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ENGLISH LANGUAGE DEPARTMENT

TITLE

GROUP WORK STRATEGIES TO DEVELOP THE
SOCIOLINGUISTIC COMPETENCE AMONG
STUDENTS OF EIGHTH-YEAR "A", AFTERNOON
SESSION AT UNIDAD EDUCATIVA "DR. MANUEL
AGUSTÍN CABRERA LOZANO" IN THE CITY OF
LOJA DURING 2019-2020 SCHOOL YEAR

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

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CERTIFICATION

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CERTIFIES:

The present research work entitled **GROUP WORK STRATEGIES TO DEVELOP THE SOCIOLINGUISTIC COMPETENCE AMONG STUDENTS OF EIGHTH-YEAR "A", AFTERNOON SESSION AT UNIDAD EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO" IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR**, under the responsibility of the undergraduate student **YANELA ILIANA ALVARADO ARÉVALO**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

I am highly grateful to God for giving me the wisdom to always choose the right path in my life. This thesis work and all the achievements are dedicated to my beloved parents Ángel and Matilde, since they are the most valuable inspiration I have and for whom I wake up every day with encouragement and enthusiasm, and with the motivation to be a better person every day.

Finally, I dedicate this research work to my family who have been there in every moment, seeing what is right or wrong for me.

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a. TITLE

GROUP WORK STRATEGIES TO DEVELOP THE SOCIOLINGUISTIC COMPETENCE AMONG STUDENTS OF EIGHTH - YEAR "A", AFTERNOON SESSION AT UNIDAD EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO" IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR.

b. RESUMEN

El objetivo de esta investigación fue desarrollar la competencia sociolingüística mediante el uso de estrategias de trabajo grupal con los estudiantes de octavo año "A", sesión vespertina en la Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" en la ciudad de Loja durante el año lectivo 2019-2020. Se utilizaron los métodos científico, descriptivo, estadístico y analítico-sintético para obtener, interpretar y analizar datos. Se aplicaron instrumentos como pruebas y cuestionarios a 23 estudiantes para recopilar información sobre su competencia sociolingüística. Además, las hojas de observación y los diarios reflexivos fueron útiles para registrar las actitudes de los estudiantes hacia la estrategia aplicada. Los resultados mostraron que los estudiantes obtuvieron un excelente desarrollo de su competencia sociolingüística en relación a los aspectos de saludo, solicitud, agradecimiento y disculpa. En conclusión, el uso de estrategias de trabajo grupal permitió a los estudiantes estar en un ambiente interactivo, participar en las tareas y ser responsables de su propio aprendizaje. Ellos incrementaron su confianza al compartir ideas con sus compañeros de clase.

ABSTRACT

The objective of this research was to develop the sociolinguistic competence through the use of group work strategies among students of eighth-year "A", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year. The scientific, descriptive, statistical, and analytic-synthetic methods were utilized to obtain, interpret, and analyze the data. Instruments as tests and questionnaires were applied to 23 students to collect information about their sociolinguistic competence. Also, observation sheets and reflective journals were useful to record students' attitudes towards the group work strategies applied. The results showed that students obtained an excellent development of their sociolinguistic competence in relation to greeting, requesting, thanking and apologizing aspects. In conclusion, the use of group work strategies, allowed students to be in an interactive environment, be engaged with the tasks, and be responsible for their own learning. They increased their confidence to share ideas with their classmates.

c. INTRODUCTION

According to Koay (2016), sociolinguistic competence refers to the ability to use language that is appropriate in social, cultural and educational contexts. Learners who develop their sociolinguistic competence have the capability to adapt their languages to the circumstances in which they find themselves. They also have to include expressions to greet, request, thank, and apologize in their vocabulary to communicate in the target language.

After having observed students of eighth-year "A" at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano in the classes, some difficulties in the development of their sociolinguistic competence were detected. Students did not recognize and apply phrases or expressions to begin and continue a conversation or discussion among their classmates and teachers in English. For that reason, the researcher decided to investigate: How do group work strategies develop the sociolinguistic competence among students of eighth-year "A", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019-2020 school year?

Group work strategies were chosen for three reasons. First, these strategies make students feel comfortable collaborating and cooperating with their teams to achieve common goals. Second, when students work in groups, they share their ideas and points of view with their classmates to gain knowledge and accomplish tasks through collaborative interaction.

Third, there are enough research studies that allow the researcher to recommend the use of group work strategies in English classes.

The specific objectives to carry out this research were: to research the theoretical and methodological references about the group work strategies and its application on the development of the sociolinguistic competence, to diagnose the issues that limit the development of the sociolinguistic competence, to design an intervention plan based on group work strategies to develop the sociolinguistic competence, to apply the most suitable activities of group work strategies to develop the sociolinguistic competence, and finally to validate the effectiveness that group work strategies had in the development of the sociolinguistic competence among students of eighth-year "A", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.

In this research work, the following methods were used. ***The scientific method*** facilitated the study of the dependent and independent variables that supported the results obtained from the data collection process. ***The descriptive method*** enabled the description and analysis of the object of the research work. It also served to explain the stages of the investigation, as well as the techniques applied. ***The analytic-synthetic method*** was used to analyze the obtained results through the pre and post-test. It also was used to make the interpretation of the data, the logical analysis and draw up the conclusions. Finally, ***the statistical method*** was utilized to

make both the quantitative analysis of the data obtained from the tests, and the qualitative data analysis obtained from questionnaires, observations sheets, and field notes.

This research work is structured as follows. First, *the abstract*, which explains the general objective, principal methods, techniques and materials, and the results obtained from the data. Then the *introduction* is presented, which includes the contextualization of the central problem, the reasons why the theme was chosen, the specific objectives of the study, the methodology used, and the contents of the thesis. After that, the *literature review* details information about the two variables; Group Work Strategies and Sociolinguistic Competence. The *materials and methods* section contains the materials, design of the research, methods, instruments that were used to collect the information, and the population. Concluding with the *results* that are presented through tables and figures with the corresponding interpretation and logical analysis. Subsequently, there is the *discussion*, which encompasses a general analysis of the results obtained, and finally the *conclusions* and *recommendations* about the research work.

d. LITERATURE REVIEW

GROUP WORK STRATEGIES

Espada (2010) points out that "Group work strategies are useful means in the process of learning , communication, and growth of the members of a group. They are a resource that helps students to achieve certain educational goals". In the educational field, educators use group work strategies to promote communication between learners in order to make them feel comfortable to learn and put in practice the target language. The application of group work strategies gives learners opportunities to collaborate and cooperate among them and develop the sociolinguistic competence.

Types of Group Work Strategies

Teacher applies a set of techniques or methods in group work activities to have a successful student's outcome. The below list highlights some of them:

Jigsaw.

Catapano (2019) notes: "The jigsaw is a teaching strategy of organizing student group work that helps students collaborate and rely on one another". This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual and group responsibility.

This view is supported by Yoshida (2018), who writes that the jigsaw strategy enables students to actively participate in the learning process.

Yoshida identifies the following list of why the jigsaw strategy is effective in cooperative learning;

- It encourages learning from one another
- It increases self-esteem
- It makes students responsible for teaching in their groups
- It improves social/relationship skills
- It increases student engagement, short-term and long-term retention of the subject matter, facilitates the frequent use of critical thinking, and results in a greater likelihood of transferring the lessons learned from one situation to another.

Material to use with the jigsaw strategy.

When teachers apply the jigsaw strategy in the classroom, the material they are going to work with is very important. The British Council (2019) provides these examples as useful and successful material:

- *Information gap exercise.*

Learners hear or read different parts of a text, then exchange information with others in order to complete a task. Also, scramble expressions or sentences can be used.

- *Cards.*

Students have sets of cards with written information on a specific topic.

They work cooperatively to identify and order them to perform the task assigned by the teacher.

Procedure to teach the jigsaw strategy.

Fagan, Crouch and Mazur (cited in Centre for Enhance Teaching & Learning, 2007) writes that “ The jigsaw strategy involves each group of students becoming “experts” on one aspect of a topic, then group members dispersing to share their expertise with others”.

The process to develop this strategy in the class is:

- Educators divide a topic into a few constituent parts (“puzzle pieces”). Then they form groups of 3-5 and assign each group a different “piece” of the topic.
- Each group’s task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and researching.
- Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different area of expertise.
- Students then take turns sharing their expertise with the other group members, thereby creating a completed “puzzle” of knowledge about the main topic. When students share their information with the other group it should be clear. If any member of the other groups does not understand; he or she should use expressions to apologize and ask

for clarifications. For example, Sorry, I don't understand. Can you repeat that part?

Role play.

Ampatuan & San José (2016) affirm that role play is the typical social communicative activity within a communicative approach. It means that students feel free to express their thoughts and ideas with their classmates and so they can establish a formal or informal conversation among them.

This view is supported by Tutyardari (cited in Ampatuan and San José, 2016) who states that “Role play is the ideal activity in which students could use their English creatively and it aims at stimulating a conversational situation in which students might find themselves and give them an opportunity to practice and develop their communication skill”.

In the same vein, Ayaz & Shah (cited in Ampatuan and San José, 2016) argue that one of the reasons role-play can work so well is because of the power of placing oneself in another’s shoes. This means that students will learn in both the effective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analyzed. As a result, learners develop their communicative skills.

In addition, teachers can bring some scripts in the class to get students feel comfortable, and then ask students to share their thoughts on what they think about the topic. Once students are familiar with the role play, teachers have them to perform the script checking the pronunciation, or grammar mistakes.

Material to use with role play.

Hand (2019) expresses “Teachers need to encourage students to speak in a variety of different situations, and hence help them to learn to speak with confidence”. The use of role plays in the ESL classroom motivates students to be creative and thinkers.

Materials used in a role play:

- *Scripts.* Written scripts are useful tools to support the group work members with elements and suggested ideas to consider on their dialogues.
- *Role play cards.* They include linking words or key vocabulary to guide students in the role play activity.

Procedure to teach role play.

Hand (2019) explains the steps that teachers have to follow at the moment to develop a role play strategy. The procedure consists on:

- Teacher reviews key vocabulary and asks questions to students.
- Teacher forms the group works. The number of members in each group depends on the size of the class. Then teacher gives students the scripts, card or dialogues to each group.
- Teacher allows students time to study the material.
- Once students revise the material, they divide the characters among them. In this step, teacher asks students to include expressions to greet and apologize in their oral presentations.
- Finally, teacher corrects students spelling and pronunciation mistakes.

Discussion activities.

Killen (2007) declares “Discussion activities can be an effective way for students to engage with core concepts, apply them and to enhance their problem-solving skills. It’s good for promoting teamwork and for eliciting higher order thinking”. In addition, Killen (2007) claims that in a discussion activity students express themselves, state their ideas in a clear manner, and listen to the views of others, in that way students are generating their own ideas and contributing explicitly to their own and others’ learning.

Likewise, Zeiger (2011) holds that teachers often spend a lot of time in front of the classroom talking to students, but students need a chance to talk too. It is essential to include fun discussion activities into the classroom to give students a chance to share their thoughts and interact with the teacher and classmates. To have a good discussion activity, the teacher can give students keywords or linking words, so that they can communicate formally or informally. Including games to motivate students to participate in a discussion activity is a good idea, but remember they can get distracted easily.

Material to use with discussion activities.

Some authors consider the following list of materials as a good choice to develop discussion activities in the classroom:

- *FluentU app.*

Donnchaidh (2019) considers that “ A great way to hit every student level in the classroom is by using technology like FluentU App”. This

application takes real-world videos and songs and turns them into personalized language lessons. Students work in pairs or groups sharing their opinions and beliefs about the videos and songs presented by the teacher.

- *Gallery walks.*

They are a good material to give students a chance to talk in English classes. Zeiger (2011) writes that “In a gallery walk, the teacher places pictures, short texts, and quotes to spark discussion around the classroom”. Students walk around the room in small groups and comment on those items or write responses to them on big sheets of paper. As they walk around the room, students are encouraged to talk with the people in their groups to share their thoughts.

Procedure to teach discussion activities.

The process to teach discussion activities in the English classes consists on:

- *Presentation of videos or pictures.*

Teacher presents the material about the main topic of the English class. Educators can use short or long videos, and pictures to create a meaningful discussion in the classroom.

- *Asking and answering questions.*

In this step, teacher use expressions to request. For example, the teacher asks the class: Can you tell me what you think about the video? or Can you give me your personal opinion about this image?

That way, students feel comfortable sharing their ideas and asking questions to their teachers or classmates.

- *Time to prepare the answers.*

Students need time to brainstorm their ideas. Before to talk, they take notes of the elements that they consider essential to develop their points of view.

- *Feedback.*

Teacher checks students' language communication. At the end of the activity, the professor gives learners a brief feedback so that they are aware of the mistakes they made at the time of presenting their ideas.

Group Work

There are some conceptions about group work in the teaching and learning process, which have been the basis for the development of learning. Morris (2016) maintains that "Group work is a student-centered way of teaching that emphasizes collaboration, cooperation, and teamwork". Similarly, Roney (as cited in Morris, 2016) claims that "Group work is a classroom practice where students work in teams to construct knowledge and accomplish tasks through collaborative interaction" (p.1).

The application of group work in the classroom makes students develop tasks collaboratively, either in pairs or groups, in short or long activities taking into account informal or formal contexts.

Why using group work? .

Sajedi (as cited in Morris, 2016) argues “Working in groups allows students to be in an interactive environment. This interaction helps them to develop language and social skills. During group work, students are engaging with the task, increasing their confidence, and becoming responsible for their own learning”. In addition, the Washington University in St. Louis (2019) mentions that, teachers should create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints to increase the participation in a group work.

Working collaboratively is effective since learners interrelate among peers in the target language and get helpful and useful feedback from them. Furthermore, students who work cooperatively can improve leadership. This means that they will encourage and help each other by sharing opinions, points of view and knowledge to reach a common goal.

According to Morris (2016), group work can help professors manage their classroom successfully regardless of class size or content. Moreover, group work creates an environment that encourages positive behaviors and engages students with others who may have different sets of language and social skills.

In her review of using group work to meet classroom goals, Morris identifies six skills that are valuable in life and work, such as:

- Talking about ideas

- Justifying opinions
- Collaborating with others
- Building consensus
- Handling conflict
- Disagreeing politely

Procedure to work in groups.

The University of Waterloo (2019) establishes that “Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills”, and lists four steps as the procedure to aid teachers implement group work successfully in the classroom:

Deciding the group work activity.

Identify the instructional objectives. Teachers determine what they want to achieve through the group work activity, both academically (e.g., knowledge of a topic) and socially (e.g., listening skills). The activity should be related to the course objectives and class content and it must be designed to help students learn.

Deciding on group size. The size teachers choose will depend on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned.

Design collaborative work in multiple forms. Teacher can group students in pairs, small groups, and large groups. Professors have to identify which are the different roles of their students.

Allow sufficient time for group work. Teachers estimate the amount of time that groups need to complete the activity. Also, they need to plan for a plenary session in which groups' results can be presented or general issues and questions can be discussed.

Introducing the group work activity.

Explain the task clearly. This means both telling students exactly what they have to do and describing what the final product of their group work will look like.

Set ground rules for group interaction. Teachers establish how group members should interact with one another, including principles such as respect, active listening, and methods for decision making.

Let students ask questions. Give students time to ask questions before getting to work, even if the instructions were clearly explained.

Monitoring the group task.

Monitor the groups. As students do their work, teachers circulate among the groups and answer any questions raised. Jaques (as cited by University of Waterloo, 2019) says that: "Teacher's absence can increase students' willingness to share uncertainties and disagreements".

Expect a lot from students. Assume that they do know, and can do, a great deal (Brookfield & Preskill, 1999). As teacher, you have to express your confidence in them as you circulate the room.

Ending the group task.

Provide closure to the group activities. Students tend to want to see how their work in groups was useful to them and/or contributed to the development of the topic. Teachers can end with a plenary session in which students do group reporting. It is based on oral and written reports.

Don't provide too much closure. Although the plenary session should wrap up the group work, feel free to leave some questions unanswered for further research or for the next class period. This openness reflects the nature of knowledge.

Group Work vs. Individual Work

Students prefer to work individually and others in teams in the English classes. The way of choosing the best work styles depends on the assignments planned. So, teachers and students should know the differences between them.

The Shmoop University (2019) claims that, when students are doing individual work on a topic they might feel more comfortable tackling in a group. But, when learners work in groups they are sharing knowledge and abilities to get a better hold on a problem than they could individually. Similarly, Cubukcu (2016) states that teamwork encourages communication between team members. Unlike, when students work alone they work in their own pace not depending on someone else. They can decide what to do in the tasks and they can concentrate easier.

Bilash (2009) points out that in individual work students are confident about what they know and what they need to spend more time on. On the other hand, group work provides learners more opportunities for practice, so they increase their creativity.

SOCIOLINGUISTIC COMPETENCE

Before defining the meaning of sociolinguistic competence the researcher will conceptualize the following terms that will be used in this research study:

- **Sociolinguistic.** It is the study of the relationship between language and society.
- **Competence.** It is concerned with what people can do rather than what they know.

Reinoso (2019) points out that “Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions, and attitude towards a specific topic, setting, and relationship”. Learners who develop their sociolinguistic competence have the capacity to adapt their languages to educational or social circumstances. Furthermore, they have to include expressions to greet, request, thank, and apologize in their English vocabulary to communicate among friends or authorities.

A broader perspective has been adopted by Skehan (cited in Mohamed Kheider University of Biskra, 2016) who argues that:

Sociolinguistic competence is concerned with such things as the ability to use language appropriately and to take account of one’s interlocutor by varying the type of speech used. It is also concerned

with the way we infer meanings. For example, when students work out the connection between two utterances. (p.02)

In addition, Skehan (cited in Mohamed Kheider University of Biskra, 2016) states that sociolinguistic competence is concerned with two elements, the socio-cultural knowledge and the extra-linguistic knowledge. Agreeing with the author students to communicate not only requires knowledge of grammatical rules, they also should be able to use these language rules in accordance with socio-cultural rules.

Components of Sociolinguistic Competence

Sugar (2015) establishes “The sociolinguistic competence applies to the knowledge and skills that are needed to deal with the social norms of language use”. These components are related to greeting, requesting, thanking and apologizing. The Cambridge Dictionary (2019) provides the following definitions about them.

Greeting.

It refers to something friendly or polite that students or teachers say or do when they meet or welcome someone.

Requesting.

When professors and learners make a request, they ask someone for something, or they ask someone to do something. There are different ways of asking for something, it can be in a formal or informal way. For instance, students have to use *can*, *could*, *would you mind if* and *may* to request. Some examples are:

- Can you repeat?
- Could you give a hand?
- Would you mind if I borrowed your pen, please?
- May I have the eraser, please?

Likewise, there are a number of ways of asking someone to do something in a polite and indirect way. In classes, students often use *please* to make their requests politely. For example:

- Could you call a taxi for me, please?
- Would you ask Rose whether she has signed the card, please?
- Would you mind collecting my suit from the dry cleaner's, please?

However, to make informal requests learners use *can* and *will*, as indicated in the following examples:

- Mum, can you wake me at seven o'clock?
- Will you send me an email tomorrow just to remind me to book a hotel?

Thanking.

People use expressions to thank in a formal or informal context in order to express to someone that they are pleased about or are grateful for something that they have done.

Apologizing.

In the educational field, students use phrases to apologize to tell their classmates that that they are sorry for having done something that has caused problems or unhappiness for them. They can use these expressions:

- I am sorry.
- I apologize for...

The following chart contains formal and informal expressions to greet, request, thank, and apologize so that students can develop their sociolinguistic competence effectively in classes.

REQUESTING		GREETING		APOLOGIZING		THANKING	
<i>Formal</i>	<i>Informal</i>	<i>Formal</i>	<i>Informal</i>	<i>Formal</i>	<i>Informal</i>	<i>Formal</i>	<i>Informal</i>
- Could you speak slowly? - Could you repeat that again?	- Can you speak slowly? - Can you repeat that again?	-Good morning/ afternoon/ night - Good bye -See you	-Hello -Hi	-I apologize for... - Excuse me for...	-Sorry -I'm so sorry	-Thank you so much -Thank you	-Thanks!

Principles for Developing the Sociolinguistic Competence

Sevara (2017) stands out the sociolinguistic content of the principles for developing and improving the sociolinguistic competence when teaching the English language. They are explained below:

- **Principle of communicativeness.**

The principle of communicative activity finds its realization in the creation of authentic and problematic communication situations, the activation of the originative and creative activity of students, and the organization of collective work aimed developing the skills of cooperation.

- **Principle of functionality.**

Developing the sociolinguistic competence in the English classes is promoted by teaching the means of expressing sociolinguistic content through the prism of their functional load. Language units, whether phonetic or lexical-grammatical, in the improvement of sociolinguistic competence are subject to train from the point of view of their correlation with various registers of communication, taking into account their social labeling, i.e. taking into account their functions, which they perform in a particular social and communicative context.

- **Principle of systematicity.**

It is related to the discovery of the systemic relationships of the components of sociolinguistic competence, especially: greeting, requesting, thanking, and apologizing.

- **Principle of oral advance.**

Azimov & Shchukin (cited in Sevara, 2017) explains that “Audiovisual and audio-lingual training methods predetermine the organization of learning the types of speech activity in the study of foreign languages in the following sequence: listening - speaking - reading – writing.

Moreover, this principle contributes to the intensive mastery of the features of the sound and rhythmic intonation of speech as one of the main sociolinguistic means of forming sociolects of the English language, which has a wide range of informativeness (may indicate the social status of the speaker, sex, age, social origin, relations between

the interlocutors and many others), and the subsequent gradual transfer of proven sociolinguistic skills and skills by analogy to reading and writing.

How to Teach Sociolinguistic Competence

Mede (2015) considers important two basic ways of introducing and teaching sociolinguistic competence:

- Resorting to cultural models where students are explicitly or implicitly taught cultural elements ingrained in language use.
- Integrating speech acts as situations where learners are forced to use language.

Furthermore, Omaggio (cited in Mede, 2015) highlights three main reasons why sociolinguistic competence is not often treated as a topic in its own right and as an indispensable aspect of language teaching:

- Language teachers often think that they do not have time for sociocultural teaching due to time constraints in their curriculum.
- Teachers may not have enough confidence in believing that they can teach sociocultural aspect of foreign language learning well.
- The teaching of sociocultural competence often involves dealing with student attitudes which teachers usually find very challenging when trying to guide their students to understand and appreciate the logic and meaning of the target culture

Strategies to Develop the Sociolinguistic Competence

Reinoso (2019) writes that “The strategies teachers can use to promote sociolinguistic competence are mainly oriented to simulating real social contexts in which students are expected to communicate with others”. The strategies include the following:

Making Pragmatic Features Explicit.

Pragmatic features are the different meanings that a word or message implies. However, English learners are not necessarily able to get the nuances of what is said or to interpret it correctly. For this reason, we should always be explicit with English learners. With English learners, teachers of any subject can help students to develop their sociolinguistic competence by being explicit in regards to what is expected. This not only implies using specific instructions but also checking that the student comprehends the meaning of written language around the classroom and school. The material that teacher can use to develop this strategy are: pictures and cards with messages.

Promoting Oral and Written Discourse.

Our English learners need a lot of oral and writing practice. Creating activities that relate to specific contexts students can encounter in real life situations can be advantageous in giving them this practice. Professors can give students dialogues based on real-life situation.

Raising Social and Cultural Awareness.

English learners also need to be able to interpret common gestures and social features of the environment that surrounds them. Educators can bring videos to the class about traditions, customs, language, and other aspects of countries around the world. Once English learners have awareness of social and cultural features, they are capable of understanding why certain situations occur in a given way and responding to situations in the appropriate manner.

How to Assess Sociolinguistic Competence

Koran (2015) clearly specifies in the following list what sort of performance is expected from L2 learners at all the stages of learning separately based on the sociolinguistic and pragmatic competence aspects;

Sociolinguistic appropriateness.

Students can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Also, they should be aware of the salient politeness conventions and acts appropriately. Finally, they must be aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs.

Flexibility.

Students can adapt his/her expression to deal with less routine, even difficult, situations. Moreover, they can exploit a wide range of simple language flexibly to express much of what he/she wants.

Turn-taking.

Students can intervene in a discussion on a familiar topic, using a suitable phrase. In addition, they can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Coherence.

Students can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Propositional precision

Students can explain the main points in an idea or problem with reasonable precision and they can express the main point he/she wants to make comprehensibly.

e. MATERIALS AND METHODS

Materials

This research was executed with the support of human, material, and technical resources. First, the human resources were: the students of eighth-year “A” afternoon session who took part in all the group work strategies implemented, the English teacher of the institution who helped monitor students’ work and gave comments about the lesson plans, the thesis advisor who guided the development of this work, and the researcher. Second, material resources were important tools for developing the intervention plan. The material resources were: flashcards, pictures, cards, and videos. Flashcards and pictures were used to activate students’ knowledge. Cards were helpful to encourage students to participate in jigsaw activities. Furthermore, videos were beneficial to motivate students to discuss about a specific topic. Finally, technical resources were helpful to get information, print the material needed for the research work and develop the intervention plan. It involved the use of a computer, internet access, a printer, speakers, and cellphones.

Design of the research

This research pursues the design of action research, which according to Rawlinson & Little (2004) “is a reflective process in which educators make instructional decisions in their classrooms based on students’ needs as reflected by classroom data”. The process of action research involves four

phases: identifying a classroom problem, developing and implementing an intervention plan, collecting and analyzing data, using and sharing results.

According to what Rawlinson & Little said, this research study was developed as follows. First, the researcher observed students of eighth-year “A” afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”, and identified their weaknesses in developing the sociolinguistic competence. Then, the researcher designed and implemented an intervention plan using group work strategies to develop the sociolinguistic competence. After that, the data was collected and analyzed. Finally, the use of group work strategies was evaluated and the results served to reflect on the effectiveness of the strategy applied.

Methods, Techniques and Instruments

Methods

To develop this research, the following methods were used:

The scientific method simplified the theoretical information about the independent and dependent variable Group work strategies and Sociolinguistic competence. **The descriptive method** allowed the description of the different phases of the study. It also assisted to describe the results obtained in the tables and figures, and finally to explain and analyze how the use of group work strategies motivated students to develop their sociolinguistic competence. **The statistical method** was utilized to make both the quantitative statistical analysis of the data obtained from the tests and the qualitative data analysis obtained from questionnaires,

observations sheets, and field notes. Also, it facilitated the representation of the quantitative information into tables and the qualitative into figures. Finally, ***the analytic-synthetic method*** was essential to analyze the obtained results through the pre and post-test, the pre and post questionnaire, observation sheets and reflective journals. It also was used to make the interpretation of the data, the logical analysis and draw up the conclusions.

Techniques and Instruments

The researcher used different instruments to collect data at the beginning, during, and after the application of the intervention plan. They were: pre-post tests, pre-post questionnaires, observation sheets and reflective journals.

Test

Two kinds of tests were used. The pre-test was utilized at the beginning of the intervention plan to measure student's knowledge about the sociolinguistic competence. It contained five questions. The questions were related to matching, unscrambling, classifying, and ordering. The same pre-test was employed as post-test and applied at the end of the intervention plan to know how effective was the use of group work strategies to improve the sociolinguistic competence.

Questionnaire

A pre and post questionnaire composed of six closed, and multiple-choice questions was administered to the participants to know their attitudes and

feelings against the group work strategies. The pre and post questionnaires were applied at the beginning and end of the intervention plan to make a comparison between the results.

Observation sheet

The researcher made use of an observation sheet to record the students' advance on the improvement of the sociolinguistic competence. It also served to give some comments about the students' performance in greeting, requesting, thanking, and apologizing in all the applied activities during the intervention plan.

Reflective Journal

This instrument helped the researcher to keep daily notes on what happened in each lesson of the intervention plan. Thus, it was beneficial to record different information about the students' progress on the group work strategies applied in each class. It also provided a better understanding of the intervention plan process.

Population

In this research, the participants were the students of eighth year "A", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", who were all about eleven and twelve years old; there were twenty-three students, eight girls, and fifteen boys.

Description of the intervention plan

The development of the intervention plan was carried out in 5 phases:

Phase 1. Initial Reflection.

In this phase, the researcher realized that students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” did not make any attempt to develop their sociolinguistic competence. They were not using expressions to greet, request, thank and apologize to communicate in the English language. This situation allowed the researcher to recognize that sociolinguistic competence was an issue among the above-mentioned population.

Phase 2. Planning.

The researcher arranged activation-connection-affirmation lesson plans to develop and improve the sociolinguistic competence of the students of eighth-year “A”, afternoon session. The planning of the intervention plan was designed with group work strategies such as role-play, discussion and jigsaw activities. These integrated strategies guided and controlled practices that promoted students to solve the main issue.

Phase 3. Action.

The intervention plan was developed during 40 sessions of 45 minutes each one in an 8-week period of time. Sessions 1 and 40 were dedicated to the administration of the data collection instruments (pre and posttest and questionnaires). The other 38 sessions were developed with lesson plans.

Phase 4. Observation.

During the intervention plan, the researcher monitored the progress and attitudes of the students of eighth-year "A", afternoon session towards the planned activities by means of the observation sheets and reflective journals.

Phase 5. Reflection.

In this phase, the researcher questioned whether the group work strategies developed or not the sociolinguistic competence among students of eighth-year "A", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during the 2019-2020 school year.

f. RESULTS

This part details how the objectives of this action research were accomplished.

The first objective was accomplished through the information gathered about the two variables, which was taken from different sources, such as: articles, journals, web sites, and books. It served to design the intervention plan, to elaborate the tests and questionnaires, to know how to apply the different group work strategies, to analyze the results gathered, and to establish recommendations.

The second objective was fulfilled with the pre-test results, which are shown below in Table 1. The third objective was reached with the design of the intervention plan, that contains lesson plans, which were based on three stages: activation, connection and affirmation. Each lesson was planned using the group work strategies to develop students' sociolinguistic competence.

The fourth objective was accomplished through the results from pre and post questionnaires, which are described in Tables 2, 3, 4, 5, 6 and 7.

The fifth objective was attained with the post-test results that are illustrated in Table 8, which validated the effectiveness of the group work strategies applied.

Pre-test Results

Objective Two: To diagnose the issues that limit the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

a. Table 1.

Pre-test Scores of Students of Eighth Year “A” in Sociolinguistic Competence

Students' Code	R	G	A	T	SCORE
	/2.0	/4.5	/1.5	/2.0	/10.0
UEDMACL8A01	1.5	3.5	1.0	1.0	7.0
UEDMACL8A02	2.0	2.5	0.0	1.0	5.5
UEDMACL8A03	0.0	1.0	0.5	0.0	1.5
UEDMACL8A04	0.5	2.5	1.5	1.0	5.5
UEDMACL8A05	0.0	1.0	0.5	0.5	2.0
UEDMACL8A06	2.0	1.5	0.5	1.0	5.0
UEDMACL8A07	2.0	3.5	0.5	1.0	7.0
UEDMACL8A08	1.5	3.5	1.0	1.0	7.0
UEDMACL8A09	0.5	3.5	0.5	0.0	4.5
UEDMACL8A10	2.0	2.5	0.5	0.0	5.0
UEDMACL8A11	2.0	1.5	0.5	2.0	6.0
UEDMACL8A12	0.0	3.5	0.5	1.0	5.0
UEDMACL8A13	0.0	1.5	0.0	2.0	3.5
UEDMACL8A14	1.5	1.0	0.0	0.0	2.5
UEDMACL8A15	1.5	3.5	0.5	1.0	7.5
UEDMACL8A16	0.5	3.0	0.5	0.5	4.5
UEDMACL8A17	0.0	1.0	0.5	1.0	2.5
UEDMACL8A18	0.5	2.0	0.5	0.0	3.0
UEDMACL8A19	0.0	1.5	1.0	2.0	4.5
UEDMACL8A20	2.0	2.0	1.0	1.0	6.0
UEDMACL8A21	0.0	3.0	0.5	1.0	4.5
UEDMACL8A22	2.0	1.5	1.0	1.0	5.5
UEDMACL8A23	0.5	1.0	1.0	1.0	3.5
MEAN	0.9	2.3	0.6	0.9	4.7

Note. UEDMACL= Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”, 8A= eighth year “A”, 01=Students' code, R=Requesting, G=Greeting, A=Apologizing, T=Thanking.

b. Interpretation and Analysis.

The findings in Table 1 display the total mean score that students of eighth year “A” obtained in sociolinguistic competence. It was 4.7/10, this score placed students in a below average (see grading scale on page 134).

The highest mean score students reached was 2.3/4.5 in greeting, which indicates that learners identified the meaning of formal and informal expressions to greet someone, but they did not recognize the expressions for meeting someone, and to use them at the beginning, middle and at the end of a conversation.

The lowest mean score students achieved was 0.6/1.5 in apologizing. It shows that students faced difficulties in placing words in the right position when formulating formal and informal phrases for apologizing. Therefore, students of eighth year faced limitations in developing their sociolinguistic competence, notably in distinguishing expressions to greet, in recognizing their meaning, and in following the structure for formulating formal and informal expressions to apologize.

Reinoso (2019) points out that “Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions, and attitude towards a specific topic, setting, and relationship”. Learners who develop their sociolinguistic competence have the capacity to adapt their languages to educational or social circumstances, so they include expressions to greet, request, thank, and apologize in their English vocabulary to communicate among friends or authorities.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable activities of group work strategies to develop the sociolinguistic competence among students of

eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

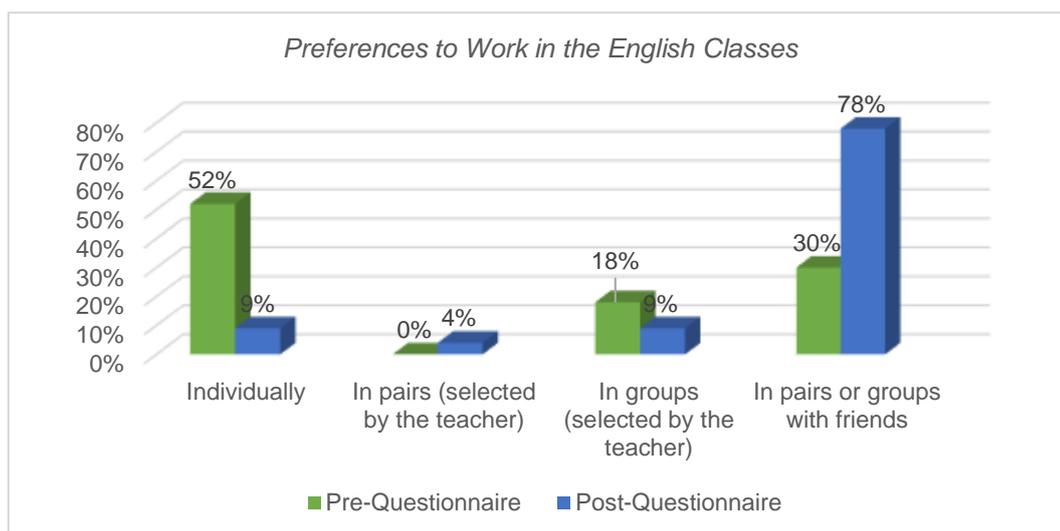
Question 1: How do you prefer to work in the English classes?

a. Table 2.

Preferences to Work in the English Classes

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Individually	12	52	2	9
In pairs (selected by the teacher)	0	0	1	4
In groups (selected by the teacher)	4	17	2	9
In pairs or groups with friends	7	31	18	78
TOTAL	23	100	23	100

b. Figure 1



c. Interpretation and Analysis.

As it is shown in Table 2, the results indicate that more than half of students (52%) responded that they prefer to work individually in the English classes. This shows that students feel comfortable and confident, learning and working on their own in the different activities proposed by the teacher.

However, after the intervention plan, many students (78%) answered that they prefer to work in pairs or groups. They affirmed that working in groups or pairs allowed them to express their points of view on specific topics, they solved classroom problems through the communication with their peer, and developed tasks in group. The Shmoop University (2019) claims that, when students are doing individual work on a topic they might feel more comfortable tackling in a group. However, when learners work in groups they are sharing knowledge and abilities to get a better hold on a problem than they could individually.

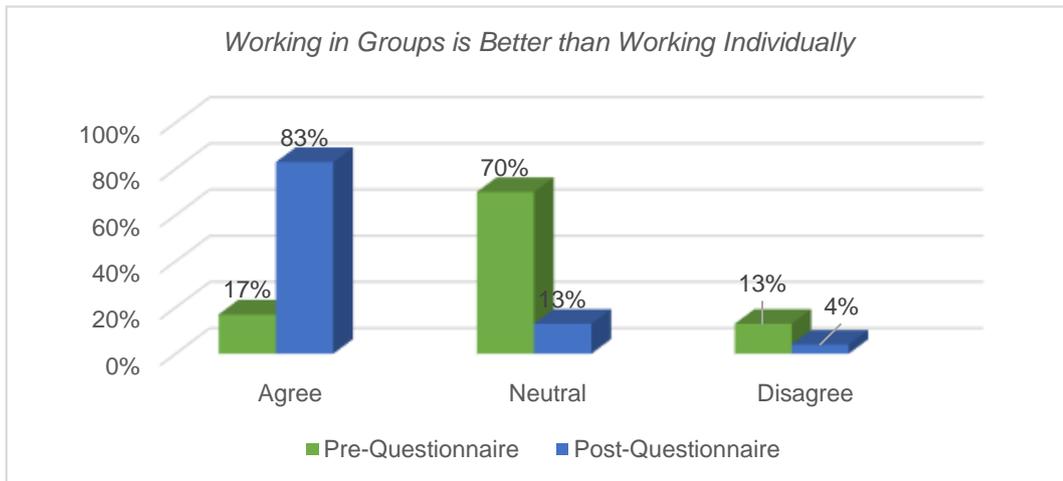
Question 2: Working in groups is better than working individually

a. Table 3.

Working in Groups is Better than Working Individually

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	4	17	19	83
Neutral	16	70	3	13
Disagree	3	13	1	4
TOTAL	23	100	23	100

b. Figure 2.



c. Interpretation and Analysis.

The results in Table 3 detailed that many students (70%) answered they are neutral to the idea that working in groups is better than working individually. This implies they do not have a good communication and a worthy classroom environment. On the other hand, after the application of the intervention plan, many students (83%) definitely agreed that working in groups is better than working individually. Students said that working in a cooperative environment increased the interaction among them. So their sociolinguistic competence improved. According to Cubukcu (2016), teamwork encourages communication between team members. Unlike, when students work alone they develop activities in their own pace not depending on someone else. They can decide what to do in the tasks and they can concentrate easier.

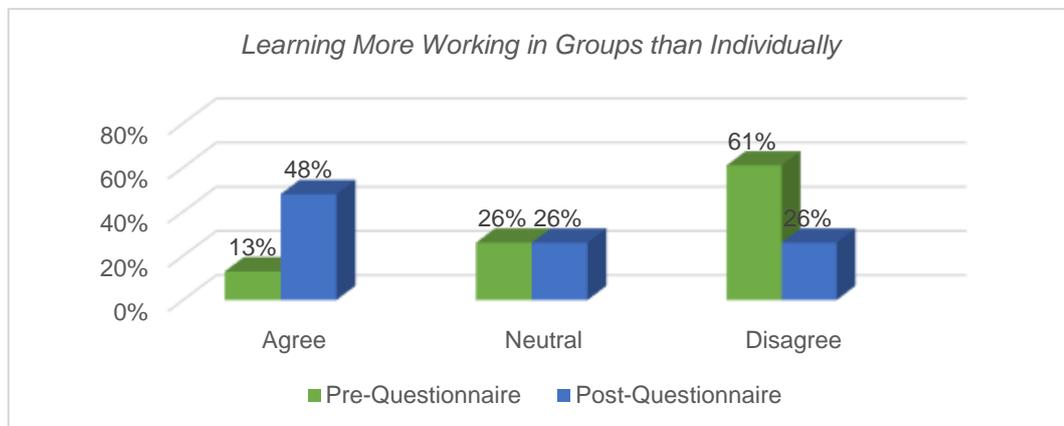
Question 3: When you work in groups do you learn more than when you work individually?

a. Table 4.

Learning More Working in Groups than Individually

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	3	13	11	48
Neutral	6	26	6	26
Disagree	14	61	6	26
TOTAL	23	100	23	100

b. Figure 3.



c. Interpretation and Analysis.

The findings illustrated in Table 4, indicate that more than half of students (61%) disagreed that learning in groups is better than learning individually. This means that students prefer to work alone, making their own decisions in the development of a task. Also, they remain more concentrated in the class rather than working with a classmate. Meanwhile, after applying the intervention plan, the table illustrates that several students (48%) changed their idea and answered that they definitely agreed that working in groups

makes them learn more than working individually. They expressed and communicated properly their thoughts and ideas, they were relaxed in the group activities, and they were not afraid of asking their peers for help. According to Bilash (2009), in individual work students are confident about what they know and what they need to spend more time on. On the other hand, group works provide learners more opportunities for practice, so they increase their communication with their classmates.

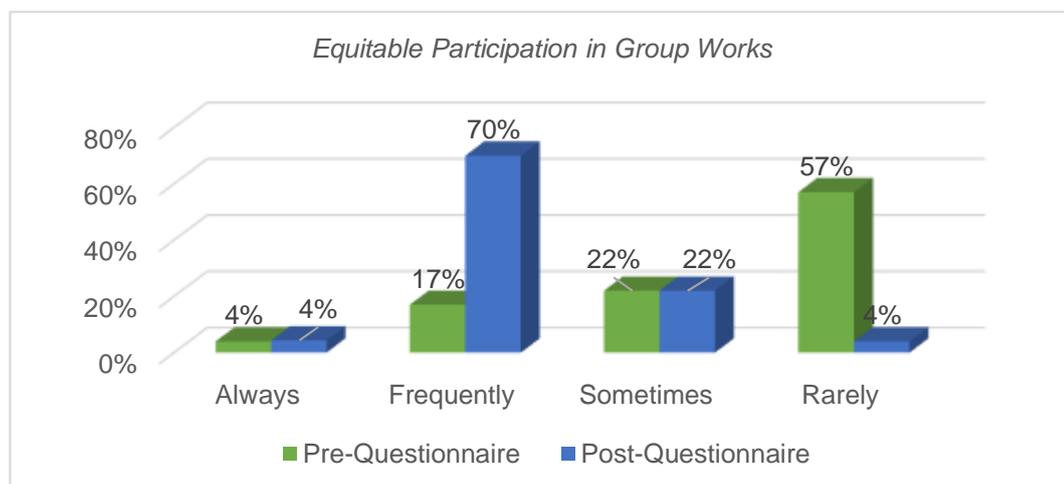
Question 4: When you work in groups in the English class all the members participate equitably?

a. Table 5.

Equitable Participation in Group Works

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	4	1	4
Frequently	4	17	16	70
Sometimes	5	22	5	22
Rarely	13	57	1	4
TOTAL	23	100	23	100

b. Figure 4.



c. Interpretation and Analysis.

The results in Table 4 corroborate that more than half of students (57%) stated that the members of a group work rarely participate equitably. This demonstrates that students did not follow the leader's instructions in the group work, so they did not share ideas to accomplish the English task. Contrasting the findings obtained after the intervention plan, more than half of students (70%) affirmed that in the group work all the members frequently had equitable participation. Learners admitted that there was a good relationship between the members of the group work, they also had their specific roles in the group, and they asked and answered questions to their classmates to develop the group work activity. The Washington University in St. Louis (2019) mentions that, teachers should create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints to increase the participation in a group work.

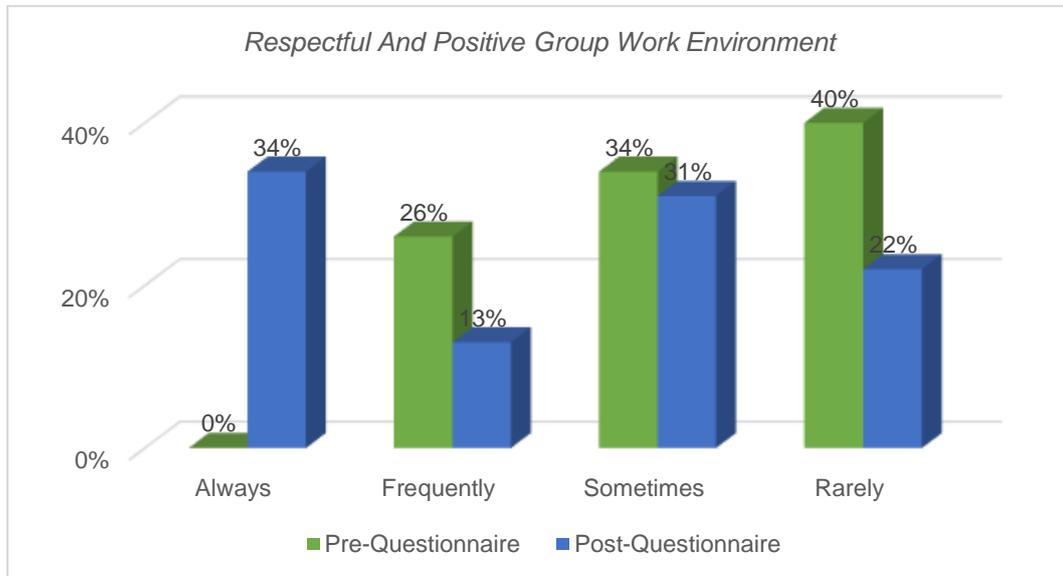
Question 5: The group work environment is respectful and positive?

a. Table 6.

Respectful and Positive Group Work Environment

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	8	34
Frequently	6	26	3	13
Sometimes	8	34	7	31
Rarely	9	40	5	22
TOTAL	23	100	23	100

b. Figure 5.



c. Interpretation and Analysis.

As it is appreciated in Table 5, several students (40%) expressed that the group work environment was rarely respectful and positive. This demonstrates that learners had negative attitudes among their classmates to work in groups. However, after the application of the intervention plan, several students (34%) stated that the group work environment always was respectful and positive. They commented that they worked with their classmates respectfully and they had a positive attitude in the accomplishment of assignments. Morris (2016) points out that group work constructs an environment that encourages positive behaviors and engages students with others who may have different sets of language and social skills.

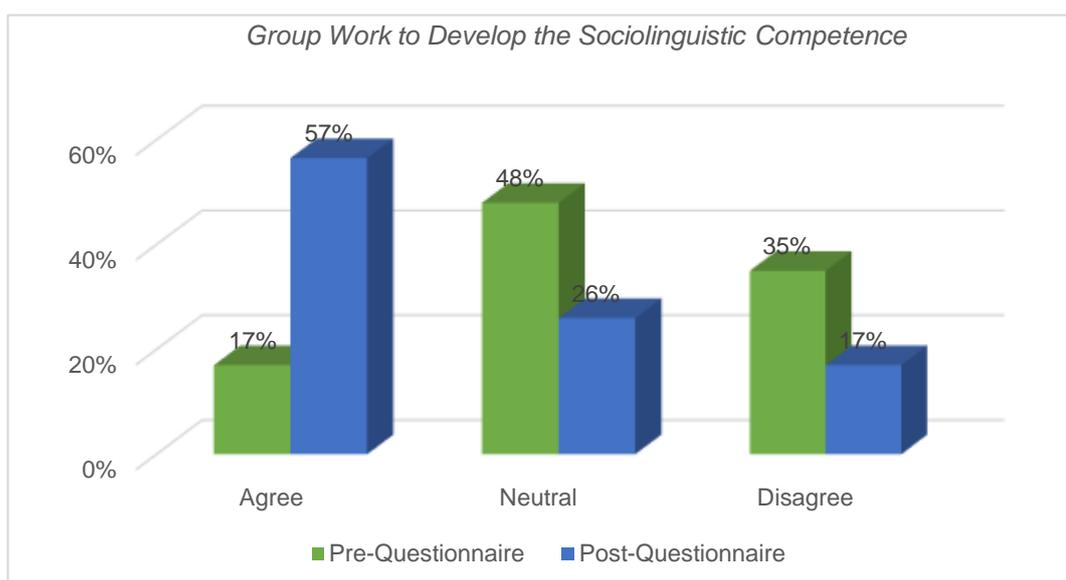
Question 6: Working in groups has helped you to develop your sociolinguistic competence?

a. Table 7.

Group Work to Develop the Sociolinguistic Competence

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	4	17	13	57
Neutral	11	48	6	26
Disagree	8	35	4	17
TOTAL	23	100	23	100

b. Figure 6.



c. Interpretation and Analysis.

Table 6 displays that several students (48%) were neutral to remark that working in groups has helped them to develop their sociolinguistic competence. It indicates students did not participate in group work activities

in which they communicate among the class using phrases to develop their sociolinguistic skills. But after the use of the group work strategies, more than half of students (57%) agreed that they have helped them to develop and improve their sociolinguistic competence. Group work motivated them to interact with the members of the groups, to have a good relationship and to use sociolinguistic expressions politely when communicating in the English language. The University of Waterloo (2019) establishes that group work is a strategy to motivate students, encourage active learning, and develop communication and English skills.

Post Test Results

Objective Five: To validate the effectiveness that had group work strategies in the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

a. Table 8.

Post Test Scores of the Eighth Year “A” Students in Sociolinguistic Competence

Students' Code	R	G	A	T	SCORE
	/2.0	/4.5	/1.5	/2.0	/10.0
UEDMACL8A01	2.0	4.5	0.5	1.5	8.5
UEDMACL8A02	2.0	4.5	0.5	2.0	9.0
UEDMACL8A03	0.5	4.5	1.5	1.0	7.5
UEDMACL8A04	2.0	3.5	1.5	1.5	8.5
UEDMACL8A05	2.0	4.5	1.5	2.0	10.0
UEDMACL8A06	2.0	4.5	1.5	2.0	10.0
UEDMACL8A07	2.0	4.5	1.5	2.0	10.0
UEDMACL8A08	2.0	4.5	1.0	2.0	9.5
UEDMACL8A09	2.0	4.5	1.5	1.0	9.0
UEDMACL8A10	2.0	4.5	1.5	1.0	9.0
UEDMACL8A11	2.0	4.5	1.5	2.0	10.0
UEDMACL8A12	2.0	4.5	1.5	2.0	10.0
UEDMACL8A13	0.0	4.0	1.0	2.0	7.0
UEDMACL8A14	1.5	4.5	1.5	2.0	9.5
UEDMACL8A15	2.0	3.5	1.5	2.0	9.0
UEDMACL8A16	2.0	3.5	1.5	1.0	8.0
UEDMACL8A17	2.0	3.0	1.5	2.0	8.5
UEDMACL8A18	2.0	4.5	1.5	2.0	10.0
UEDMACL8A19	1.5	4.5	1.5	2.0	9.5
UEDMACL8A20	2.0	4.5	1.5	2.0	10.0
UEDMACL8A21	2.0	4.5	1.5	2.0	10.0
UEDMACL8A22	2.0	4.5	1.5	1.0	9.0
UEDMACL8A23	2.0	4.5	1.5	2.0	10.0
MEAN	1.8	4.3	1.4	1.7	9.2

Note. UEDMACL= Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”, 8A= eighth year “A”, 01=Students' code, R=Requesting, G=Greeting, A=Apologizing, T=Thanking.

b. Interpretation and Analysis.

The results in Table 8, show that students obtained 9.2/10 as a total mean score in sociolinguistic competence, which indicates that students are placed in the excellent level corresponding to the qualitative score range (see grading scale on page 134). The highest mean score attained by students was 1.4/2 in apologizing, which details that learners could place words in the right position when formulating formal and informal phrases to apologize. On the other hand, the lowest mean score was 1.7/2 in thanking. Analyzing the data with the pre-test result, students made a progress but not as it was expected, since students could recognize the meaning of the expressions to formally and informally thank, but they were not familiarized with formal and informal contexts to classify them. Consequently, students presented a significant advance in developing their sociolinguistic competence since group work strategies created a comfortable environment to promote communication in the classroom. As a result, students used expressions to greet, request, thank and apologize appropriately.

Reinoso (2019) points out that “Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions, and attitude towards a specific topic, setting, and relationship”. Furthermore, Sajedi (as cited in Morris, 2016) argues that working in groups allows students to be in an interactive environment. This interaction helps them to develop language and social skills, such as the sociolinguistic competence.

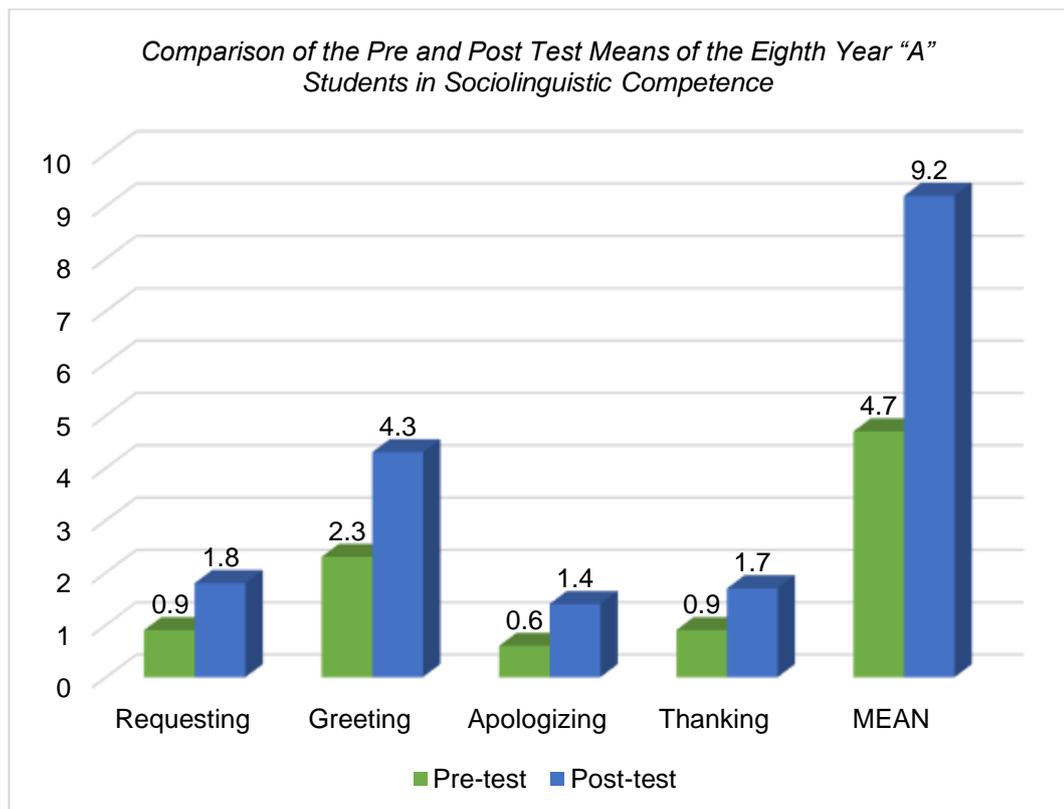
Comparing Pre and Post Test Means

a. Table 9.

Comparison of the Pre and Post Test Means of the Eighth Year "A" Students in Sociolinguistic Competence

Aspects	Pre-test	Post-test
Requesting	0.9	1.8
Greeting	2.3	4.3
Apologizing	0.6	1.4
Thanking	0.9	1.7
MEAN	4.7	9.2

b. Figure 7.



c. Interpretation and Analysis.

The data in Table 9 and Figure 7 reflects the excellent progress that students made in the development of their sociolinguistic competence through the use of group work strategies. This improvement is demonstrated with the mean scores between the pre-test that was 4.7/10 and the post-test that was 9.2/10.

The results for each sociolinguistic competence aspect in the pre and post-test were correspondingly from 0.9/2 to 1.8/2 in requesting, from 2.3/4.5 to 4.3/4.5 in greeting, from 0.6/1.4 to 1.4/1.5 in apologizing, and from 0.9/2 to 1.7/2 in thanking. Students obtained an excellent progress in formulating expressions to apologize and to use them in a formal or informal context. In contrast, they got a minimum advance in requesting something or asking someone to do something.

Therefore, the group work strategies applied in the intervention plan contributed to the development of students' sociolinguistic competence. Students could start, continue and end a conversation in English with their classmates. As a result, communication was better, as they used expressions to greet, request, thank and apologize.

g. DISCUSSION

This research work was focused on the use of group work strategies to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year. The results gathered from the pre and post-test showed the excellent increase that students obtained, which was verified with the growth of their mean scores from 4.7/10 in the pre-test to 9.2/10 in the post-test. Based on these findings, it was noticeable that group work strategies increased students’ interaction in the classes. They communicated appropriately by using the right words and expressions. Sajedi (as cited in Morris, 2016) argues that working in groups allows students to be in an interactive environment. This interaction helps them to develop language and social skills, such as the sociolinguistic competence.

It was observed that the participants faced problems in developing different sociolinguistic aspects, such as: greeting, requesting, thanking and apologizing. The results from the pre-test indicated that students did not recognize which were the expressions to meet and greet someone, as it was difficult for them to formulate politely requests, and to thank and apologize in a formal or informal way. After the application of the intervention plan, the findings from the post-test showed that the weaknesses students had were solved positively, students recognized and produced socially appropriate speech in contexts where they found

themselves. Overall, group work strategies motivated students to interact with their peers in the accomplishment of activities and to be confident.

An Activation-Connection-Affirmation lesson plan model was adopted in the intervention plan in order to improve students' sociolinguistic competence. In the activation stages, students' attitude was not the best, they felt uncomfortable to describe pictures or express their ideas about the videos presented using English. However, in the connection stages, learners presented a change in their attitude since they increased their participation and worked more and more to improve their communication in the class. In the affirmation stages, the participants were totally confident handling a conversation or solving problems related to sociolinguistic contexts.

In the application of the intervention plan, there were some strengths and limitations that the participants faced. Some strengths were the positive relationship and cooperation of students in classes. In addition, the materials available in the classroom like flash cards and images were useful and attractive for fostering students' learning. On the other hand, some difficulties such as the number of students, and the lack of equipment in the classroom, like projector and computer, did not facilitate students' participation in the tasks.

The use of group work strategies promoted the development of the sociolinguistic competence among students of eighth-year "A". These strategies permitted students to communicate daily by using expressions to

greet, request, thank and apologize. They also provided students training in understanding and using the meaning of each expression in different contexts. Furthermore, the implementation of group work strategies enabled students to be motivated, to contribute to the fulfillment of tasks, and promoted students' interaction in the classroom.

h. CONCLUSIONS

Students of eighth-year “A” at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” faced some limitations in developing their sociolinguistic competence. They dealt with requesting, apologizing, greeting and thanking aspects. It was complicated for students to communicate appropriately in the English language using expressions according to formal or informal contexts. Also, they struggled in formulating phrases to express request or giving thanks.

With the implementation of group work strategies, such as role-play, jigsaw, and discussion activities students overcame successfully their weaknesses in sociolinguistic competence. They recognized, formulated, placed and used correctly expressions according to sociolinguistic contexts. Students learned to express their opinions successfully to the members of the group work. Thus, their interaction and confidence were noticeable in the group work activities.

The use of group work strategies in each class was effective for the development of students’ sociolinguistic competence. These strategies allowed students to be in an interactive environment, be engaged with the tasks, and be responsible for their own learning. In addition, they increased their confidence to share ideas with the group work members.

i. RECOMMENDATIONS

Teachers should give students some assessment tests to diagnose and determine exactly the weaknesses that limit them to develop their sociolinguistic competence, and design a teaching plan based on the interests of the participants that attempt to overcome their sociolinguistic deficiencies. They motivate learners to exchange oral or written information without problems in formal or informal contexts.

Teachers should look for different group work strategies, such as role-play, jigsaw, and discussion activities to support students to improve their sociolinguistic competence. They definitely create a comfortable environment, where students interact and communicate with each other in real situations. Therefore, there is an active participation in the classroom.

Teachers ought to use group work strategies because of the extraordinary benefits they provide students to improve their sociolinguistic competence. Group work strategies encourage students to interact with each other using English and to feel more confident when expressing their ideas.

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k. ANNEXES



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

THEME

GROUP WORK STRATEGIES TO DEVELOP THE
SOCIOLINGUISTIC COMPETENCE AMONG STUDENTS OF
EIGHTH - YEAR "A", AFTERNOON SESSION AT UNIDAD
EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO" IN
THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

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

AUTHOR

Yanela Iliana Alvarado Arévalo

LOJA – ECUADOR
2019

a. THEME

GROUP WORK STRATEGIES TO DEVELOP THE SOCIOLINGUISTIC COMPETENCE AMONG STUDENTS OF EIGHTH - YEAR "A", AFTERNOON SESSION AT UNIDAD EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO" IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year. This prestigious and traditional institution was founded in 1971 as an establishment annexed to the Facultad de Filosofía, Letras y Ciencias de la Educación of the Universidad Nacional de Loja in order to serve students from the whole city.

In 1972, the Ministry of Culture and Education allowed the functioning of the first course of the Basic Cycle through resolution N° 95. The Dirección de Educación de Loja assigned to this institution the name of José Alejo Palacios, in honor of a Loja’s writer.

In 2011, through agreement 002-20-07-11 of Zona 7 de Educación, the functioning of the Unidad Educativa “Anexa a la Universidad Nacional de Loja” is approved.

In 2014, through ministerial agreement N° 0407-12 with AMIE code 11H00147 the school changed its name to Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”.

The application of the morning session was approved in the first-year of Basic Education, Parallel A and B through resolution No. 011-DDP-11D01-

2018. The agreement was signed by Dr. Graciela Elizabeth Guamán Ludeña, Directora del Distrito de Educación 11D01 de Loja.

It is important to mention that this establishment until the 2013-2014 school year worked at the Universidad Nacional de Loja campus, and a year later it started to work at 27 de Febrero High School building. There are 46 teachers covering different subjects, 2 administrative teachers, and 2 from the Work Code teachers. There are also, 639 students in the afternoon session.

Current situation of the research problem

The Ecuadorian Curriculum for English as a Foreign Language for General Basic Education (2016) seeks students to “use suitable vocabulary, expressions, language and interaction styles for formal and informal, social or academic situations in order to communicate specific intentions in face-to face interactions” By developing sociolinguistic competence, learners recognize and apply words or phrases to establish a conversation in social, cultural and educational circumstances.

Tarone & Swain (1995) define sociolinguistic competence as the capacity of students to adapt their language to the context in which they find themselves. This view is supported by Alptekin (2014), who writes that sociolinguistic competence is the social, academic, and cultural guidelines of language use. These include an understanding of a specific context in which language is put in practice. Thus, it is important to be aware of the

role of students and teachers in a given interaction, the information they share and the function of the conversation. In his point of view, Alptekin (2014) defines the social context as “the set of norms, values, beliefs, and behavior patterns of a culture”.

Consequently, the development of the sociolinguistic competence is a result of using group work strategies in the English language learning process which eventually engage English language learners to use it in formal conversations or colloquial utterances when they communicate among friends with the purpose to reach the A1.1 level according to the Common European Framework of Reference (CEFR).

The researcher realized through a non-participant observation that students have difficulties at the moment to thanking, apologizing, asking permission, or answering in English classes. This is due to their lack of development of sociolinguistic competence. Unfortunately, students of eighth-year “A”, afternoon session currently do not recognize and apply words or phrases to establish a conversation in social, cultural and educational circumstances, as a result they cannot develop their sociolinguistic competence using English as a Foreign Language.

Furthermore, most of the time they do not like to participate in discussion spaces consequently they cannot start and continue a formal or informal dialogue in English between each other. The students’ learning process is focused more on grammatical references or activities related to writing,

reading or listening rather than on speaking parts involved in a sociolinguistic context.

In spite of the amount of expression or phrases that students acquire every day in classes they cannot apply them in different contexts. For example, to communicate specific intentions in face-to face interactions. It is worth to mention that dialect, naturalness, and knowledge of cultural references and figures of speech promote a meaningful communication. Nevertheless, it is important to put these features into a meaningful sociolinguistic context in which enable students to interact among themselves.

In response to this educational issue, this research project intends to explore several options for making students of eighth-year “A”, afternoon session conscious of the importance of the sociolinguistic competence which will let them establish a meaningful formal or informal communication using some phrases or expressions for thanking, apologizing, greeting, requesting or answering in classes.

The researcher will use group work strategies that will develop students’ sociolinguistic competence. Group work strategies provide students spaces to interact, to share ideas and to create debates among themselves about a specific topic in sociolinguistic contexts. Johnson, D., Johnson & Smith (2013) claim that “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning”. It helps them to reach the same learning objectives.

Commenting on group work strategies, Nipp & Palenque (2017) argue that: “success in group work is largely dependent on providing opportunities for connecting and forming a community in which the shared task is clear, and roles, rules, and responsibilities are understood”. the researcher is going to apply an intervention plan which includes jigsaw strategies, role plays and discussion activities in order to develop students’ sociolinguistic competence.

Research problem

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

HOW DO THE GROUP WORK STRATEGIES DEVELOP THE SOCIOLINGUISTIC COMPETENCE AMONG STUDENTS OF EIGHTH - YEAR “A”, AFTERNOON SESSION AT UNIDAD EDUCATIVA “DR. MANUEL AGUSTIN CABRERA LOZANO” IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR?

Delimitation of the research

Timing.

This research will be developed during 2019 – 2020 school year.

Location.

The present research project will be carried out at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” which is a public institution located in the city of Loja at John Kennedy Street, next to “27 Febrero” High School.

Participants.

The participants of this research project are the students of eighth-year “A”, afternoon session Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” who are all about eleven to twelve years old; there are twenty-three students, eight girls and fifteen boys and the researcher of this study who is going to take part in the intervention plan.

Subproblems.

- What theoretical and methodological references about the group work strategies are adequate to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?
- What are the issues that limit the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?

- What are the phases of the intervention plan that contribute to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?
- Which group work strategies are suitable to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?
- How effective was the application of the group work strategies in the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?

c. JUSTIFICATION

The purpose of this research project is to develop the sociolinguistic competence through an intervention plan based on group work strategies among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year. At this time, students of eighth-year “A”, afternoon session have difficulties to establish a formal or informal conversation due to the lack of expressions in their English vocabulary.

Lyster (as cited in Ritchie, 2011) defines sociolinguistic competence as the capacity to recognize and produce socially appropriate speech in context. students should identify phrases to thank, greet, apologize, ask for permission, request and finally apply them in sociolinguistic contexts. in response to this problem, the researcher finds relevant to take advantage of group work strategies using techniques such as jigsaw, role-plays and discussion activities that will be applied to help students develop their sociolinguistic competence. All this research project will be supported by the scientific point of view, because they are related to the main problem.

In addition, from the educational point of view, this research project will provide some benefits to in-service teachers, pre-service teachers, students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” and for the educational institution. First of all, in-service teachers will benefit from this work because they will learn how to

apply group work strategies to develop students' sociolinguistic competence. For instance, jigsaw, role plays, debates and discussion activities.

Secondly, pre-service teachers as undergraduate students at Universidad Nacional de Loja will obtain experience in their teaching process through this research project as well as they will learn how to apply new strategies and techniques to solve the main problem. Thirdly, students of eighth-year "A", afternoon session will be the main involved participants to carry out this research project because they will develop their sociolinguistic competence while their learning process is being studied.

After that, the Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" will be benefited from this investigation since its community will receive new information and resources to solve the problem of the sociolinguistic competence. Finally, this research project is a legal requirement which demands the Universidad Nacional de Loja for the graduation process as a Bachelor's Degree in Sciences of Education, English Language Major.

d. OBJECTIVES

General

- To develop the sociolinguistic competence through group work strategies among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

Specific

- To research the theoretical and methodological references about the group work strategies and its application on the development of the sociolinguistic competence.
- To diagnose the issues that limit the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.
- To design an intervention plan based on group work strategies to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.
- To apply the most suitable activities of group work strategies to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

- To validate the effectiveness that had group work strategies in the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

e. THEORETICAL FRAMEWORK

GROUP WORK STRATEGIES

In the educational field, educators use group work strategies to create spaces for discussion where students feel comfortable to learn and put in practice the English as a Foreign Language. The applied strategies give learners opportunities to collaborate and cooperate among them developing different competencies, such as the sociolinguistic.

Before defining what are group work strategies the researcher will conceptualize the following terms that will be of common and repeated use in the present research work. Minggu (2016) provides the following definitions:

- f. Technique: it is a procedure or skill for completing a specific task.
- g. Method: it is a way something is done.
- h. Strategy: it usually requires some sort of planning.

Group Works.

There are some conceptions about group works strategies in the teaching and learning process, which have been the basis for the development of learning. Roney (as cited in Morris, 2016) claims that: “group work is a classroom practice where students work in teams to construct knowledge and accomplish tasks through collaborative interaction” (p.1). in some cases, teachers use group works to make students work in groups or pairs in short or long activities taking into account informal or formal contexts.

Similarly, Sajedi (as cited in Morris, (2016) establishes that: “During group work, students are engaging with the task, increasing their confidence, and becoming responsible for their own learning”. working collaboratively is effective since learners interrelate among peers in the target language and get helpful and useful feedback from them. students who work cooperatively can improve leadership. this means that they will encourage and help each other by sharing opinions, points of view and knowledge to reach a common goal.

Moreover, Morris (2016) points out that group work can help professors manage their classroom successfully regardless of class size or content. Group work creates an atmosphere that encourages successful behaviors. Working in groups engages students with others who may have different sets of language and social skills.

Using group works to meet classroom goals allows students to develop skills that are valuable in life and work, such as:

- Talking about ideas
- Justifying opinions
- Collaborating with others
- Building consensus
- Handling conflict
- Disagreeing politely

In 2019, the University of Technology Sydney (UNSW) mentions that: “Group work or cooperative learning is a method of instruction that gets students to work together in groups”.

In addition, Nipp & Palenque (2017) commenting in group works argue that: “Success in collaborative work is largely dependent on providing opportunities for connecting and forming a community in which the shared task is clear, and roles, rules, and responsibilities are understood and complied with”. It is essential to take into account the roles played by learners and professors in group work activities in order to avoid future educational problems.

According to Nipp & Palenque (2017), the instructors can take additional steps towards helping students to enjoy a successful group work experience. By addressing the “when” “where” and “how” questions about the collaborative assignment process. It is important to mention that throughout the process of group work, both the teacher and the students can be: facilitators, recorders, timekeeper, leaders. However, in some cases, teachers act as a monitor.

Types of group works.

Fagan, Crouch and Mazur (cited in Centre for Enhance Teaching & Learning, n.d.) identify these types of group works:

- Buzz groups.

Purpose: To generate ideas/answers, and stimulate student interest.

Procedure: Students engage in short, informal discussions, often in response to a starter sentence or question. Teacher has students turn to 1-3 classmates to answer a question, define or give examples of key concepts, speculate on what will happen next in the class, or discuss any difficulties in understanding.

- Think-pair-share.

Purpose: to generate ideas, increase students' confidence in their answers, encourage broad participation

Procedure: Teacher asks students to think individually about a particular question or scenario. Then, pair up to discuss and compare their ideas. Finally, share their ideas in a large class discussion.

All students are forced to attempt an initial response to the question, which they can then clarify and expand as they collaborate.

- Circle of Voices.

Purpose: to generate ideas, develop listening skills, have all students participate, equalize learning environment.

Procedure: Students take turns speaking. Students form circles of four or five. Teacher provide a topic and allow a few minutes for students to organize their thoughts. Then, begin discussion by giving one student in each group up to three minute of uninterrupted time to speak to the group.

- Snowball Groups/Pyramids.

Purpose: to generate well-vetted ideas, narrow a topic, develop decision-making skills.

Procedure: This method involves progressive doubling: students first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled.

- Jigsaw.

Purpose: to learn concepts in-depth, develop teamwork, have students teaching students.

Procedure: This strategy involves each group of students becoming “experts” on one aspect of a topic, then group members dispersing to share their expertise with others. Divide a topic into a few constituent parts (“puzzle pieces”). Form groups of 3-5 and assign each group a different “piece” of the topic. Each group’s task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and researching. Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different area of expertise. Students then take turns sharing their expertise with the other group members, thereby creating a completed “puzzle” of knowledge about the main topic.

Characteristics of group works.

Carnegie Mellon University (2019) highlights the following features as main characteristics of group works :

- **Size:** Small groups tend to work efficiently because it is easier to coordinate efforts and schedules among fewer people. However, although large groups have higher coordination costs, they can theoretically accomplish larger and more complex projects.
- **Roles:** Some projects require that each group member plays a specialized role to mimic educational environments. Some instructors specify the roles that must be represented in every group and then allow students to join groups based on their strengths.

Furthermore, it mentions the below points as characteristics to consider when composing group works:

- **Prior knowledge, previous experiences, and skills.** In group work activities, instructors assess students' prior knowledge or ask them to complete a skills inventory. In some interdisciplinary courses, instructors use a student's major as a proxy for prior knowledge.
- **Motivation.** In a collaborative work, teachers identify students' multiple intelligences to know how to apply different motivational strategies. Diversity of perspectives. It is necessary to mention that in a class, students will face with diversity in terms of gender, culture,

race/ethnicity, native language and so on, that is why they have to respect each other.

- **Students' familiarity with each other.** Students who have worked together effectively in groups before may be more likely to work together effectively again.
- **Personality.** Students' tendencies to act as extraverts or introverts are relevant to the roles that may be defined formally or develop informally (Carnegie Mellon University, 2019 (p. 1)).

Cooperative Principles.

Guido (2017) explains that in a collaborative learning, it is delivering instruction through small groups, empowering students to work together to build their understanding of topics and concepts. In addition, he mentions five aspects or principles of cooperative learning that drive its success, according to a frequently-referenced review from the journal of Theory into Practice:

- **Positive Interdependence:** Students must see that each group member's efforts are important to both individual and team success.
- **Promotive Interaction:** Students must empower each other by offering help, praise, feedback and resources.
- **Accountability:** Each student must accept responsibility for fulfilling his or her role, helping the team reach its learning goals.

- **Soft Skills Instruction:** Because students need to develop interpersonal skills to effectively work together, teacher should give lessons and activities about teamwork.
- **Group Processing:** As a group, students should strategize how to meet their learning goals.

Cooperative learning in group works.

The Educational Broadcasting Corporation (2004), says that: “In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team”.

Also, it mentions that in small groups, students can share strengths and also develop their interpersonal skills. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In addition, the Educational Broadcasting Corporation (2014) list three things that are necessary to create an environment in which cooperative learning can take place.

- First, students need to feel safe, but also challenged.
- Second, groups need to be small enough that everyone can contribute.
- Third, the task students work together on must be clearly defined.

Theories of group work in teaching and learning.

Historically, the emphasis given to learning from others has varied significantly across different learning theories (O'Neill, 2018). The main theories of group works are based on the cognitivism and constructivism.

On one hand, Rogoff (as cited in O'Neill, 2018) affirms that “The early cognitive theorists maintain that learning occurs in the mind, although Piaget (1896–1980) did note that children learn from other children”. On the other hand, O'Neill (2018) claims that: “A very influential theory is constructivism, which highlights the importance of building on previous knowledge and making sense of information”.

On 2005, in the same study these two authors affirm:

Whereas the Cognitivist tries to take charge and direct the students' thinking, the Constructivist accepts the autonomy of the student, and instead acts as a facilitator or mediator. The Constructivist helps the learner to discover meaning and understanding, rather than simply to accumulate information (Carlile and Jordan, 2005, p. 19).

In addition, O'Neill (2018) says that: “The constructivist view of teaching is consistent with the increasingly common view of the teacher as facilitator in higher education learning; facilitation is, of course, an important skill for teachers and students involved in group work”. In a collaborative work the cooperation between teachers and students is essential.

Advantages of using group works.

Students learn better if they are involved in a collaborative learning environment. following there are a list of the benefits of using group works in the classroom:

- Students develop critical and thinking skills, as well as communication and teamwork abilities.
- Teachers plan successfully and manage the class periods.
- Students and teachers work together to share ideas about many educational issues and giving feedback at the end of the activity is important.

Types of GROUP WORK STRATEGIES.

Teacher applies a set of techniques or methods in group work activities in order to have a successful student's outcome. The below points are some of them:

Jigsaw.

According to the Social Psychology Network (2019), the jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot and his students at the University of Texas and the University of California. Nowadays, thousands of teachers have used jigsaw with great success.

In addition, Catapano (2019) claims that: “ the jigsaw is a teaching strategy of organizing student group work that helps students collaborate and rely on one another”. This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual and group responsibility.

Moreover, Catapano (2019) explains the process that teachers have to follow in a jigsaw strategy. It includes:

- Students are broken down into groups.
- Each student within the group is assigned a specific role or task.
- As the group works, students contribute their role or task to the group’s overall efforts.

Role plays.

Ampatuan & San Jose (2016) affirm that role-play is the typical social communicative activity within a communicative approach. It means that students feel free to express their thoughts and ideas with their classmates and so they can establish a formal or informal conversation among them.

This view is supported by Tutyandari (cited in Ampatuan and San Jose, 2016) who writes that: “Role play is the ideal activity in which students could use their English creatively and it aims at stimulating a conversational

situation in which students might find themselves and give them an opportunity to practice and develop their communication skill”.

In the same vein, Ayaz & Shah (cited in Ampatuan and San Jose, 2016) argue that one of the reasons role-play can work so well is because of the power of placing oneself in another’s shoes. This means that students will learn in both the effective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analyzed. As a result, learners develop their communicative skills.

In addition, teachers can bring some scripts in the class to get students feel comfortable, and then ask students to share their thoughts on what they think about the topic. Once students are familiar with role play, teacher have them to perform the scrip checking the pronunciation, or grammar mistakes.

Discussion activities.

According to Zeiger (2011), teachers often spend a lot of time in front of the classroom talking to students, but students need a chance to talk too. It is essential to include fun discussion activities into the classroom to give students a chance to share their thoughts and interact with the teacher and classmates.

Moreover, Zeiger (2011) writes the following activities as good examples of discussion activities in the classroom.

- **Role Play Scenarios:** Bring in real-world application by having students role play common scenarios. Teacher can start with a script to get students comfortable, and then ask students to share their thoughts on what happened during each scene. Once students are familiar with role play, teacher can simply throw out a scenario and have them act out how they would respond.
- **Anticipation Guides:** They contain statements about key themes found in a text. These statements are often controversial, such as "It is okay to lie sometimes" or "War is evil." Students write whether they agree or disagree with each statement, and then share their reasons for believing that way. When students discuss their answers, teacher reminds them that there is no right or wrong for each scenario as long as students can back up their positions.
- **Gallery Walks:** In a gallery walk, teacher places pictures, short texts, quotes, or other items to spark discussion around the classroom. Students walk around the room in small groups and comment on those items or write responses to them on big sheets of paper. As they walk around the room, students are encouraged to talk with the people in their groups to share their thoughts.

To have a good discussion activity, the teacher can give students keywords or linking words in order that they can communicate formally or informally. Including games to motivate students to participate in oral discussions is a good idea, but remember that they can get distracted easily.

SOCIOLINGUISTIC COMPETENCE.

Sociolinguistic competence is an issue that had been detected among students of eighth-year "A", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano". They do not recognize and apply words, phrases or utterances to establish a conversation or discussion in different contexts, such as social, cultural and educational. As a result, they cannot develop their sociolinguistic competence.

Before defining the meaning of sociolinguistic competence the researcher will conceptualize the following terms that will be used in this research project:

- **Sociolinguistic:** it is the study of the relationship between language and society.
- **Competence:** It is concerned with what people can do rather than what they know.

Many authors describe sociolinguistic competence as:

Mohamed Kheider University of Biskra (2016) claims that it is composed of two words, sociolinguistics and competence. Thus, sociolinguistic competence is concerned with the appropriate usage of language in given context.

Moreover, Skehan (cited in Mohame Kheider University of Biskra, 2016) argued that:

“Sociolinguistic competence is concerned with such things as the ability to use language appropriately and to take account of one’s interlocutor by varying the type of speech used. It is also concerned with the way we infer meanings. For example, when students work out the connection between two utterances”.(p.02)

In addition, it is important to mention that sociolinguistic competence is concerned with two elements, the socio-cultural knowledge and the extra-linguistic knowledge. It means that students to communicate not only requires knowledge of grammatical rules, they also should be able to use these language rules in accordance with socio-cultural rules.

Hymes (cited in Mohamed Kheider University of Biskra, 2016) claims that:

“Being communicatively competent in a language involves more than simply being able to construct and decode grammatical sentences. It also includes being able to use language appropriately(Sociolinguistic knowledge) in conversations which take account of who is saying what to whom.” (Hymes aquoted in the Journal of TESOL. P.02)

Koay (2016) says that: “Sociolinguistic competence refers to the ability to use language that is appropriate to social contexts”. It means that learners will use the English language in formal or informal aspects. Furthermore, Alptekin (cited in Koay, 2016) explains that social context refers to culture-specific contexts that include the norms, values, beliefs, and behavioral patterns of a culture.

The birth of sociolinguistics.

Mohamed Kheider University of Biskra (2016) writes that sociolinguistics is a sub-branch of linguistics, it begins to appear as the offspring of the process of transition from the so-called structuralism to conceptualism.

Sociolinguistic transfer.

According to Mohamed Kheider University of Biskra (2016), the sociolinguistic transfer is the use of the rules of one's own speech community or cultural group when communicating with members from another community or group. In EFL classrooms negative transfer is generally because of the lack of knowledge in the target language. This happens when students do not have enough vocabulary and little ideas about language, teachers directly go back to the mother tongue to help them.

Competency.

Bilash (2019) founded these four areas of competency:

- **Linguistic competence**, is knowing how to use the grammar, syntax, pronunciation and vocabulary of a language. This competence asks:
 - What words do I use?
 - How do I put them into phrases and sentences?

- **Sociolinguistic competence**, is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. It asks:
 - Which words and phrases fit this setting and this topic?
 - How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to?
 - How do I know what attitude another person is expressing?
- **Discourse competence**, is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. It asks:
 - How are words, phrases and sentences put together to create conversations, presentations, invitations, email messages, reports, newspaper articles?
- **Strategic competence**, is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. This competence asks:
 - How do I know when I've misunderstood or when someone has misunderstood me?
 - What do I say then?
 - How can I express my ideas if I don't know the name of something or the right verb form to use?

Aspects to evaluate the SOCIOLINGUISTIC COMPETENCE

Koran (2015) clearly specifies in the following list what sort of performance is expected from L2 learners at all the stages of learning separately based on the sociolinguistic and pragmatic competence aspects.

- Sociolinguistic appropriateness.

Students can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Also, they should be aware of the salient politeness conventions and acts appropriately. Finally, they must be aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs.

- Flexibility.

Students can adapt his/her expression to deal with less routine, even difficult, situations. Moreover, they can exploit a wide range of simple language flexibly to express much of what he/she wants.

- Turn-taking.

Students can intervene in a discussion on a familiar topic, using a suitable phrase. In addition, they can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

- Coherence.

Students can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

- Propositional precision

Students can explain the main points in an idea or problem with reasonable precision and they can express the main point he/she wants to make comprehensibly.

The researcher of this research project considers important the following chart, which contains the indicators to evaluate the sociolinguistic competence. It is classified in requesting, greetings, apologizing and thanking.

REQUEST		GREETINGS		APOLOGIZING		THANKING	
<i>Formal Context</i>	<i>Informal Context</i>	<i>Formal Context</i>	<i>Informal Context</i>	<i>Formal Context</i>	<i>Informal Context</i>	<i>Formal Context</i>	<i>Informal Context</i>
- Could you speak slowly? - Could you repeat that again?	- Can you speak slowly? - Can you repeat that again?	- Good morning/ afternoon/ night - Good bye -See you	-Hello -Hi	- I apologize for... - Excuse me for...	-Sorry -I'm so sorry	-Thank you so much -Thank you	- Thanks!

Types of contexts.

According to the University of Technology Sydney (2019), the language which is used in formal and informal context is different. It makes a difference in the below points:

- **Formal:** In this context, the language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments. Formal language does not use colloquialisms, contractions or first person pronouns.
- **Informal:** This context is more casual and spontaneous. The language is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language

In addition, Nodoushan (cited in Mohamed Kheider University of Briska, 2016) stated that the interaction between hearer and speaker or writer and reader makes meanings more clear and easy to interpret. In other terms, as a reaction to the speaker's utterances, the hearer provides him with the correspondent feedback.

f. METHODOLOGY

Design of the research

VanBaren (2019) says that: “Action research is an educational research which involves collecting information regarding current educational programs and outcomes, analyzing the information, developing a plan to improve it, collecting changes after a new plan is implemented, and developing conclusions regarding the improvements. This is an action research study because the researcher has found that the sociolinguistic competence is an issue among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.

Action research is a reflective process in which educators make instructional decisions in their classrooms based on students’ needs as reflected by classroom data. The process of action research involves four phases: identifying a classroom problem, developing and implementing an intervention plan, collecting and analyzing data, using and sharing results (Rawlinson & Little, 2000).

Following this concept, this research project will use the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and responsive and it includes similar phases as the action research.

After the literature review the researcher decided to conduct an action research based on group work strategies considering that they are a remedy to solve the sociolinguistic competence.

Methods, techniques and instruments

Methods.

This study will make a description of the data that result from the intervention plan. The following general methods will be applied along the research:

The Scientific method will facilitate the study of the group work strategies intended to develop the sociolinguistic competence, and it will help in the observations done both before and during the intervention. this method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate description of 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.

The analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be also used to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

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 or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection. Instruments, questionnaire, and observation sheet for the qualitative ones.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the development of the sociolinguistic competence. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pretest – Posttest.

The pretest will provide a measure on the performance of the sociolinguistic competence before the participants (eighth-year “A” students, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance the sociolinguistic competence in order to make a pretest- posttest comparison of the cognitive dimension of the performance of the sociolinguistic competence of the participants being treated.

The researcher will use a pre-test and post-test written evaluation. The pre-test is done before implementing the group work strategies to measure students’ sociolinguistic competence at first. Meanwhile, the post- test is implemented after using group work.

Questionnaire.

It will be administered to the participants who will answer questions related to their attitudes and feelings toward the group work strategies. Likewise, the tests a pre and posttest questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires supports the tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during their English classes. There will be two types of observations as detailed below.

Nonparticipant observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. She 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)

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of the group work strategies to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.

Reflective journal.

The researcher will use a reflective journal to help her identify important events that will happen in each lessons which eventually provide a better understanding of the process of the intervention plan.

Intervention plan

The intervention plan will be developed during 40 sessions of 45 minutes each one in an 8-week period of time. Sessions 1 & 40 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) The other 38 sessions will be developed with lesson plans and the researcher will record her observations on a journal to reflect upon the use of group work strategies as a treatment to solve student's sociolinguistic competence. As it is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

An Activation-Connection-Affirmation lesson model plan will be adopted as a treatment to help students in the development of their sociolinguistic competence which is described with details below. The data obtained through the data collection instruments will be used to consider the most appropriate ways of developing the sociolinguistic competence through the use of group work strategies.

Description of the intervention plan

The objective of this study is to develop the sociolinguistic competence through group work strategies to help students of eighth-year “A”, afternoon session to improve their language acquisition in English as a foreign language. This is an action-research study; the development of the intervention plan will be carried out in different phases:

Phase 1. Initial Reflection.

During a non-participant observation, the researcher was able to see that students of eighth-year “A”, afternoon session did not make any attempt to develop their sociolinguistic competence because they were not using sociolinguistic activities. They were more involved in written tasks of completion exercises and repetition drills. This situation allowed the researcher to recognize that sociolinguistic competence is an issue among learners who do not have learning opportunities to speak or show little or no interest in establish a conversation among classmates during their English classes.

Being this the concern, the researcher asked herself whether there are some different techniques that would be better prepare students to develop the sociolinguistic competence. Therefore, having some mainstream literature on sociolinguistic competence, the researcher found out that group work strategies will empower learners as individuals “to engage with the

task, to increase their confidence, and to become responsible for their own learning.” Sajedi (as cited in Morris, 2016).

Phase 2. Planning.

As a consequence, to remedy the weaknesses of the students of eighth-year “A”, afternoon session on the development of the sociolinguistic competence, (activation-connection-affirmation) lesson plans will be presented, which are organized with group work strategies (techniques) such as role plays, discussion and jigsaw activities. An activation-connection-affirmation lesson plan integrates guided, controlled and free practices that promote sociolinguistic competence among students.

The goal of these group work activities will give students of eighth-year “A” afternoon session the opportunity to interact, to explore emotions, to discuss and share ideas, to make small-tasks, to take turns in speaking, to react to others, to use an appropriate style of speaking which eventually increase their communication in sociolinguistic contexts which is a crucial element to achieve successfully the English language sociolinguistic competence.

On the other hand, this intervention plan will explicitly respond to the following research questions:

- What are the phases of the intervention plan that contribute to develop the sociolinguistic competence among students of eighth-year “A”,

afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?

- Which group work techniques are suitable to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?

Phase 3. Action.

The intervention plan will be developed during 40 sessions of 45 minutes each one in an 8-week period of time. Sessions 1 & 40 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires). The other 38 sessions will be developed with lesson plans. As it is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation.

During the intervention plan, the researcher will monitor and record the reactions and achievements of the students of eighth-year “A”, afternoon session to the planned activities by means of a pre and posttest, a questionnaire, and a diary or journal.

Phase 5. Reflection.

Once finished the intervention plan the researcher will reflect critically upon the effectiveness of group work strategies to develop the

sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during the 2019-2020 school year.



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 1

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: Meeting New People

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To greet formally or informally by using role plays, jigsaw, and discussion techniques. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions <ul style="list-style-type: none"> • What’s up, Where about See you around Structures	ACTIVATION <ul style="list-style-type: none"> • Teacher introduces herself to the class. Then, teacher gives instructions to students before taking the pre-test and pre-questionnaire. • Teacher prepares some activities for the pre-task phase that will help students to pick up useful information for the development of the main tasks. In order to provide students, the knowledge about vocabulary to request, greet, apologize and thank. Teacher presents flashcards with the vocabulary. 	<ul style="list-style-type: none"> • Pre-test (written evaluation) • Pre-questionnaire • Flashcards

<ul style="list-style-type: none"> Simple Present tense with the verb to be 	<p>CONNECTION</p> <ul style="list-style-type: none"> Students are given the pre-test and pre-questionnaire. Next, they will develop it based on a real world context situation described on the textbook. The test will be scored by using the rating score mentioned on the annexes. A questionnaire of multiple choice questions will be used to collect students' reactions and behaviors (affective dimension) about the group work strategies that have been used in class. Students take notes of the expressions given by their teacher. For developing the sociolinguistic competence teacher presents the classroom language to greet formally and informally. Then, students work in groups to read a text and identify the main expressions. They will use them in a role play activity. Through the <i>role play activity</i>, students will work cooperatively using the main vocabulary. 	<ul style="list-style-type: none"> Video Rubric Rating scale for scores Worksheet
<p>Key Words</p> <ul style="list-style-type: none"> What's up? Hello! Where about? Where exactly? See you around: Bye! Good morning Thanks. Can you help me? Could you help me? 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> Groups presents the dialogues in front of the class. Teacher checks students' language communication. Also, the teacher acts as a chairperson and gives students an immediate feedback on content and form. Finally, teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> Reflective Journal
<p>MONITORING PLAN: Data Source 1: Pres test – Pre-written questionnaire Date Source 2: Observation sheet, field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 5th to November 8th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 2

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: Friends Around the World

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: • to thank formally and informally when they introduce other people by using role plays, jigsaw, and discussion techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions <ul style="list-style-type: none"> • This is, Of course 	ACTIVATION <ul style="list-style-type: none"> • Teacher presents a video about Friends Around the World. Then she starts a discussion about the video with her students. • After that, teacher introduces the topic: Friends Around the World by using pictures and have students to make predictions about the topic. • Finally, teacher writes student’s ideas on the board. CONNECTION <ul style="list-style-type: none"> • Teacher presents the new vocabulary using flashcards, and give students time to discuss about the images. Teacher gives students a list about countries and 	<ul style="list-style-type: none"> • Flashcards • Video

<p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense with the verb to be 	<p>nationalities. Then, she asks students to work individually identifying the previous vocabulary in a text. Also, randomly teacher asks some students to read the texts.</p> <ul style="list-style-type: none"> • Teacher forms groups of five or six to work in a role play activity. • For developing sociolinguistic competence, the teacher presents the classroom language to use during the role plays to express thanking: Thanks/ Thank you/ Thank you so much/I really appreciate it. • Teacher gives groups specific situations where they have to identify the new vocabulary and expressions related to friends around the world. • In each group, students read the text and divide the different characters among them. The teacher monitors and encourages students, provides help if needed. 	<ul style="list-style-type: none"> • Sheets of papers • Cards • Rubric
<p>Key Words</p> <ul style="list-style-type: none"> • Of course! obviously! 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> • Groups present the dialogues in front of the class while their teacher is checking her student's language, communication, pronunciation and spelling. • Teacher acts as chairperson and gives a delayed feedback on content and form, also she asks students to work individually in solving comprehension exercises in a worksheet. Teacher and students check the correct answers. • Teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> • Reflective Journal
<p>MONITORING PLAN: Date Source 1: Observation sheet, field notes Data Source 2: Worksheet 1, Worksheet 2</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 11th to November 15th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 3

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: Get in Touch with a VIP

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: • to read, write and apologize in a conversation about personal profiles by using role plays, jigsaw, and discussion techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • Get in touch with, VIP (Very Important Person) Structures	ACTIVATION <ul style="list-style-type: none"> • Teacher asks student the question: Do you know the meaning of VIP? The, teacher asks students to brainstorm ideas and write them on the board in order to complete a mind map. • Finally, the teacher introduces the topic: Get in Touch with a VIP by using pictures and have students to make predictions about the topic. CONNECTION	<ul style="list-style-type: none"> • Flashcards • Whiteboard

<ul style="list-style-type: none"> • Simple Present tense with the verb to be 	<ul style="list-style-type: none"> • Teacher presents the occupations with pictures and asks students to repeat them. The, teacher divides the class into five groups and gives students sheets of papers. Students have to match the profile with their correct information. The group who finishes first will be the winner. • In each group, teacher gives students short dialogues about an interview. • For developing sociolinguistic competence, teacher presents the classroom language to use during the dialogue for apologizing: Excuse me/ I apologize for/ Sorry • Teacher asks students to complete the blanks in the dialogue with the learned expressions. Also, teacher monitors and encourages students, provides help if needed. Finally, the groups exchange their papers with the other groups to check mistakes. 	<ul style="list-style-type: none"> • Pictures • Worksheet
<p>Key Words</p> <ul style="list-style-type: none"> • Of course! obviously! 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> • The groups present the dialogues in front of the class while their teacher is checking student's language, communication, pronunciation and spelling. • The teacher acts as chairperson and gives a delayed feedback on content and form. • Teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> • Reflective Journal
<p>MONITORING PLAN: Date Source 1: Observation sheet, field notes Data Source 2: Worksheet 1</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 19th to November 22th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 4

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: The World We Live In

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: • to request when they talk about continents, countries and nationalities by using role plays, jigsaw, and discussion techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions <ul style="list-style-type: none"> • To go Dutch It's a Chinese whisper It's all Greek to me 	ACTIVATION <ul style="list-style-type: none"> • Teacher presents a video about countries and nationalities around the World. Then she starts a discussion about the video with her students. • After that, teacher introduces the topic: The World We Live in by using pictures and have students to make predictions about the topic. • Finally, teacher writes student's ideas on the board. CONNECTION <ul style="list-style-type: none"> • Teacher presents the new vocabulary using flashcards, and give students time to discuss about the images. Teacher gives students a list of countries. Then, she asks students to work individually completing a 	<ul style="list-style-type: none"> • Flashcards • Whiteboard

<p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense with the verb to be 	<p>worksheet. Finally, randomly teacher asks some students to read some answers.</p> <ul style="list-style-type: none"> • Teacher forms groups of five or six to work in a role play activity. • For developing sociolinguistic competence, the teacher presents the classroom language to use during the role plays for requesting: Could /Can you speak slowly? • Teacher gives groups specific situations where they have to identify the new vocabulary and expressions related to the world we live in. • In each group, students read the text and divide the different characters among them. The teacher monitors and encourages students, provides help if needed. 	<ul style="list-style-type: none"> • Sheets of papers • Cards
<p>Key Words</p> <ul style="list-style-type: none"> • Of course! obviously! 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> • Groups present the dialogues in front of the class while their teacher is checking her student's language, communication, pronunciation and spelling. • Teacher acts as chairperson and gives a delayed feedback on content and form, also she asks students to work individually in solving comprehension exercises in a worksheet. Teacher and students check the correct answers. • Teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> • Reflective Journal
<p>MONITORING PLAN: Date Source 1: Observation sheet, field notes Data Source 2: Worksheet 1</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 25th to November 29th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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DEPARTMENT

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 5

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: A magical book

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: • to read a comic and identify formal and informal greetings by using role plays, jigsaw, and discussion techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions <ul style="list-style-type: none"> • Where are you from? Good afternoon Hi! 	ACTIVATION <ul style="list-style-type: none"> • Teacher explains to students that they are going to read a story about an Egyptian magical book. Then, she invites them to look at the pictures in the story and asks them if they recognize the places they see. • Teacher writes on the board the new vocabulary with their meaning, also she shows some flashcards with images of the vocabulary to catch students’ attention. Finally, teacher asks students to take notes in their notebooks. 	<ul style="list-style-type: none"> • Flashcards • Whiteboard • Sheets of papers

<p>Structures</p> <p>Simple Present tense with the verb to be</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher plays an audio track of the comic and ask learners to read the story individually. She reminds them to use their fingers to point at the dialogs and follow the sequence of the story. • Teacher forms groups of six. Teacher asks students to identify the expressions for greeting formally or informally in the comic story. • In each group, students read the text and divide the different characters among them. The teacher monitors and encourages students, provides help if needed. 	<ul style="list-style-type: none"> • Cards • Rubric
<p>Key Words</p> <ul style="list-style-type: none"> • Woo! Free minds! 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> • Groups present the comic in front of the class while their teacher is checking her student's language, communication, pronunciation and spelling. • Teacher acts as chairperson and gives a delayed feedback on content and form. • Students are given a short quiz in which they demonstrate their understanding about the magic book. Finally, teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> • Reflective Journal
<p>MONITORING PLAN: Date Source 1: Observation sheet, field notes Data Source 2: Worksheet 1</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 2nd to December 6th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 6

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: This is my family

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: • to thank and greet informally at the moment to describe physical appearance by using role plays, jigsaw, and discussion techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions <ul style="list-style-type: none"> • Over there: in that place • What does he look like? What’s his physical description? 	ACTIVATION <ul style="list-style-type: none"> • Teacher presents a video of an English song related to family’s members. Then, she starts a discussion about the video with her students. • After that, teacher introduces the topic: This is my family by using pictures and have students to make predictions about the topic. Finally, teacher writes student’s ideas on the board. CONNECTION <ul style="list-style-type: none"> • Teacher presents the new vocabulary using flashcards, and gives students time to discuss about the images. Teacher gives students a list 	<ul style="list-style-type: none"> • Flashcards • Video

<p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense with the verb to be 	<p>of adjectives to describe the physical appearance of their family's members. Then, teacher asks students to work in pairs to write two sentences using the learned vocabulary. Finally, randomly teacher asks some students to read some sentences.</p> <ul style="list-style-type: none"> • Teacher forms groups of five or six to work in a role play activity. For developing sociolinguistic competence, the teacher presents the classroom language to use during the role plays to express thanking: Thanks/ Thank you/ I really appreciate it. • Teacher gives groups a piece of text where they have to identify the new vocabulary and expressions related to this is my family. • In each group, students read the text and divide the different characters among them. The teacher monitors and encourages students, provides help if needed. 	<ul style="list-style-type: none"> • Sheets of papers • Cards • Rubric
<p>Key Words</p> <ul style="list-style-type: none"> • Mom, dad, sister, brother, aunt, uncle, grandpa, grandma. Tall, short, chubby, thin, young, old, pretty, handsome, athletic. 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> • Groups present the dialogues in front of the class while their teacher is checking her student's language, communication, pronunciation and spelling. • Teacher acts as chairperson and gives a delayed feedback on content and form. Finally, teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> • Reflective Journal
<p>MONITORING PLAN: Date Source 1: Observation sheet, field notes Data Source 2: Worksheet 1</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 9th to December 13th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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DEPARTMENT

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 7

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: We Are All Different

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
• to greet and request at the moment to describe people’s physical appearance by using role plays, jigsaw, and discussion techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> Use blond to describe yellow hair. <p>Structures</p> <ul style="list-style-type: none"> Simple Present tense with the verb to be possessive adjectives 	<p>ACTIVATION</p> <ul style="list-style-type: none"> Teacher invites students to play the game Say and Show. Teacher tells them that we all have eyes, a nose, a mouth, teeth, ears, and hair by pointing at them as teacher say the parts of the face. Then, teacher calls on a volunteer to quickly draw a big face on the board while she writes down the parts of the face next to the picture. After that, teacher explains the topic: This is my family by using the previous drawing. <p>CONNECTION</p>	<ul style="list-style-type: none"> Flashcards Video Sheets of papers

	<ul style="list-style-type: none"> • Group work of 5. Teacher gives some cards with different colors to each member of the group, but with the same pattern to the whole class. In each card, the teacher has already written these words: eyes, nose, mouth, teeth, ears, and hair. • Students have to read the words and draw to explain the meaning of the words. Then, teacher gives them time to read over their cards and become familiar with them. Finally, teacher forms temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same color card. • For developing sociolinguistic competence, teacher presents the classroom language to use during the jigsaw activity: <i>Hello, my name is.../ It means.../ Do you have any question? / Thank you!</i> Teacher walks around the class to check student’s language and communication. 	<ul style="list-style-type: none"> • Cards • Rubric
<p>Key Words</p> <ul style="list-style-type: none"> • Parts of the face; colors; hair: long, bald, short, straight, wavy, curly 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> • Teacher brings the students back into their jigsaw groups and asks each student to present her or his notes to the group. The teacher encourages others in the group to ask questions for clarification. • Teacher checks student’s language, communication, pronunciation and spelling. • Teacher acts as chairperson and gives a delayed feedback on content and form. Finally, teacher asks students comment how they felt about the task, and what they learned. 	<ul style="list-style-type: none"> • Reflective Journal
<p>MONITORING PLAN: Date Source 1: Observation sheet, field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 16th to December 20th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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DEPARTMENT

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 8

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Researcher: Yanela Iliana Alvarado Arévalo

Participants: 8th “A” EGB
School Year: 2019-2020
Topic: Diverse Families

RESEARCH PROBLEM: How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop their sociolinguistic competence through group work strategies focused on the following aspects: requesting, greeting, apologizing and thanking.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • to thank formally and informally in written texts dealing with familiar issues by using role plays, jigsaw, and discussion techniques. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions <ul style="list-style-type: none"> • What’s up, Where about See you around Structures	ACTIVATION <ul style="list-style-type: none"> • Teacher writes these scrambled two sentences on the board: and/hair/my/is/black/short/wavy/; small/black/eyes/and/are/my/. Then, teacher invites students to work in pairs to unscramble the two sentences. Finally, teacher praises them for their effort. • Teacher gives instructions to students before taking the post-test and post-questionnaire. CONNECTION	<ul style="list-style-type: none"> • Post-test (written evaluation) • Post-questionnaire • Whiteboard

<ul style="list-style-type: none"> Connector and 	<ul style="list-style-type: none"> For developing the sociolinguistic competence, teacher presents the classroom language to greet formally and informally. Then, students work in groups to read a text and identify the main expressions. They will use them in a role play activity. Through the <i>role play activity</i>, students will work cooperatively using the main vocabulary. Students are given the post-test and post-questionnaire. Next, they will develop it based on a real world context situation described on the textbook. The test will be scored by using the rating score mentioned on the annexes. <p>A questionnaire of multiple choice questions will be used to collect students' reactions and behaviors (affective dimension) about the group work strategies that have been used in class.</p>	<ul style="list-style-type: none"> Rubric Rating scale for scores Worksheet Cards
<p>Key Words</p> <ul style="list-style-type: none"> Family members and body parts, Adjectives related to hair, eyes, nose, height, weight and age 	<p>AFFIRMATION</p> <ul style="list-style-type: none"> Groups presents the dialogues in front of the class. Teacher checks students' language communication. Also, the teacher acts as a chairperson and gives students an immediate feedback on content and form. Finally, teacher asks students comment how they felt about the task, and what they learned 	<ul style="list-style-type: none"> Reflective Journal
<p>MONITORING PLAN: Data Source 1: Post-test – Post-written questionnaire Date Source 2: Observation sheet, field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: January 2nd to January 10th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Expenses	Cost
Internet connection	\$80.00
Print of reports	\$120.00
Print of the project	\$100.00
Print of the final report and thesis	\$100.00
Copies	\$100.00
Unforeseen	\$350.00
TOTAL	\$850.00

Financing

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

Resources

Human.

- The teacher candidate as a researcher
- The thesis advisor
- Students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.

Material.

- Printed materials
- Books

- Notebooks

- Laptop

Technical.

- Computer

- Printer

- Internet connection

i. BIBLIOGRAPHY

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ANNEXES



Annex 1. Observation Sheet

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

Researcher: Yanela Iliana Alvarado Arévalo

OBSERVATION SHEET		
Observation #: Topic: Objective of the session:	Date /Time: Class size: Participants: Eighth-year "A" students	Location: Duration of the observation start/end time: Observer involvement: participant/ not participant

Dependent variable: Sociolinguistic Competence					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
The students use appropriated expressions for asking.					
The students use appropriated expressions for requesting.					
The students use appropriated expressions for thanking.					
The students use appropriated expressions for greeting.					

Independent variable: Group work strategies					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
Students work better in groups.					
All students participate equitably working in groups.					
The group work environment is respectful and positive					
All students have opportunities to learn with and from their peers.					

Annex 2. Reflective Journal



**UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARMENT**

Reflective Journal		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: students of eighth-year "A", afternoon session	Role of the researcher: Participant observer Participant observer Duration of the observation:
Description of the event		Reflective Notes: SKILLS

Annex 3. Pre and Post Test & Rubric



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DATA COLLECTION SOURCE: PRETEST / POSTTEST

Student's code:.....

Date:.....

Instructions: You have 40 minutes to solve the following questions. Concentrate, read and analyze carefully. It will be scored over 10. Please, don't use dictionary or Internet access. Good luck!

**1. Make these sentences polite using "Can you.....?"
(Requesting) (2 points)**

a. Open the door!

b. Give me a pen!

c. Help me!

d. Repeat!

**2. Match the greetings with the corresponding picture. (Greeting)
(1,5 points)**

Good morning!

Hello!

Good night!



3. Unscramble the words to get the phrases. (Apologizing)
(1,5 points)

I / sorry / . / am

for / Excuse/ me /

apologize / for / I

a. _____ b. _____ c. _____

4. Classify the following expressions as appropriate. (Thanking)
(2 points)

Thanks!

I truly appreciate...

I'm so grateful for...

Thanks a lot!

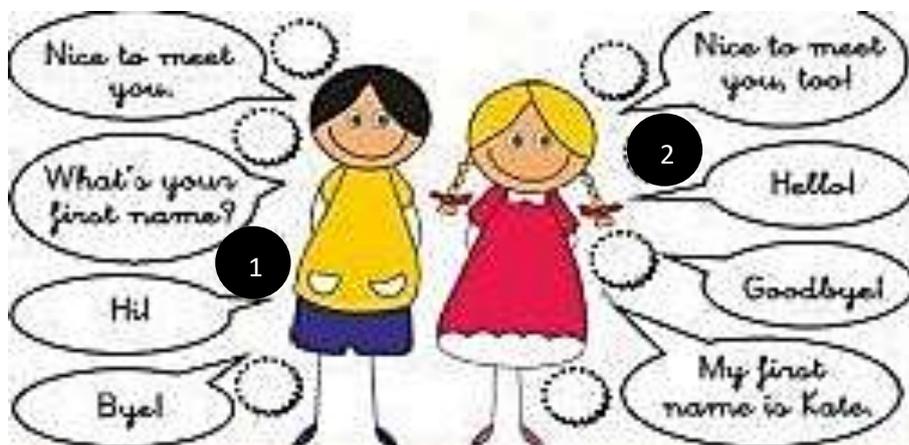
FORMAL

1. _____
 2. _____

INFORMAL

3. _____
 4. _____

5. Order the dialogue from 1 to 8. (Greeting) (3 points)



Rubric to develop the sociolinguistic competence



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DATA COLLECTION SOURCE: RUBRIC

Student's code:

Date:

RUBRIC TO EVALUATE THE SOCIOLINGUISTIC COMPETENCE				
Greeting (3p)	Apologizing (2)	Requesting (2)	Thanking (3p)	TOTAL
The student introduced himself or herself, explained the purpose of the role play, used greeting expressions and made eye contact.	The student apologized politely. Made eye contact and nodded encouragement. Listened and didn't interrupt the other person.	The student used appropriate request expressions, rephrasing them if necessary. Clarified comments and encouraged student to give more details.	The student thanked the other student at the end of the conversation using informal expressions.	
3	2	2	3	
The student introduced himself or herself, briefly mentioned the purpose of the role play and began to ask questions	The student made an attempt to be polite, tried to make eye contact and listened and didn't interrupt the other person.	The student used a reasonable number of request expressions and tried to encourage student to give more details.	The student made an attempt to thank at the end of the conversation and had a lack of expressions for thanking.	
2	1	1	2	
No attempt was made to greet the other student.	The student interrupted or hurried the person the person who is answering.	The student asked the other student a few questions	The student forgot to thank at the end.	
1	0	0	1	
				/10

Annex 4. Pre and Post Questionnaire



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DATA COLLECTION SOURCE: PRE/POST QUESTIONNAIRE

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

Student's code:

Date:

1. How do you prefer to work in the English class?

4. Individually ()

3. In pairs (selected by the teacher) ()

2. In groups (selected by the teacher) ()

1. In pairs or groups with friends ()

2. Working in groups is better than working individually.

3. Agree ()

2. Neutral ()

1. Disagree ()

3. When you work in groups do you learn more than when you work individually?

3. Agree ()

2. Neutral ()

1. Disagree ()

4. When you work in groups in the English class all the members participate equitably.

4. Always ()

3. Frequently ()

2. Sometimes ()

1. Rarely ()

5. The group work environment is respectful and positive.

4. Always ()

3. Frequently ()

2. Sometimes ()

1. Rarely ()

6. Working in groups has helped you to develop your sociolinguistic competence.

3. Agree ()

2. Neutral ()

1. Disagree ()

THANKS FOR YOUR COLABORATION

Annex 5. Research Matrix

Research Matrix

Theme: Group work strategies to develop the sociolinguistic competence among students of eighth - year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
<p>General</p> <p>How do the group work strategies develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about the group work strategies are adequate to develop the sociolinguistic 	<p>General</p> <p>To develop the sociolinguistic competence through group work strategies among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about the group work strategies and its application on the development of 	<ul style="list-style-type: none"> - Group work strategies - Group Works - Types of group works - Characteristics of group works. - Cooperative Principles - Cooperative learning in group works - Advantages of using group works - Types of group work strategies. -Sociolinguistic competence. -The birth of sociolinguistics. - Sociolinguistic transfer - Competency 	<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 research -Designing an intervention plan 	<ul style="list-style-type: none"> -Observation sheet (participant and non-participant observation) -Pre and post test -Pre and post questionnaire -Teacher’s reflective journal

<p>competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year? • What are the phases of the intervention plan that contribute to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.? • Which group work strategies are suitable to develop the sociolinguistic competence among 	<p>sociolinguistic competence.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year. • To design an intervention plan based on group work strategies to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year. • To apply the most suitable activities of group work strategies to develop the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja 	<p>- Aspects to evaluate the sociolinguistic competence.</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. <p>Presentation of research findings</p> <ul style="list-style-type: none"> -Reflecting, analyzing and answering the proposed inquires -Organized the final report. 	
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<p>students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?</p> <ul style="list-style-type: none"> • How effective was the application of the group work strategies in the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.? 	<p>during 2019-2020 school year.</p> <ul style="list-style-type: none"> • To validate the effectiveness that had group work strategies in the development of the sociolinguistic competence among students of eighth-year “A”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year. 			
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Annex 6. Grading Scale

Sociolinguistic Competence

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Group work strategies

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

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