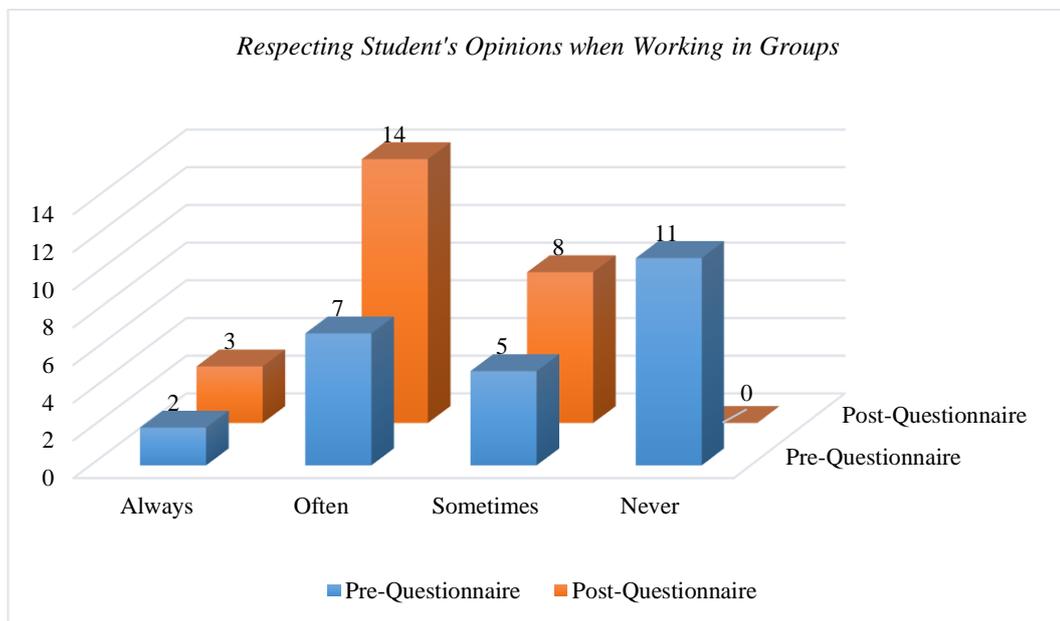
Question 2: How often do your classmates respect your opinions when you work in groups?

a. Table 3

Respecting Student's Opinions when Working in Groups

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	2	8	3	12
Often	7	28	14	56
Sometimes	5	20	8	32
Never	11	44	0	0
Total	25	100	25	100

b. Figure 2



c. Interpretation and Analysis

The data collected from the Table 3, stated that the opinion of 44% of the students never were respected when they worked in groups. This shows that students did not have the values and the knowledge of how important the respect

is among them. Sometimes, obligate students to work in groups can bring consequences with themselves, according to Barkley, Cross & Major, (2005); Davis, (1993) as cited in Burke, (2011) stated that students feel pressure when they are working in groups, as they are afraid of being judged and that their classmates do not accept their thoughts, so they tend to accept the opinion of others to avoid conflicts with their co-workers. But after applying the intervention plan based on group work interaction, more than half of the students (56%) answered that they often respected the opinion of their classmates when they worked in groups. This demonstrated a high increase in this aspect, because students learned that the respect and other values are something primordial if they want to have a good progress in the language; it also helped them to learn that taking decision in group will give better results at the end of their work. To have a good environment of work among students, they have to, as Kramarchyk, (2003) said, respect each other's ideas, respect the other group members, do not interrupt each other, everyone's opinion should count, be honest with each other. Treating people with respect makes your world a nicer place to live in, whether it is at home, at school, or out in your community. And it is easy – all you have to do is treat people the way you like to have them treat you (Pritchard, 2017).

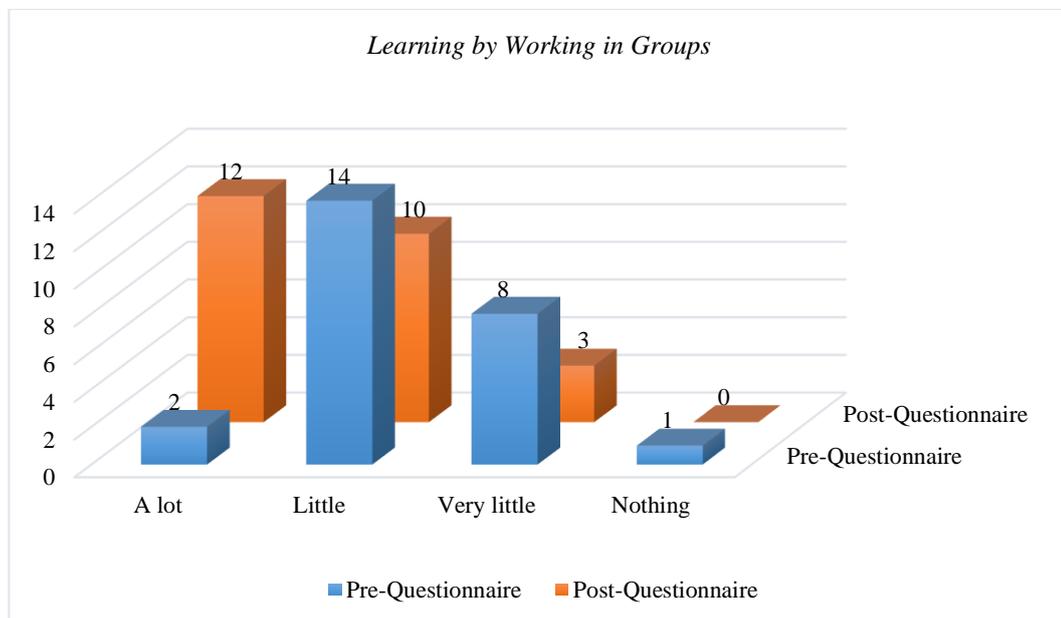
Question 3: How much do you learn when you work in groups?

a. Table 4

Learning by Working in Groups

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	2	8	12	48
Little	14	56	10	40
Very Little	8	32	3	12
Nothing	1	4	0	0
Total	25	100	25	100

b. Figure 3



c. Interpretation and Analysis

The data collected from Table 4 stated that more than half of the students (56%) learned a little when they worked in groups. This shows that students place little interest in learning the language, since many times they are distracted, or entertained in other things like, doing homework of other subjects during the

English class, so they find it difficult to understand and learn what is taught. That is why group work has pros and cons, but it depends on the teacher to give the best management of the same so that students can learn and interact in the best way when working in groups. Nevertheless, after the application of the intervention plan 48% of the students mentioned that they learned a lot when they worked in groups. It means that they put more interest in the subject demonstrating that with their classmates' help they could learn more because of they can share their opinions, thoughts and ideas acquiring extra knowledge about the language, and increasing their vocabulary specially in speech acts in an effectively way. Students have the opportunity to learn from and to teach each other, and learning outcomes are improved. Moreover, students in a learning group promote each other's productivity and learning through the use of sharing, help and encouragement. Student interaction is stimulated by appropriate seating arrangements and through the use of shared resources such as information handouts, worksheets, tools and equipment, etc.; (Effective Use Of Group Work, 2010)

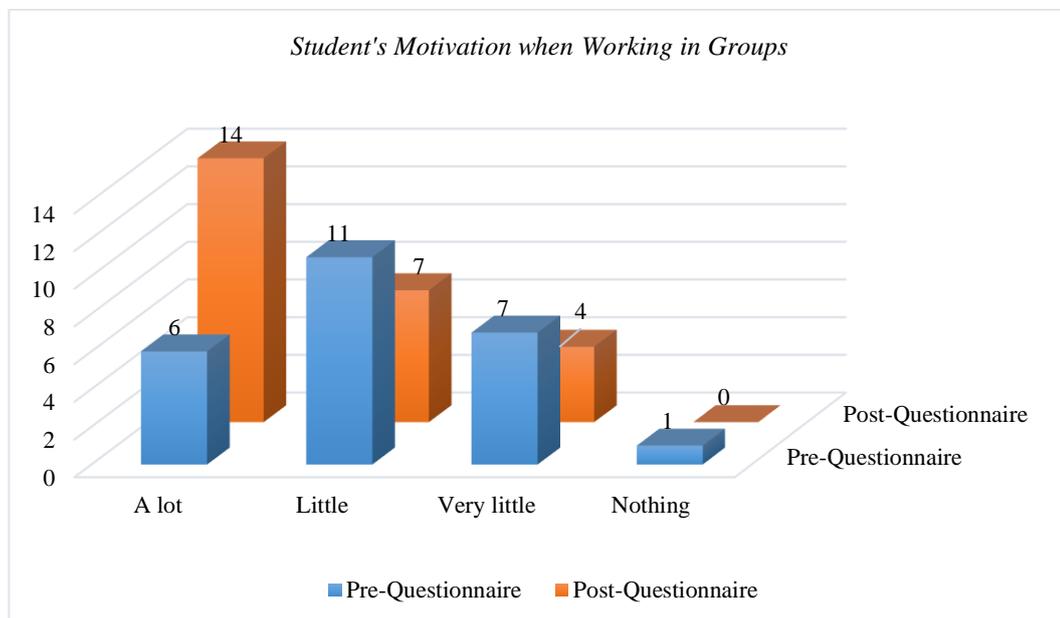
Question 4: How motivated do you feel when you work in groups?

a. Table 5

Student's Motivation when Working in Groups

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	6	24	14	56
Little	11	44	7	28
Very Little	7	28	4	16
Nothing	1	4	0	0
Total	25	100	25	100

b. Figure 4



c. Interpretation and Analysis

The data displayed from this question stated that 44% of students had a little motivation when they worked in groups. Thus, students should have had a good motivation, which had to start from the teacher, giving to each student a role in the group work, in order that they can feel part of it, and they can accomplish the

tasks, in the best way. As some writers (2012) mention, assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. However, after the application of the intervention plan 56% of the students felt a lot motivation when they worked in groups, it means that their interest in the subject increased in a big and better way. They felt better when they work in groups because they were stimulated by the teacher and also for their classmates, since with the help of both parts, the student tended to improve in his/her level of English, especially in speech acts; for the support, and the confidence that they received. As Beebe and Masterson (2003) cited in Burke (2011) they stated that groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.” So, students have to feel the motivation in order to work better as part of a group; furthermore, and they can use their creativity to take the best decisions together with the other members of the group to perform an excellent work; therefore, it will help them to know that motivation goes of the hand of group work interaction.

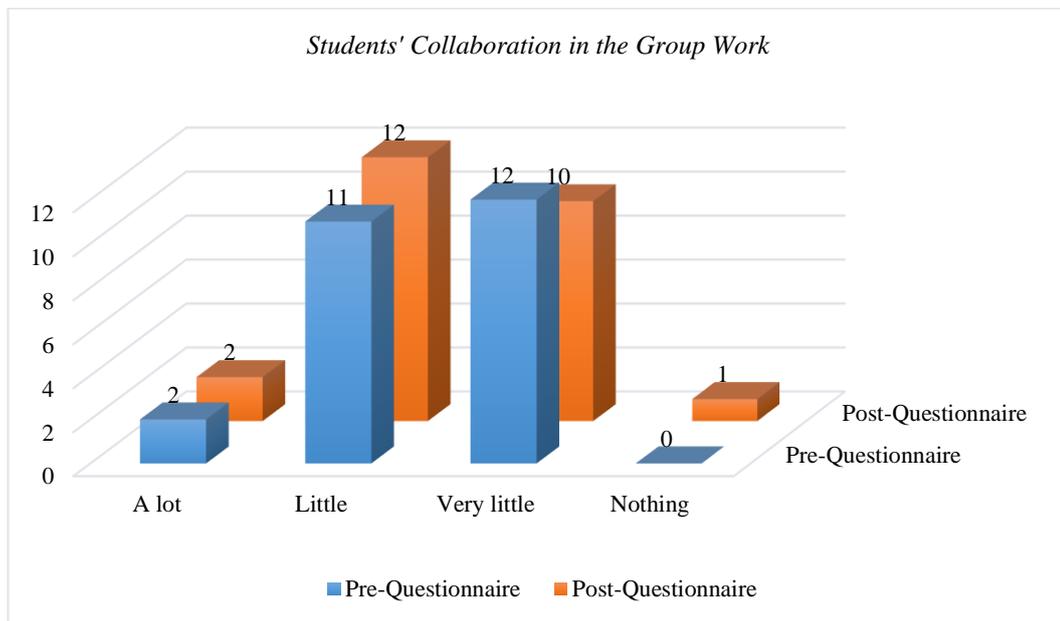
Question 5: How much does each member of the group work collaborate in the task?

a. Table 6

Students' Collaboration in the Group Work

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	2	8	2	8
Little	11	44	12	48
Very Little	12	48	10	40
Nothing	0	0	1	4
Total	25	100	25	100

b. Figure 5



c. Interpretation and Analysis

The data collected from Table 6, stated that less than half of the students (48%) say that each member of the group collaborate very little when it is about developing tasks while they are working in groups. According to Freeman & Greenacre, (2011) as cited in Burke, (2011) this happens because some members

may rely too heavily on others to they do the work; this is one of the most salient problems that students face when they work in groups. Nevertheless, after the application of the intervention plan 48% of students had a little collaboration from their classmates when they work in groups. Students had a notable progress on this point, because a major number of them collaborate giving their ideas, their thoughts, and their opinions, in order to be the best group, and have a good advance in the group. One method to help groups succeed is to ask each group to devise a plan of action. The plan of action according to Davis (1993) is how to involve assigning roles and responsibilities among the group members. Each member should have a role, such as the note taken or the group representative. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan. In conclusion, students learned to do an excellent work because of they integrated and participated in the groups; helping each other since the trust, friendship and desire to work grew giving favorable results for all students.

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 “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.

a. Table 7

Post-Test Scores of Students of Tenth Year “A” in Speech Acts.

Students' code	A /2	R /2	C /2	I /2	G /2	SCORE /10
CBPJA10AO1	1.5	2	2	2	1.5	9
CBPJA10AO2	2	2	2	2	2	10
CBPJA10AO3	1.5	2	1.6	1.2	1.75	8.05
CBPJA10AO4	2	2	2	2	2	10
CBPJA10AO5	2	2	2	2	1.5	9.5
CBPJA10AO6	1.5	1.5	1.2	2	1.5	7.7
CBPJA10AO7	2	2	2	2	2	10
CBPJA10AO8	1.5	2	2	2	2	9.5
CBPJA10AO9	2	2	2	0.8	1.25	8.05
CBPJA10AO10	1	2	2	1.2	2	8.2
CBPJA10AO11	2	1.75	1.6	2	2	9.35
CBPJA10AO12	1	2	2	2	2	9
CBPJA10AO13	1.5	2	2	2	2	9.5
CBPJA10AO14	1	2	2	0	1.75	6.75
CBPJA10AO15	2	2	1.6	1.6	1.5	8.7
CBPJA10AO16	1.5	2	2	2	1.25	8.75
CBPJA10AO17	0.5	2	1.2	2	1.25	6.95
CBPJA10AO18	1.5	2	2	2	1.5	9
CBPJA10AO19	2	2	2	2	2	10
CBPJA10AO20	2	2	2	2	0.25	8.25
CBPJA10AO21	1.5	2	2	2	2	9.5
CBPJA10AO22	1.5	2	2	2	2	9.5
CBPJA10AO23	1.5	1.5	2	2	2	9
CBPJA10AO24	1.5	2	0.8	0.8	1.5	6.6
CBPJA10AO25	2	2	2	2	2	10
MEAN	1.6	1.95	1.84	1.74	1.7	8.83

NOTE. CBPJA= Colegio de Bachillerato Pío Jaramillo Alvarado; 10A0= students' year and code; A= Apology; R= Request; C= Commands; I= Idioms; G= Greetings.

b. Analysis and interpretation

The findings in Table 7, shows an excellent improvement of the students in speech acts knowledge, which is demonstrated with the score mean at 8.83/10; it was over expected level 7/10. This is because students enhanced the 5 indicators of speech acts that are apologies, requests, commands, greetings, and idioms. Therefore, the highest score mean gotten was for request, at 1.95/2 global mark, which indicates that students get better expressing it; students had the capacity of making polite requests in English when they asked for something to another people. On the other hand, in the aspect of apologies students got the lowest score mean, that was at 1.6/2 this shows that, despite being the lowest score, it exceeded the score of the pre-test, since students progressed a lot in this aspect, giving and guessing the meaning of the expressions. Consequently, it is evident students improved the development of speech acts in the five aspects, and as Searle (1969) claimed “talking is performing acts according to rules”, and that “speech acts [...] are the basic or minimal units of linguistic communication”. In short, speech acts are an essential part of the speech, because of people uses them day by day in their daily life, using not only their way of talking but also their body.

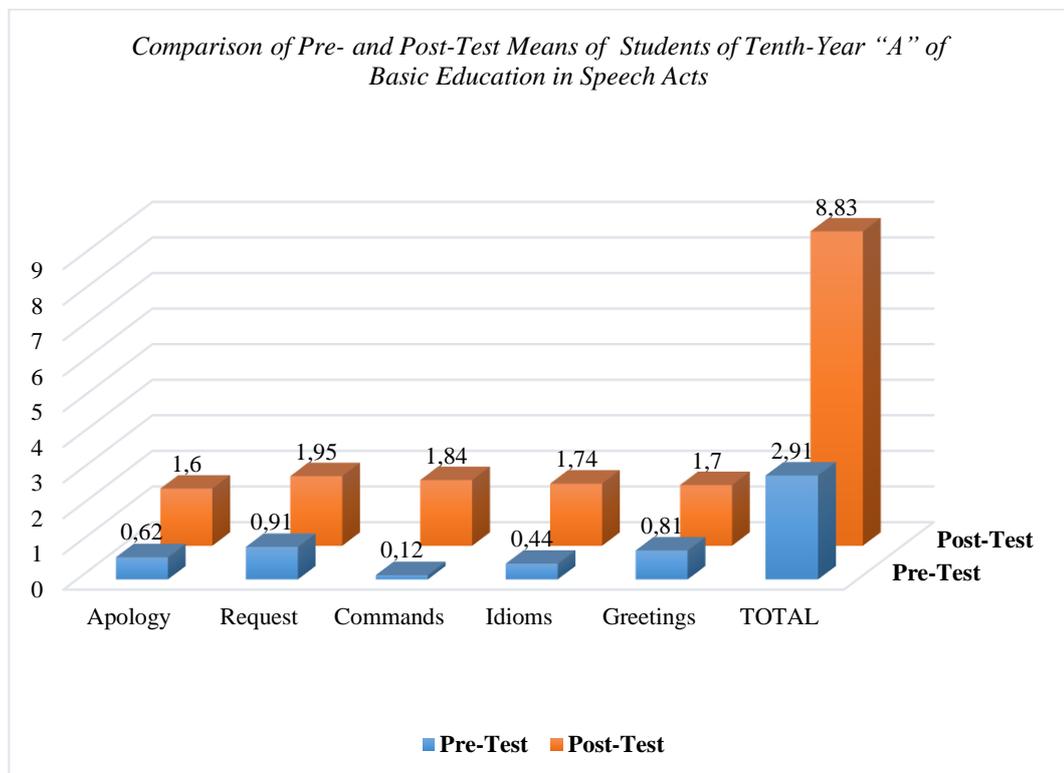
Comparing Pre- and Post-Test Means

a. Table 8

Comparison of Pre- and Post-Test Means of Students of Tenth-Year “A” of Basic Education in Speech Acts.

Aspects	Pre-Test	Post-Test
Apologies	0.62	1.6
Requests	0.91	1.95
Commands	0.12	1.84
Idioms	0.44	1.74
Greetings	0.81	1.7
Total	2.91	8.83

b. Figure 6



c. Analysis and interpretation

After the application of the intervention plan, it can be stated that the resources applied during the development of this work had an important impact in the five aspects of Speech Acts. Students improved in apologies from 0.62/2 to 1.6/2; in requests from 0.91/2 to 1.95/2; in commands from 0.12/2 to 1.84/2; in idioms from 0.44/2 to 1.74/2; and in greetings from 0.81/2 to 1.7/2. The results showed in Table 8, demonstrated that the application of group work interaction helped a lot in the aspects like: apologies, requests, commands, idioms, greetings. The students were able to make an apology in a correctly; they also made requests in a good-mannered way; similarly, in commands, students understood the respective instructions given for the researcher, they made them without any difficult; in idioms, they did not have trouble in recognizing the meaning and associated them with the real life; finally in greetings students could identify which of them were formal and informal greetings; and which of them they could use to communicate in formal and informal conversations, this is why they got an excellent score mean in the post test, demonstrating that they domain speech acts.

g. DISCUSSION

Based on the findings of this research, results reveal that the application of group work interaction had a significant impact on speech acts. This impact is showed in the outcomes of the pre- and post-test, applied to students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, which indicated the relevant change those students got in speech acts after the intervention plan. This change can be seen in the considerable increment of the students score mean from the pre-test that was at 2.91/10 and in the post-test which was at 8.83/10 in speech acts.

The findings in the pre- and post-tests, pre- and post-questionnaires reveal an important change in the knowledge and perception of the students on speech acts. The pre-test showed that most of the students did not understand speech acts; therefore, they could not develop the exercises satisfactory. In the post-test, after the intervention plan, the results indicated that students were better in a significant way in the development of speech acts; since, in the aspect of apologies they enhanced from 0.62 to 1.6, in requests from 0.91 to 1.95, in commands from 0.12 to 1.84, at idioms from 0.44 to 1.74, and in greetings from 0.81 to 1.7, which means students improved and progressed like it is explained in the means. These findings demonstrate that Speech Act theory can help us analyze utterances; it can also help us examine utterances from the perspective of their function, rather than their form (Spenader, Speech Act Theory, Introduction to Semantics, 2014).

At the beginning of the intervention plan, students felt different with the researcher's presence. The students' behavior was distant when the researcher gave the first classes. Similarly, they did not like to develop or practice any activity related to speech acts, or with English language. Some of them had a bad attitude, others preferred to do another activity than working in the subject; they did not show interest in learning. In a similar manner, they preferred to work alone instead of working in groups; they felt uncomfortable when they had to work in groups. They did not have the right interest or desire to work; in fact, it was something difficult to carry for them. Nonetheless, during the application of the intervention plan students' attitude in front of speech acts improved little by little, the students' progress was slow, they started to repeat constantly the different instructions given by the researcher, and they shared their knowledge with their classmates when they worked in groups. They began to get involved and took interest in what the researcher taught; likewise, they started to interact better in the groups, and besides they enjoy group working. At the end, students used the five indicators of speech acts in the best way; they made progress in their English and knowledge level. They felt confident, secure, and free to develop speech acts. They lost their fear of working in groups and sharing with their classmates what they have learned in class; they participated more than before, they improved a lot academically and personally since the methods and strategies used in the lesson plans of the research project gave results; as well as the application of group work interaction to develop speech acts greatly helped students to improve and learn much more about the English language. Finally,

students progressively showed an improvement and it is proved with the final results, which were excellent and satisfactory.

In addition, this research had some strengths and limitations during the intervention plan that enhance and affect the development of the speech acts through group work interaction. Some strengths of students were that they willing to participate and were no longer afraid to speak; they were very receptive to all the instructions. Also, the time used for each lesson was the necessary for achieving their participation and the number of students was appropriate because they practiced as much as they could. In a similar manner, the teacher's participation was helpful, because he assisted to control discipline, respect and punctuality inside the classroom; and he also made students work hard. However, there were one limitation to be considered; it was that students did not like to work in pairs or in groups with their other classmates; they prefer to work among their close friends. Nevertheless, at the end they overcame their negativism to work with their other classmates, they understood that for have success they had to leave their differences and work hand in hand. In this way, both students and the researcher were able to overcome this impediment, making it work in order that students worked in the best way. Definitively, they loved to practice speech acts through group work interaction, and enjoyed practicing them with all their classmates.

This research helped to the trainee teacher to learn more about how to teach and develop students' skills using speech acts in the classroom. First of all, the

development of speech acts is vital in English classes in order that students feel close to these, and they could be confident to speak and communicate with other. This application contributed to students felt really motivated to work actively in pairs or in groups with the proposed activities in class, so, at the end they could improve significantly their knowledge about speech acts by practicing them in each class; which it was demonstrated in the last findings gotten from the post-test and post-questionnaire. In short, students improved their speaking, since they got to share ideas orally with their classmates without fear; similarly, they felt motivated and confident to work in groups leaving aside the differences among classmates.

To conclude, given the advantages of the development of speech acts through group work interaction outlined in the previous paragraph, it is quite predictable that an action research is a different kind of process that allows researchers to examine about a social problem and look for the solution for it. It permits to learn with the practice in the real field and gain experience that enriches the professional life.

h. CONCLUSIONS

- The issues that limited the development of speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado were the five aspects assessed: apologies, requests, commands, idioms and greetings, due to the fact that, students could not perform utterances in the pragmatic use of language. The students did not know how to ask for something in a polite or formal way. They could not identify an authority order or an instruction. At idioms, they could not recognize and associate them with the real life language. Similarly, students could not identify greetings in formal and informal way, which did not allow them to communicate appropriately in conversations.
- The application of the most suitable strategies of group work interaction reduced meaningfully students’ limitation in the development of speech acts. At the end of the intervention plan students developed their knowledge about speech acts correctly, they could identify, speak, and use them in dialogues; with the application of groupwork interaction, students did an excellent job among them, having a role inside the group, and collaborating actively and respecting each other. Students acquired, developed and improved their communication among them, obtaining an expected level in the five indicators of speech acts.
- The findings obtained after the application of group work interaction showed that the development of speech acts gave results. At the end of the intervention plan, students demonstrated interest in the topics related to speech acts.

Learners showed a positive behaviour in terms of group work interaction. They were more collaborative and respectful in classes when they worked in groups. Therefore, they improved notably their knowledge about the five indicators of speech acts through group work interaction.

i. RECOMMENDATIONS

- Teachers should determine the students' weaknesses in the English language learning and specifically in the development of speech acts, in order to reduce the students' learning difficulties in using them. Teachers should incorporate enjoyable and interesting activities in their lesson plans like playing conversations, guessing the idiom, in order to provide students, the opportunities to practice their communication skills. Likewise, teachers should monitor students' work either if it is done in pairs or in groups to determine the student's improvement in speech acts.
- Teachers should employ various strategies; techniques and materials in order to develop students' speech acts through group work interaction. Teachers also should apply dialogues, role plays, games in groups or pairs, or communicating activities to improve and develop students' knowledge. In this way, students not only increase their academic scores but they also increment their motivation, collaboration, enthusiasm, and confidence to participate actively in class.
- Teachers should apply group work interaction in the classroom in order to create the best environment, where students can feel comfortable, and they can learn and develop speech acts in a positive way. On the other hand, teachers should help students when it is needed; teachers should give students clear instructions in order to develop their tasks correctly.

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k. ANNEXES



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

THEME

THE DEVELOPMENT OF SPEECH ACTS THROUGH GROUP WORK INTERACTION AMONG STUDENTS OF TENTH YEAR “A” AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, 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

ANGHY MISHHELL MERINO CUEVA

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a. THEME

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YEAR.

b. PROBLEM STATEMENT

Background

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

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

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

Current Situation of the Research Problem

One goal of the Ecuadorian Curriculum for English as Foreign Language for Educacion Básica General and Bachillerato is to develop learner's understanding of the world of other cultures and their own and communicate their understanding and views of other through English". In addition, students about their graduation in third of Bachillerato are expected to reach at least the level B1 according with Common European Framework of Reference o (CEFR). Therefore students of tenth year "A" are expected to reach the A.2.1 level of CEFR.

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

In response that students cannot use some expressions and phrases according their level , this research project proposes to investigate several options for making students of tenth year "A" aware of the importance of speech acts which will allow them to communicate better using some polices for apologizing, requesting, greeting, making command and using idioms. Group work interaction

provides a positive interaction for every group member to contribute in a more positive and productive manner, where members gather to discuss and share vital information, receive training and produce joint materials or products, which students can reinforce speech acts and can help them to acquire better understanding of the content. Students also can have a cooperative learning through group work interaction, where they perceive that a better performance by individuals produces a better performance by the entire group.

Research Problem

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

HOW DOES GROUP WORK INTERACTION DEVELOP SPEECH ACTS AMONG STUDENTS OF TENTH YEAR “A” AT COLEGIO DE BACHILLERATO PÍO JARAMILLO ALVARADO, AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR?

Delimitation of the Problem

Timing

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

Location

The present project will be applied at Colegio de Bachillerato Pío Jaramillo Alvarado which is a public school located in the city of Loja at Bolívar and Catacocha streets.

Participants

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

Subproblems

- What theoretical and methodological references about group work interaction are adequate for developing speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?
- What are the issues that limit the development of speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?
- Which group work interaction strategies are implemented to develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, 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 “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, 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 social policies for communication when they interact in a given context. Therefore, this work will be carried out through an investigation at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session with students of tenth year "A" during the 2016 - 2017 school year. This research will show the problems that students have.

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

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

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

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

d. OBJECTIVES

General

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

Specific

- To research the theoretical and methodological references about group work interaction and its application on speech acts.
- To diagnose the issues that limit the development of speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, 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 “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.
- To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, 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 “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Approach

According to Richard, 1997 as cited by Doddy Irmawati 2013, communicative approach is a method that we use in the language learning of a second language or foreign language that emphasizes on the improvement of communicative ability. Communicative approach is the ability of applying the language principle in order to produce grammatical sentences and understand when, where, and to whom' the sentences used (Doddy Irmawati , 2012).

In 1981, Littlewood (as cited in Shah Jabeen, 2014) claimed that communicative approach is considered as the most effective theoretical model in English language teaching since early 1970s. He also said that, language carries not only functional meaning, but also social meaning as well. Learners should be able to relate the linguistic forms to non-linguistic knowledge in order to interpret the specific functional meaning intended by the speaker (Shah Jabeen, 2014).

As what Littlewood said that communicative approach in the language learning pays attention to the language structural aspects and its functional aspects. Language structural aspects focus on language form grammatically, while language functional aspects relate to the functions of language form itself (Littlewood, 1988 as reported in Doddy Irmawati , 2012).

The communicative approach places emphasis on developing the communicative competence, viewed as the overall underlying knowledge and

ability for language use which the speaker-listener possesses (Brumfit and Johnson 15 as reported in Plocková, 2010).

Communicative Competence

Communicative competence has different meanings from different authors. In this document, will be described some of them.

Following the model of Chomsky, we can see that he makes a distinction between competence and performance. By competence, Chomsky means the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community (Chomsky, 1965 as cited in Ohno, 1972).

However, Hymes says that the transformational theory carries to its perfection the desire to deal in practice only with what is internal to language, yet to find in that internality that in theory is of the widest or deepest human significance. Hymes concludes that a linguistic theory must be able to deal with a heterogeneous speech community, differential competence and the role of sociocultural features. Thus, Hymes coins a term communicative competence and defines it as knowledge of the rules for understanding and producing both the referential and social meaning of language (Hymes, 1972 as cited in Ohno, 1972).

In a similar manner, Canale and Swain maintain that there are rules of language use that would be useless without rules of grammar. Canale and Swain point out that there is an overemphasis in many integrative theories on the role of communicative functions and social behavior options in the selection of grammatical forms, and a lack of emphasis on the role of factors such as

grammatical complexity and transparency. Canale and Swain propose their own theory of communicative competence that minimally includes three main competencies: grammatical, sociolinguistic and strategic competence (Canale & Swain, 1980 as cited in Ohno, 1972).

Each of these theoretical positions makes an important contribution to our understanding of what is communicative competence. Before considering one concept of it, it is important to note that any author have their own point of view; but what distinguishes Chomsky from Hymes is that Chomsky makes a difference from competence and performance, but Hymes says that a linguistic theory should contract with an language community, make a distinction competence and have the part of sociocultural features.

Moreover, Canale and Swain explain that people put more attention in the role of communicative function and social behavior, and leave aside the most important thing, that is the role of the grammatical complexity and transparency; for these reasons, they proposed their own theory.

Ohno (1972) based in the studies of Canale and Swain, states that communicative competence comprises grammatical, sociolinguistic and strategic competence. Then the first component will be detailed.

Grammatical Competence

In this way, the first component is the grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence—grammar semantics, and phonology. They point out that grammatical

competence will be an important concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances (Canale & Swain, 1980 as cited in Ohno, 1972).

Sociolinguistic Competence

So far, we have only examined the first component, we will now proceed to examine the second component, and it is the sociolinguistic competence. It is made up of two sets of rules: sociolinguistic rules of use and rules of discourse. They believe that knowledge of these rules will be crucial in interpreting utterances for social meaning, particularly when there is a low level of transparency between the literal meaning of an utterance and the speaker's intention (Canale & Swain, 1980 as cited in Ohno, 1972).

Strategic Competence

Another significant factor is the strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence (Canale & Swain, 1980 as cited in Ohno, 1972).

Hence, these three components describe how the communicative competence functions. The first talks about how the learner has to know the grammar and its components in order to understand in a good way the language.

The second refers how the speaker can interact, use, and understand the literal meaning of the language.

Finally, the third component mentions the way that the learner can interpret the verbal and non-verbal communication. These components are an important part of communicative competence because of we can use them in any moment when we are learning or not the language.

Sociolinguistic Competence according to the Common European Framework

Having considered the definition from other authors of communicative competence, it is also reasonable to look at the definition from the Common European Framework about this method.

According to the CEFR (Common European Framework), the goal of the communicative language teaching is the communicative competence. It says that the communicative competence builds up in the knowledge and in the experience of language, and in how the languages interrelate and interact (Common, 1971).

As I have said, the CEFR define the communicative competence in the way that, it focuses attention on the knowledge, in the experience of the language in order to give to the learner a better form to understand the language, interrelate, and interact with others using the verbal.

Similarly, the Common European Framework mentioned that the communicative competence has three components. For this reason, to continue, will be talk about the first component that is Linguistic.

Linguistic Competences

Following the model of the Common European Framework, we can see that the first component that is the linguistic competences includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as system. This component, considered here from the point of view of a given individual's communicative language competence, relates to not only the range and quality of knowledge, but also to cognitive organisation and the way this knowledge is stored, and to its accessibility (Common, 1971).

Sociolinguistic Competence

However, we also should consider the second component that is the sociolinguistic competence refers to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence (Common, 1971).

Pragmatics

Finally, we can talk about the last component that is Pragmatics. It is concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the

identification of text types and forms, irony, and parody. For this component, even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed (Common, 1971).

To conclude, these three components mentioned by the CEFR helps us to understand the importance of communicative competence, and why it is being using with more frequency, nowadays. They show us the form how we can use the language without having to worry about if we speak like a native person, only we have to know the correct grammar structure, understand how we have to interact with others and how we have to be in the different cultural environment. Definitely, this method is the best of all of the rest, because of all their advantages.

The Sociolinguistic Competence

According to the CEFR (Common European Framework), sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence (Common European framework, 1971).

Sociolinguistic competence is made up of two sets of rules - sociocultural rules and rules of discourse. Sociocultural rules specify ways of using language appropriately in a given situation: they are concerned with style, register, degree of politeness, and so on. Rules of discourse concern the combining of language structures to produce unified texts in different modes - for example: a political speech, an academic paper, a cookery recipe, etc. The focus here is on certain cohesion devices (grammatical links) and coherence rules (appropriate combination of communicative functions) to organize the forms and meanings (Canale and Swain, 1980 as reported by Dörnyei & Thurrell , 1991).

Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. As was remarked with regard to sociocultural competence, since language is a sociocultural phenomenon, much of what is contained in the Framework, particularly in respect of the sociocultural, is of relevance to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent (Byram & Parmenter, 2001).

To know and to understand how to speak given the circumstances you are in refers to the Sociolinguistic Competence. The interpretation of the social meaning of choice linguistic varieties using the language with the appropriate social meaning for the communication situation is also Sociolinguistic Competence. The disadvantages between language learners and native speakers

become evident when learners have only been presented with artificial, outdated situations that offer limited or null information on how the language is used at the time it is being learned.

Sociolinguistic Competence, for second language learners, it is a complicate process to follow and learn because of many reasons. One of them is differentiate formal and informal English in the Sociolinguistic Competence; within the informal English, we can find manifestation, such as euphemisms (passed away instead of died, correctional facility instead of jail, departed instead of died), idioms (pay the piper - means you need to face the consequences of your actions, out of the blue - means something happens that was unexpected), metaphors (el tiempo es oro. – time is gold. We compare the time with gold in order to express the value of the time), phrasal verbs (AGREE WITH - estar de acuerdo - "All women are bad drivers." "I don't agree with you."), proverbs (a bird in the hand is worth two in the bush más vale pájaro en mano que centovolando), and slang. So on, we will focus on, idioms, phrasal verbs and proverbs.

Formal English

As we have seen, sociolinguistic competence has two different forms of communicate, formal and informal English. Firstly, we are going to concentrate in the formal English; “it is used in academic writing and formal social events such as public speeches, graduation ceremonies, and assemblies depending upon the topic” (Zapata, 2005). We use formal English in serious situations or that involve

people that we do not know well. It is more commonly used in writing situations, following the grammar and using complex and long sentences.

Informal English

In contrast, according to Zapata (2005) as cited in Longman Dictionary of Contemporary English (2000) informal English is relaxed and friendly without being restricted by rules of correct behavior. It is suitable for ordinary conversations or letters to friends (Zapata, 2005). Moreover, Zapata says that informal English is more used every day when we speak with other people, than when we write to them. It often avoids the grammar rules, and sentences are not complex, but on the contrary, they are short and simple.

Following the model of Zapata (2005), we can see that she explains that idioms are not composed of the literal meaning of the individual words. This means that these idiomatic expressions won't have the same meaning in language; those phrases don't mean exactly what they say, and they have a hidden meaning. For example, the literal translation of "no tener pelos en la lengua" is "not to have hairs on your tongue." This Spanish idiom means that someone is a straight shooter and will always speak their mind. "Mi amigo no tiene pelos en la lengua." (My friend tells it how it is). Another example is, "tirar la casa por la ventana" is literally translated as "to throw the house through the window," and it means that no expense has been spared or that money is no object. "Tiré la casa por la ventana cuando compré mi nuevo coche." (I spared no expense when I bought my new car).

So far we have only examined the first component of the informal English, so now we are going to examine the second point that is phrasal verbs. They are lexical units formed by a verb plus a preposition. The preposition has an adverbial function; therefore, it is often referred to as an adverbial particle (Zapata, 2005). A phrasal verb has a meaning which is different from the original verb. For that reason, we may need to try to guess the meaning from the context, or, failing that, look it up in a dictionary. For example, call back - volver a llamar - "I'm afraid the manager isn't here at the moment. Could you call back later?", carry on - seguir. continuar - I'm sorry if I interrupted you. Please carry on.

Finally, we can talk about the last component of the informal English that is proverbs. A proverb is "a short well-known statement that contains advice about life in general" (Zapata 2005 as cited in Longman Dictionary of Contemporary English, 2000). It is a brief popular saying that can give us an advice about how we have to live in order to have a quiet life. It expresses a belief that people generally think that it is true. For example, a bird in the hand is worth two in the bush, más vale pájaro en mano que ciento volando. If you keep your mouth shut, you won't put your foot in it, en boca cerrada no entran moscas (Zapata, 2005).

Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. As was remarked with regard to sociocultural competence, since language is a sociocultural phenomenon, much of what is contained in the Framework, particularly in respect of the sociocultural, is of relevance to sociolinguistic competence. The matters

treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent (Byram & Parmenter, 2001).

To conclude, these two forms of communicate in English, and the three components, helps us to understand the importance of learn how to manage the sociolinguistic competence, and why it is being using more frequency nowadays. This competence is a way to help us to understand language in different contexts, and have a general thought about how we are talking, and understand it without a correct grammatically form.

Speech Acts

Saussure (1959) defined language as “a system of signs that express ideas”, in what came to be known as semiology. In semiology, the unit of language is the sign, which consists of two inseparable parts, namely the signifier – what the speaker utters or writes – and the signified – the concept which is conveyed with the help of speech. Even though this theory is the basis of modern linguistics, Saussure’s definition does not cover all aspects of language. Thus, language is not only used to represent concepts in isolation, but also to express different actions that speakers perform or require them to be performed by others (Austin, 1975). John Austin (1975) and John Searle (1969) are the forerunners of speech act theory, which, according to them, encompasses the way people apologize, promise, request, and perform other linguistic acts (DEMETER, 2000).

The concept of speech acts was 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” (p. 6). 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” (DEMETER, 2000).

Speech acts are characteristically performed in the utterance of sounds or the making of marks. What is the difference between just uttering sounds or making marks and performing a speech act? One difference is that the sounds or marks one makes in the performance of a speech act are characteristically said to have meaning, and a second related difference is that one is characteristically said to mean something by those sounds or marks. Characteristically when one speaks one means something by what is a speech act? One says, and what one says, the string of morphemes that one emits, is characteristically said to have a meaning (Searle J.).

Austin’s idea can be interpreted in the following way: by uttering a performative sentence, the speaker indicates a certain speech situation where a certain convention exists, as shown by the felicity condition, there are certain persons and circumstances, as shown by the felicity condition, the speaker performs the act in a certain way, as shown by the felicity condition, the hearer reacts to it in a certain way, as shown by the felicity condition, the speaker has certain thoughts, feelings, or intentions, as shown by the felicity condition and the

speaker is supposed to execute a certain task in the future, as shown by the felicity condition (Oishi, 2006).

In this frame Oishi / Austin's Speech Act Theory and the Speech Situation work, the success of the purported speech act is explained as an identification of the present speech situation with the speech situation indicated by the performative sentence. The failure of the purported speech act is, on the other hand, explained as a gap between the present speech situation and the speech situation indicated (Oishi, 2006).

Speech Act Theory originated with J. L. Austin, summarized in his William James Lectures presented at Harvard University in 1955 (Austin 1962 as reported in Hesling Smith , 1991). Austin started by examining the view that a statement of fact ought to be verifiable in some way. He believed that many philosophical problems had arisen because of a desire to treat all utterances as verifiable statements. He gave the term "constative" to straightforward statements of fact (Hesling Smith , Speech Act Theory, Discourse Structure and Indirect Speech Acts , 1991). However he also described statements which

... do not 'describe' or 'report' or constate anything at all are not 'true' and 'false' and [for which] the uttering of a sentence is, or is a part of the doing of an action which would not normally be described as saying something (Austin op. cit. p. 3 as cited in Hesling Smith 1991).

A theory where the effect of an utterance is analyzed in relationship to the speaker and listener's behavior (Spencer, Speech Act Theory, Introduction to Semantics, 2014).

- Speech Act Theory can help us analyze utterances that seem to break Gricean maxims (Sperber, Speech Act Theory, Introduction to Semantics, 2014).
- Speech Act Theory can also help us examine utterances from the perspective of their function, rather than their form (Sperber, Speech Act Theory, Introduction to Semantics, 2014).

However, indirect speech acts also exist, for instance, when one is playing poker, one can announce that one is withdrawing from a round of playing by pushing one's cards away; one can announce a bid at an auction by raising a hand; one can greet with a nod of the head. Indirect speech acts do not necessarily have to be non-verbal as one can issue a request by uttering 'can you pass the salt' instead of 'I request you pass the salt to me'; and yet the former is generally understood as a request and not a question regarding one's salt passing abilities (Saeed 231). These are examples of cases in which an utterance's literal meaning does not express intended speaker meaning (Searle 1999:150). Since this essay is primarily about the verbal use of language in communication then non-verbal communication will not be discussed further as they go beyond the scope of formal linguistics (Whelpton, 2011).

As we can see, speech acts are ways people can communicate with or without verbal – non-verbal forms. So on, inside speech acts we have apologies, requests, commands, idioms, and greetings.

Apologies

Firstly, apologies are universal in the general human need to express regret over offensive acts and they have accompanied human communication from the oldest times up to the present, with the potential number of addressees ranging from one to innumerable (cf. Apology by Plato or Mel Gibson's Apology to the Jewish Community as reported in Válková, 2013).

As a type of speech act, the apology has also been the object of numerous studies that attempted to clarify what exactly an apology is and how the different ways of apologizing can be classified, and also how this particular speech act is performed and perceived both in English and in different languages around the world. The following sections will give an overview of these issues (DEMETER, 2000).

Bergman and Kasper (1993) as reported in DEMETER (2000) defined an apology as a "compensatory action to an offense in the doing of which S was casually involved and which is costly to H".

There are many different ways to say sorry in English depending on the situation, who you are apologizing to and how you are feeling. There are 10 common expressions to say you're sorry:

- Sorry. This is a very common, simple apology and there are many situations we can use it in. For example, - when we bump into someone on the street ("Sorry!") - When we want to get someone's attention (e.g. to go past them on

a train. “Sorry, excuse me”) - when we are sympathizing with someone (e.g. “I’m sorry to hear that”) - when we know we have done something wrong (e.g. “Sorry I’m late”) this is a weak apology so don’t use it if you have done something very wrong – it won’t sound strong enough!

- I’m so / very / extremely / terribly sorry. This is similar to “sorry” but adding an extra word makes the meaning stronger. For example: “I’m so sorry I didn’t come to your party yesterday. ”I can’t believe I forgot the tickets. I’m terribly sorry!”
- How careless of me! This phrase is used when we criticize ourselves for making a mistake. For example: “I just broke a glass, how careless of me! I’ll buy you a new one.”
- I shouldn’t have... We use this when we realize that we have done something that we shouldn’t have done and now we regret it. For example: “I shouldn’t have shouted at you last night. I didn’t mean what I said.”
- It’s all my fault. We use this phrase when we want to take responsibility for something. For example: “It’s all my fault we missed the train. I should have woken up earlier.”
- Please don’t be mad at me. This is quite an informal phrase which we use when we’ve done something wrong and we don’t want the other person to be angry with us. For example: “Please don’t be mad at me but I have to cancel our plans this weekend.”

- I hope you can forgive me / please forgive me. We use this to ask forgiveness from someone when we do something to upset them. For example: “I acted awfully last night and I know I embarrassed you. I hope you can forgive me.”
- I cannot say/express how sorry I am. This is a very strong way of saying sorry. We use this when we know we have done something very wrong and we cannot find the right words to apologise. For example: “I cannot express how sorry I am for telling James your secret. I had no idea he would break up with you.”
- I apologise for... / I'd like to apologise for... This is a more formal way of saying sorry. You usually hear it in formal/business situations or emails. For example: “I apologise for the delay in replying to your email.”
- Please accept my (sincere) apologies. This is a very formal way of apologising, especially when the word ‘sincere’ is included. It is usually used in formal letters. For example: “Please accept my sincere apologies for the mistake. We will refund the money to your account immediately.”

Requests

Requests are by definition face-threatening acts (Brown and Levinson, 1978), by making a request; the speaker impinges on the hearer's claim to freedom of action and freedom from imposition (BLUM-KULKA & OLSHTAIN).

There are many different ways of making polite requests in English. If you don't want to sound rude when speaking English, then you need to know how to

make a request in a polite way. Requests in English are usually made in the form of questions (Tristan, 2013).

Asking	Saying Yes	Saying No
Can I...?	Yes, sure	Well, I'm afraid...+ reason
Could I...? Could I possibly...? Is it all right if I...? Do you think I could...?	Yes, of course. Yes, that's fine. Certainly.	Well, the problem is...
Do you mind if I...?	No, not at all. No, of course not.	Sorry, but...

Commands

There are a number of ways of making commands sound more polite. We can add please at the end of what we say, or we can use a question form to make a command sound more like a request, or we can use I'd like you to + infinitive or I'd be grateful if you'd + infinitive without to (Cambridge Dictionary, 2016).

Examples:

- Ask Max to sign this form and then send it off immediately please, Gwyn.
- Will you bring us the files on the Hanley case please, Maria?
- I'd like you to bring us four coffees at eleven when we take a break in the meeting.

- I'd be grateful if you didn't tell anyone about this.

Idioms

Idioms are a type of formulaic language. Formulaic language consists of fixed expressions which you learn and understand as units rather than as individual words (O'Dell & McCarthy, s.f.).

Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word (O'Dell & McCarthy, s.f.).

Examples of idioms:

- A hot potato: Speak of an issue which many people are talking about and which is usually disputed.
- A penny for your thoughts: A way of asking what someone is thinking
- Actions speak louder than words: People's intentions can be judged better by what they do than what they say.
- Add insult to injury: To further a loss with mockery or indignity; to worsen an unfavorable situation.
- An arm and a leg: Very expensive or costly. A large amount of money.

Greetings

The CCSARP coding strategies were used to a limited extent to analyse the greeting speech act. The greetings data were analyzed mainly against the background of the speech act theory. The researcher had a keen interest in finding out what actually constitutes a greeting in the two languages under investigation

and whether the learners use the same strategies to perform the greetings in the target language (Sithebe, 2011).

Examples of informal greetings:

- Hello!
- Hi!
- How are you?
- Great, thanks, and you?
- Fine, thanks.

Examples of formal greetings:

- How do you do? My name is John.
- Pleased to meet you. My name is Lyndsey.

Group Work

Groups are a fundamental part of social life. Groups can be very small – just two people –or very large. They can be highly rewarding to their members and to society as a whole, but there are also significant problems and dangers with them. All this makes them an essential focus for research, exploration and action. Humans are small group beings. We always have been and we always will be. The iniquitousness of groups and the inevitability of being in them make groups one of the most important factors in our lives. As the effectiveness of our groups goes, so goes the quality of our lives.

Many people dislike the idea of the group work; sometimes they hate this kind of work. This fear is called “grouphate”. Grouphate has been referred to as

the dread and re-pulsion that many people feel about working in groups or teams (Sorenson, 1981 as cited in Burke, 2011).

Beebe and Masterson (2003) as cited in Burke (2011), say that there are advantages and disadvantages to working in a group.

Advantages

- Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
- Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”
- People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).
- Decisions that students make help yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved. (Barkley, Cross & Major, 2005; Davis, 1993 as cited in Burke, 2011).

- Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
- Team work is highly valued by employers. Well-developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey, 2010 as cited in Burke, 2011).

Disadvantages

- There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
- An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
- Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011 as cited in Burke, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

- It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

Ingredients of effective group work

Positive interdependence

According to EFF 2010 group work is more useful when the participants realize that being working with each other is essential in order to complete the task. In other words, they “sink or swim together” (EFF, 2010). There are various methods of include this in a group. In which students are asked to meet an important role within the group.

Individual accountability

EFF (2010) argues that each member of a group is responsible for accomplishing all of the objectives related with a task. Students are made aware in advance of a group activity that their learning will be individually assessed or evaluated. This can be accomplished through the use of random oral questioning or quizzes and formal exams (EFF, 2010). If we only evaluated the group work in general, we can only explain a little part of the student’s grade.

Face-to-face interaction

Students in a learning group promote each other’s productivity and learning through the use of sharing, help and encouragement. Student interaction is stimulated by appropriate seating arrangements and through the use of shared

resources such as information handouts, worksheets, tools and equipment, etc (EFF, 2010).

Values in group work

- The right of people to contribute actively to their own destinies.
- Respect for what people can do on their behalf and on behalf of others.
- The right to shape the nature of service/treatment toward relevance.
- Shared authority over process in which one is immersed.
- The right to be happy and productive.
- Respect for/appreciation of difference (The project for Team Conferencing and Social Group Work, 2014).

A value is a principal or standard that is held in high esteem by an individual and is related to all aspects of one's personal and work life. You may have values around family, work, spiritual, leisure, personal, etc (University of Denver).

As you consider your work related values, keep in mind that there are no right or wrong work values; rather it is a process of identifying what matters most to you rather than someone else (University of Denver).

- **Advancement.** Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well-done (University of Denver).
- **Adventure/Risk-taking.** Have duties which involve frequent physical, financial or social risk-taking (University of Denver).

- Aesthetics. Be involved in studying or appreciating the beauty of things, ideas, etc (University of Denver).
- Affiliation. Be recognized as an employee of a particular organization (University of Denver).
- Altruism/Help. Society Do something to contribute to the betterment of the world or a greater good (University of Denver).
- Balance. Have a job that allows time for family, leisure, and work (University of Denver).
- Challenge. Engage with complex questions and demanding tasks, troubleshooting and problem-solving (University of Denver).
- Change and Variety. Have a wide range of work responsibilities frequently changing in content, setting, people and/or activities (University of Denver).
- Community Activities. Become active in volunteering, politics, or service projects (University of Denver).
- Competition. Engage in activities that measure my abilities against others (University of Denver).
- Creative Expression. Be able to express my creative ideas in the arts and communication (University of Denver).
- Competence. Demonstrate a high degree of expertise and mastery of job skills and knowledge (University of Denver).
- Excitement. Experience a high degree of stimulation or frequent novelty and drama on the job (University of Denver).

- Fast Pace/Time Pressure. Work in circumstances where work is done rapidly and/or there is little room for error (University of Denver).
- Financial Reward. Earning a larger than average amount of income (University of Denver).
- Flexibility. Work according to my time schedule (University of Denver).
- Friendships. Develop personal relationships with people as a result of work activity (University of Denver).
- Fun. Have opportunities to be playful and humorous at work (University of Denver).
- Harmony/ Tranquility. Avoid pressures and stress in job role and work setting and seek harmonious relationships (University of Denver).
- Help Others. Be involved in helping or being of service to people directly, either individual.
- Independence/Autonomy. Be able to determine the nature of work without significant direction from others; not have to follow instructions or conform to regulations (University of Denver).
- Influence. People Be in a position to influence attitudes or opinions of other people (University of Denver).
- Knowledge/ Research. Develop new information and ideas. Engage in pursuit of knowledge, truth and understanding (University of Denver).
- Leadership. Direct, manage, or supervise the work done by others (University of Denver).

- Location. Live somewhere conducive to my lifestyle, leisure, learning, and work life (University of Denver).
- Make Decisions. Have the power to decide courses of action, policies, etc or make decisions regarding the work activities of others (University of Denver).
- Moral/Spiritual Fulfillment. Feel that my work is consistent with my ideals or moral code (University of Denver).
- Personal Growth. Have work which enables me to grow as a person (University of Denver).
- Physical Challenge. Have a job that requires bodily strength, speed, dexterity, or agility (University of Denver).
- Public Contact. Have a lot of day-to-day contact with people (University of Denver).
- Recognition. Get positive feedback and public credit for work well done (University of Denver).
- Security. Have a stable work environment and reasonable financial reward (University of Denver).
- Stability. Have a work routine and job duties that are largely predictable and not likely to change over a long period of time (University of Denver).
- Status/ Prestige. Gain the respect of friends, family and or the community by the nature and/ or level of responsibility of my work (University of Denver).
- Teamwork. Have close working relations with group; work as team for common goals (University of Denver).
- Work Alone. Do projects by myself, with little contact with others (University of Denver).

Time to work in groups.

There isn't time or place to start working in groups, but according to Burke 2011 argues that the best place to start group work is at the beginning of the class. When developing a course program, the teacher determines what topics are going to work the students and after that the instructor lends themselves to group work. It is in that moment that the instructor has to think about how learners will form their groups, help negotiate the group process, and decide how to evaluate the final product.

Johnson, Johnson and Smith 1991 as cited in Burke 2011 suggest that group tasks should be integral to the course objectives. This means that the group work should comply with the learning objectives defined in the syllabus. If one of the learning objectives is to promote critical thinking skills or writing enhancement, then the group work should support these areas (Burke, Group Work: How to Use Groups Effectively , 2011).

Forming

Group Size. The dynamics of group size is an important component of group work. A small group is often considered to consist of three or more people (Beebe & Masterson, 2003 as cited in Burke, 2011). Groups of two are called dyads and are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas (Csernica et al., 2002 as cited in Burke, 2011). In general, it is suggested that groups of four or five members tend to work best (Davis, 1993 as cited in Burke, 2011). However,

Csernica et al. 2002 as cited in Burke 2011 suggests that three or four members are more appropriate.

A bigger group reduces each member's opportunity to participate and also gives the bad chance of some students act like a static person, I mean; they don't participate actively in the group. In situations where there is a shorter amount of time to complete a group task, it is better to work in small groups, in order to have a better result and works. The shorter amount of time available, the smaller the group should be (Cooper, 1990; Johnson, Johnson & Smith, 1991 as cited in Burke, 2011).

Group work can be especially beneficial for large classes. Wright and Lawson 2005 as cited in Burke 2011 found that group work helped students feel that the class was smaller and encouraged them to come to class more often. The felt more invested in the course and in the class material, which promoted active learning in a large class environment.

Assigning a Group. Assigning the members of the group is essential to obtain the success of the group. Some teachers prefer to randomly assign students to groups. This has the advantage of maximizing heterogeneity of the group (Davis, 1993 as cited in Burke, 2011) and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor knows all of students, he can select the group members based in the attributes of the class. For example, the instructor can form the groups while taking to account performance levels,

academic strengths and weaknesses, ethnicity, and gender (Connery, 1988 as cited in Burke, 2011).

Additionally, according to Csernica et al 2002 as cited un Burke, 2011 said that some teachers tend to permit that students select the group members, but most of the time it has some disadvantages, because often learners select their closest friends and this causes that they do not work well, do not pay attention to the class, and engage in other conversations and other activities inside the group. This can result in the students self-segregating and spending more time socializing than working on the group project (Cooper, 1990 as named in Burke, 2011). Research suggests that groups which are assigned by the instructor tend to perform better than self-selected groups (Felder & Brent, 2001 as quoted in Burke, 2011).

Role of the teacher in group work

Teaching students. It is difficult for teachers to design and implement group work effectively, and it is difficult for students to foster the group process, especially if they do not have the skills to make effective use of group work. Many students have never worked in a group before or lack the skills to work with others. Instructors cannot assume that students know how to work together, structure time, or delegate tasks. There are several ways that instructors can help.

First, the instructor should make certain that each student understands the assignment. Students should know the purpose of the project, the learning objective, and the skills that need to be developed through group work. Successful

group work is easier if the students know how the assignment relates to the course content and what the final product is supposed to be (Davis, 1993).

Second, the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities. Some faculty use various exercises that are geared toward helping students gain skills to work in groups (Fiechtner & Davis, 1992). Small in-class group activities help reinforce cohesion and group unity.

Third, the instructor needs to help the students manage conflict and disagreements. The instructor should avoid breaking up the groups (this will be discussed in more detail later in this paper). When a group is not working well together, the students need to learn how to communicate effectively and establish goals for a successful group (Davis, 1993).

Monitoring the group process. One method to help groups succeed is to ask each group to devise a plan of action (Davis, 1993). The plan of action involved assigning roles and responsibilities among the group members. Each member should have a role, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan.

Another method to help monitor a group's progress is to ask them to submit weekly progress reports. These reports (or weekly meeting notes) should outline what the group discussed, who attended the meeting, and the objectives set for the next week. In this manner, the instructor can monitor the group's activities and

progress throughout the semester and assess the level of involvement from each member.

Group Dissonance. Groups will not always work well together. Some groups lack motivation, strong leadership, or simply have personality conflicts. Even when it appears that a group is falling apart, it is important to avoid breaking up the group. Not only will the group dynamics of the original group be affected if the members are reassigned, but the addition of members to other groups will disrupt their dynamics as well (Davis, 1993).

One way to help prevent conflict and group members who shirk duties is to keep the group small. It is difficult to be a “loafer” or a “slacker” in a small group (Davis, 1993).

Additionally, matching work assignment to skill sets will help separate the “loafers” from the students who are generally struggling (Freeman & Greenacre, 2011). Freeman and Greenacre (2011) suggest that instructors should help the students understand the benefits of working together as a group for the group as a whole, which will help students who are struggling (Freeman & Greenacre, 2011).

Furthermore, the group should be encouraged to have assigned roles and responsibilities. It is more difficult to be a slacker if the goals are clearly outlined for each member. It is necessary to help a group work through disagreements and find resolution. Simply breaking up the group does not encourage the students to work through differences.

Freeman and Greenacre (2011) suggest that group interventions should be aimed at the destructive group member, focus on the behavior and not the person,

and address the benefits of the group process for the group as a whole. Barkley et al. (2005) recommend designing the coursework in such a way that the success of the individual relies on the success of the group. The instructor should assist the group in creating ways in which to handle unproductive members and foster communication skills.

Evaluation. Evaluating a group is a difficult task and the instructor should have a clear idea of how he/she wants to evaluate the group work. First, the instructor should decide what is being evaluated: the final product, the process, or both. Next, it is necessary to decide who assigns the grade: the students, the instructor, or both.

Some faculty members assign each member of a group the same grade, which may promote unhappiness if some members devote more time and effort to the group and get the same grade. Some instructors assign each group member an individual grade, which may or may not foster competition within the group and may undermine the group solidarity (Davis, 1993). If the group is graded as a whole, it is suggested that the project or presentation should not count for more than a small percentage of the student's final grade (Cooper, 1990; Johnson, Johnson & Smith, 1991).

If the aspect of process is going to be evaluated, it is important to give the students an opportunity to assess the effectiveness of their group. At the end of the process, they should be able to list their contributions, their group member's contributions, and the process as a whole. They should be able to identify the aspects that worked and the aspects that did not work. The student's group

assessment allows the instructor to evaluate the group process and apply the most effective methods to future group projects.

In the aspect of assessment, it is vital that the students know and understand how they will be evaluated. One method used to convey this information is with a structured grading rubric. A rubric is a scoring tool which lists the criteria by which a paper or presentation will be graded. The rubric lists, not only the criteria by which the work is judged, but also the student's mastery of the material (Finson & Ormsbee, 1998).

Stevens and Levi (2005) advocate the use of rubrics because they: convey expectations to the students, help students focus their efforts, improve student achievement, reduce grading time for the instructor and improve the effectiveness of feedback. If the instructor is interested in assessing the group process and final product, two separate rubrics need to be created. For the process, the evaluation criteria should represent the learning objectives for class and for the group. Process evaluation might include: attendance and participation in meetings, time management skills, active listening, evidence of cooperative behavior, and professionalism and engagement with the task.

For evaluating the effectiveness of the product, a more concrete grading rubric might be necessary. The criteria can be outlined based on content, structure, organization, accuracy, thoroughness, and general mechanics. Rubrics can be helpful for both students and instructors; they outline expectations and allow instructors to assign grades on a more objective basis. Rubrics provide detailed

breakdowns of points that are awarded for each criterion and how those points are awarded.

Additionally, rubrics are useful beyond grading; they also help students conceptualize the assignment (Mckeown, 2011). The instructor knows what the end product should look like, and it is his or her responsibility to effectively convey that expectation to the students (Finson & Ormsbee, 1998).

Herman, Aschbacher, and Winters (1992) suggest that a good rubric consist of clear and logical categories that explain what the instructor is assessing and the point value for each response. This practice ensures that both the student and the teacher are satisfied with the end result and makes the group process a more objective learning experience.

Rubrics are very useful for evaluating group work and increase the chances of student success (Finson & Ormsbee, 1998). Mckeown (2011) asserts that rubrics should be locally relevant and culturally appropriate. In this way, they cannot be a “one size fits all” approach and must be modified to fit different classes, disciplinary perspectives, and learning objectives.

Leadership and Teachership. The teachers’ role in the classroom is significant and may be schematized in various ways in connection with classroom management and when implementing group work (Gillies, 2008; Gillies, Ashman & Terwel, 2008; Hammar Chiriac & Granström, 2009; 2012; Lotan, 2006; Webb, 2008). Irrespective of the pedagogical mode to be implemented, the teacher always retains ultimate responsibility for all actions and processes occurring in the classroom.

Based on empirical research, Granström (1998; 2006; 2007) proposes one way to interpret and describe teachers' ambiguous management roles in the classroom. Granström (2007) points out that, for teachers in the classroom, one task involves supervising a group of students in their effort to acquire knowledge, while secondly being expected to be completely responsible for all activities and processes occurring in the classroom.

This presupposes that teachers are able to efficiently manage the two important roles associated with classroom management, namely leadership and teachership. Leadership and teachership may be seen as two different, complementary aspects of a teacher's managing role in the classroom. The concepts and requirements are defined as follows:

Leadership in the classroom:

- Knowledge about classroom interaction and group processes.
- Ability to handle classroom interaction and group processes.

Teachership in the classroom:

- Knowledge of subjects
- Ability to convey knowledge or proficiencies (Granström, 2007, p. 17).

The two roles complement each other and are both necessary, but neither is sufficient independently. A professional teacher practicing his or her profession requires capabilities which draw upon both leadership and teachership. As elucidated in the definitions above, leadership in the classroom includes teachers' knowledge of interactive and group processes, along with the ability to manage

these processes. It consists, for instance, of the teacher's ID SJER-2011-0206 5 ability to arrange and accomplish different modes of classroom activities, including group work.

In addition, a skillful leader has the ability to lead and activate the students, irrespective of the type of classroom practice. This teacher role is significant for all social courses of events in the classroom, and for the relationship between all involved individuals. Teachership in the classroom, on the other hand, draws upon knowledge of how to manage theoretical proficiencies in the educational situation, as well as the ability to convey knowledge and create learning opportunities for students.

Teachership thus includes both a teacher's subject knowledge and knowledge of different pedagogical modes available for use in the classroom. A skillful teacher is highly skilled academically, and has a great ability to convey knowledge to students.

Teachership is essential for both the academic achievement of students as well as the development of collaborative skills among students. The definitions of these concepts are neither conclusive nor comprehensive, but they provide a sense of the features connected to the concepts and offer the opportunity to investigate classroom management and teacher roles (Granström, 2007). There may be teachers who practice good or bad Teachership as well as good or bad leadership in the classroom.

f. METHODOLOGY

Design of the Research

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

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

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

Methods, Techniques and Instruments

Methods

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

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

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

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

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

Techniques and Instruments

Data collection:

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

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

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

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

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

Observation: Will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the students of tenth-grade “A” at Colegio de Bachillerato Pio Jaramillo Alvarado, afternoon session during their English classes. There will be two types of observation as detailed below.

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

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

Participant observation: In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of group work

interaction in order to develop speech acts among students of tenth-year “A” at Colegio de Bachillerato Pio Jaramillo Alvarado, afternoon session during the 2016-2017 school year. The instrument of this participant observation is the field notes.

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

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

Population

The target population of this research work is constituted by students of tenth year “A” of Basic Education at Colegio de Bachillerato Pio Jaramillo Alvarado, afternoon section, during the 2016-2107 school year, who are a total of 28 students; it is a small population, it was no necessary to take a sample of it.

Intervention Plan and Description

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

Activation

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

Connection

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

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

Affirmation

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

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

Period

This intervention plan will be carried out into effect through out the months of November to January during the 2016 – 2017 school year.

Intervention and observation plan

Week 1

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pfo Jaramillo Alvarado, afternoon session 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 use request in a conversation about inventions.
KEY VOCABULARY	Glucose test, microchip, printing press, penicillin, electric system, motor car.
INSTRUCTIONALS FOCUS	<p>Activation: Warm up – D. A. S. 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 inventions and inventors; and in the second box there will be the letters D (Draw), A (Act), and S (Speak). Then the student will have to draw, act or speak to the class the invention or inventor that he/she selects, depending on what he letter of the "D-A-S" has. The other students have to raise their hands and the person that guesses will have to pass to the front and do the same. This activity only will be with five students.</p> <ul style="list-style-type: none"> • Teacher explains what is requesting trough examples by using the board. • Teacher shows flash cards about some inventions from the past. • Teacher teaches students verbs in the simple past that they can use to talk about any invention. <p>Connection</p> <ul style="list-style-type: none"> • Teacher tells students to look at the pictures and read the words below each one of them. Then

	<p>they have to put the correct number in the invention that correspond according to the chronological order, then listen and check.</p> <ul style="list-style-type: none"> • Students have to listen to the lecture and complete the chart below. • Students have to look for some of the verbs from the listening in the word search and complete the simple past tense list. Then complete the grammar chart on the following page. • Students have to write the wh-questions for the following answers. • Ask and answer wh-questions about some inventors and their inventions. • Students have to use request in order to talk about inventions. <p>Affirmation:</p> <ul style="list-style-type: none"> • Students have to work in pairs, select an inventor or an invention that they think is interesting. Make a conversation about it using requests. Then present to the whole class their conversation. 	
CLASSROOM SOURCES	<p>Student's book Student's notebook Board Markers Flashcards Mp3 player Cd</p>	
DATA COLLECTION SOURCES	<p>Data source: 1: Pretest-pre-questionnaire. Data source: 2: Field notes.</p>	
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>	
DATE	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 “A” at Colegio de Bachillerato Pfo Jaramillo Alvarado, afternoon session 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 use request making a short story about them with the past tense.</p>
<p>KEY VOCABULARY</p>	<p>Invent, create, discover, find, work, grow, help, attract, leave.</p>
<p>INTRUCTIONALS 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 talk about situation in the past. • Teacher explains about the simple past tense. <p>Connection</p> <ul style="list-style-type: none"> • Listen to the dialog and fill in the blanks with the simple past tense form of the verbs. Use the word bank. Then complete the grammar chart below. • Work with a partner. Your partner selects an inventor, and you guess his/her name by asking

		<p>yes/no questions. Take turns asking and answering questions.</p> <ul style="list-style-type: none"> • Complete this encyclopedia entry with the verbs in the simple past tense form. Use the word bank and the pictures to help you. Then complete the grammar chart below. • Read the following statements. Correct them in affirmative or negative form. <p>Affirmation:</p> <ul style="list-style-type: none"> • Students have to write a short story about them using the verbs in the past. Then have to work in pairs and ask each other about their stories using requests.
	CLASSROOM SOURCES	<p>Student's book Students' notebook Board 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

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pfo Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 – 2017 school year?
TOPIC	Inventios all around.
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to use formal and informal greetings making a conversation about inventions all around.
KEY VOCABULARY	Light bulb, the radio, soda, correction fluid, electricity, waves, drink, thirsty, tempera, durable, paint, refreshing, data, transmit, lightning, mistakes.
INTRUCTIONALS FOCUS	<p>Activation: Warm up - Circle games</p> <ul style="list-style-type: none"> • Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle. • The person in the middle calls out one instruction .e.g., “Change if you are wearing a white shirt. • All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction. e.g., “Change if you live in Canada. • “All the people living in Canada now change places and the person left standing calls out another instruction. e.g., “Change if you are married.” • Keep playing for a few minutes. • Teacher writes in the board and tells students examples and uses of formal and informal greetings in our lives. • Teacher brings pictures of household items through flashcards.

	<ul style="list-style-type: none"> Teacher explains about words that describe the household items. <p>Connection</p> <ul style="list-style-type: none"> Make lists of words under the following household items. Use the word bank. Read this text quickly. Then match the following items to the paragraphs they belong to. Go back to the text to answer the questions. Label this encyclopedia entry. Write an encyclopedia entry about one of the inventions or inventors presented in the unit. Share you entry with the class. <p>Affirmation:</p> <ul style="list-style-type: none"> Work in group of three and make a conversation about an invention around the world using greetings. Some students can present for the whole class. 	
CLASSROOM SOURCES	Student´s book Students' notebook Board Markers Flashcards	
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 “A” at Colegio de Bachillerato Pfo Jaramillo Alvarado, afternoon session 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 to use idioms creating a dialogue about accidental inventions.</p>
<p>KEY VOCABULARY</p>	<ul style="list-style-type: none"> • To have a one – track mind • To get wise to • To have a light bulb moment • To be the brains behind • Not to be rocket science
<p>INTRUCTIONALS FOCUS</p>	<p>Activation:</p> <p>Warm up - Find the lie</p> <ul style="list-style-type: none"> • Give each student a small piece of paper. • Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie. • Tell the students to stand up and to hold their pieces of paper in front of them. • They should walk around the classroom, read the information about people and see if they can guess which statement is a lie. • Teacher explains the importance the use of idioms in daily conversations. • Teacher writes on the board examples of idioms and in front of their definitions and students infer the meaning.

	<p>Connection</p> <ul style="list-style-type: none"> • Read the following expressions and their meanings. Listen to a radio program and match them. • Complete the conversation among Sandra, Martin and Monique by using the idioms above. Then listen and check. • Think of school-related experiences where you can use these idioms. <p>Affirmation:</p> <ul style="list-style-type: none"> • Work in pairs and create a dialogue using idioms given in the lesson and then share with the class. 	
CLASSROOM SOURCES	<p>Student's book Students' notebook Board Markers Mp3 player Cd</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	From November 28 th to December 02 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 5

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 talk about free time activities and places in the past tense and use request.
KEY VOCABULARY	Ride, 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 FOCUS	<p>Activation:</p> <p>Warm up - Guess the picture</p> <ul style="list-style-type: none"> • One person comes to the front and starts to draw a picture. • The students must try to guess what the picture is before the person has finished drawing it. • The person who guesses correctly comes to the front to draw another picture. • Teacher explains what is apologize trough examples by using the board. • Teacher shows flash cards about famous vacation destination. • Teacher shows students words that describe these places. <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.

	<ul style="list-style-type: none"> • 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"> • Work in pairs. Make a conversation using apologies and the past progressive. It can be with your grandma, your mother, your aunt, telling her why yo do not go to visit her. 	
CLASSROOM SOURCES	Student’s book Student’s notebook Board Markers Worksheet Flashcards	
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

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 – 2017 school year?
TOPIC	Extreme vacations
GOALS	By the end of this intervention plan, students will be able to use speech acts that include functions such as apologies, request, command, greeting and idiom in daily conversations, and appropriate responses to those acts.
LEARNING OBJECTIVES	By the end of this lesson students will be able to share personal narrative about vacations in pairs using sequence connector, time conjunctions and request.
KEY VOCABULARY	Climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics.
INSTRUCTIONALS FOCUS	<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 commands. • 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"> • Students make two lines, then each one of them will pass to the board and write a command, they only have 1 minute to do it. Then will go the next students, and so on. 	
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 commands 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

RESEARCH PROBLEM	How does group work interaction develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 – 2017 school year?
TOPIC	Adventures tales
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 past adventure events working in pairs by using formal and informal greetings.
KEY VOCABULARY	Town, barbed-wire fence, waterfall, look for, walk, watch, rang, missing, tired, trail, region adventurous, search shortcut, scared
INTRUCTIONALS FOCUS	<p>Activation:</p> <p>Warm up - Circle games</p> <ul style="list-style-type: none"> • Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle. • The person in the middle calls out one instruction .e.g., “Change if you are wearing a white shirt. • All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction. e.g., “Change if you live in Canada. • “All the people living in Canada now change places and the person left standing calls out another instruction. e.g., “Change if you are married.” • Keep playing for a few minutes. • Teacher writes in the board and tells students examples and uses of formal and informal greetings in our lives. • Teacher brings pictures of verbs and vocabulary that are used to describe adventure tales through flashcards.

	<ul style="list-style-type: none"> • 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	<p>Student´s book Students' notebook Board Chart Markers Flashcards Copies</p>	
DATA COLLECTION SOURCES	<p>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.</p>	
SUPPORT	<p>Coaching and guidance from your thesis advisor.</p>	
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 “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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: 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 FOCUS</p>	<p>Activation:</p> <p>Warm up - Find the lie</p> <ul style="list-style-type: none"> • Give each student a small piece of paper. • Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie. • Tell the students to stand up and to hold their pieces of paper in front of them. • They should walk around the classroom, read the information about people and see if they can guess which statement is a lie. • Teacher explains the importance the use of idioms in daily conversations. • Teacher writes on the board examples of idioms and in front of their definitions and students infer the meaning.

	<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: 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>	
SUPPORT	<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.

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g. TIMELINE

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

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

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

Material

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

Technical

- Computer
- Projector
- Printer
- Internet

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$ 180
Print of reports	\$ 100
Print of the project	\$ 100
Print of the final report and thesis	\$ 300
Unexpected expenses	\$ 200
Total	\$ 880

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

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Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Anghy Mishell Merino Cueva

Year: Tenth year “A” of Basic Education (fourteen – fifteen years old)

Date:

Code:

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

Annex 2: Field notes



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 ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of Tenth year "A" & 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
THANK YOU FOR YOUR COLABORATION

Test Scoring Guide (Rubric)

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

a. I am so sorry (0.50)

b. That is my fault (0.50)

c. Please excuse me (0.50)

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

2. Mark the request. (2p)

a. Request (0.25)

b. Incorrect. It refers a concern (0.25)

c. Request (0.25)

b. Incorrect. It refers an apologizing (0.25)

a. Request (0.25)

b. Incorrect. It refers empathy (0.25)

c. Request (0.25)

d. Incorrect. It expresses gratitude (0.25)

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

a. Leave her alone! (0,4)

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

c. Come back! (0,4)

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

e. Call me later! (0,4)

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

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

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

Conversation 1

- a. Hello (0. 25)
- b. Hello (0. 25)
- c. Bye (0. 25)
- d. Bye (0. 25)

Conversation 2

- e. Good morning (0. 25)
- f. Good morning (0. 25)
- g. See you tomorrow (0. 25)
- h. Good bye (0. 25)

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

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

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

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

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

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

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

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

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

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

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

Annex 5: Research Matrix

Theme: The development of Speech Acts through Group Work Interaction among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session 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 group work interaction develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session of the city of Loja during the 2016 – 2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about group work interaction are adequate for developing speech acts among students 	<p>General</p> <ul style="list-style-type: none"> • To develop speech acts through group work interaction among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year. <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about group work interaction and its application on speech acts. • To diagnose the issues that limit the development of speech acts among students of tenth year “A” at Colegio de Bachillerato Pío 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Communicative language teaching • Communicative Competence • Sociolinguistic Competence • Speech acts: Apology, request, commands, idioms and greetings. <p>Independent variable</p> <ul style="list-style-type: none"> • Cooperative learning • Group work interaction: Advantages, disadvantages, ingredients of effective group works, values in group work, time to work in groups, forming, role of the 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

<p>of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, 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 speech acts among students of tenth year “A” at Colegio de Bachillerato Pío 	<p>Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> • To design an intervention plan based on group work interaction in order to develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year. • To apply the most suitable strategies of group work interaction in order to develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year. • To validate the results obtained after the application of group work interaction to develop 	<p>teacher, leadership and teacher ship.</p>	<p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report. 	
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<p>Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> • Which group work interaction strategies are implemented to develop speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, 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 “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year? 	<p>speech acts among students of tenth year “A” at Colegio de Bachillerato Pío Jaramillo Alvarado, afternoon session during the 2016 – 2017 school year.</p>			
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Annex 6. Grading Scales

Speech acts

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

Group work interaction

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

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