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Cooperative Learning Projects as a Strategy to Foster Oral Interaction in EFL Learners

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Research Report submitted

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Abstract

Developing oral interaction plays a significant role in language learning. Previous research has highlighted that learners should be engaged in more motivating, meaningful and authentic activities as a means to promote and improve oral interaction, but little attention has been given to the value of cooperative learning as a strategy to encourage learners' oral interaction. The present qualitative action research study used audio-recordings, teachers' journals and interviews to collect data on the impact of cooperative learning projects on learners' oral interaction. Data were analyzed using the grounded theory approach, and findings demonstrated that learners significantly enhanced their oral interaction by working cooperatively in projects. This has lent support to the notion that cooperative learning is an effective approach to foster oral interaction in young learners. Therefore, it should be more widely adopted by the educational community.

Keywords: speaking; oral interaction; cooperative learning

Resumen

La interacción oral tiene un papel importante en el aprendizaje de idiomas. Estudios previos han resaltado que los estudiantes deben ser involucrados en actividades más motivantes, significativas y auténticas como forma de promover y mejorar la interacción oral. Sin embargo, poca atención y valor se le ha dado al aprendizaje cooperativo como estrategia para involucrar a los estudiantes en la interacción oral. El presente estudio de investigación-acción educativa empleó registros de audio, diarios del docente y entrevistas grupales para recolectar datos sobre el impacto que los proyectos cooperativos tuvieron sobre el desarrollo de la interacción oral en los estudiantes. Los datos fueron analizados a la luz de la teoría fundamentada y los resultados

demonstraron que los estudiantes mejoraron significativamente su interacción oral trabajando cooperativamente en proyectos. Esto justifica la noción de que el aprendizaje cooperativo es un enfoque efectivo para mejorar la interacción oral en niños, por lo tanto, este debería ser ampliamente adoptado por la comunidad educativa.

Palabras claves: habla, interacción oral, aprendizaje cooperativo

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Chapter 1: Introduction

1.1 Introduction to the study

Of all the English skills, speaking appears instinctively the most important one, as if it included knowledge of all others (Ur, 1996). Speaking is considered the primary vehicle for humans' learning and communication (Bygate, 1987), no matter what the speaking event is, interactive or non-interactive and the kind of function it carries, conveying a message, exchanging for services or keeping good relationships among people (Harmer, 2007). Speaking fluently encompasses knowledge of the language characteristics, the ability to understand information and the language used at the moment (Harmer, 1983). Thus, developing the English speaking skill and being a competitive speaker, meaning the learner's ability to communicate (Savignon, 2017), is one of the main goals and purposes of learning a second language. It has become recognized as a salient skill for educational, personal and professional development nowadays.

Teaching English and enhancing oral interaction in a foreign language context is a challenging task for both teachers and learners bearing in mind that the possibilities and levels of exposure to the language outside the classroom are limited (Bailey, 2005). Therefore, there is a need to increase the opportunities learners have to interact, use and practice the language inside the classroom. Teachers should supply a variety of rich interaction context and activities as a means to engage and boost oral interaction skills in the students.

Developing the oral interaction is a complex process that not only means having learners together and letting them to talk. To be able to process and produce a coherent and understandable speech according to the conversation circumstances, students must have a

wide knowledge and control of the language. They must also solve possible communication problems by using different strategies (Bygate, 1987).

There are several factors that have had a negative influence in learners, such as the limited opportunities for practice, lack of meaningful and authentic oral interaction tasks, and activities provided to learners. Those factors have resulted in low engagement, motivation, and interest that learners show in order to practice and develop this basic English skill. Moreover, learners are used to working individually, solving tasks by themselves and being assessed according to their own performance and goals accomplishment. As a result, they find it difficult to work cooperatively, to share knowledge and to learn from others in order to reach a common goal.

Previous studies Forero (2005), Molberg (2010), and Hernandez (2010) have found the benefits that promoting oral interaction activities have on learners' motivation, engagement and accomplishing goals. Nichols and Miller (1994), Aziz and Hossain (2010) and Johnson and Johnson (1986), examined the advantages of implementing cooperative learning instruction in the classroom in contrast to traditional methods. Besides, Naughton (2006) and Meng (2010) found positive results in learners' engagement and language use when implementing oral interaction through cooperative learning. However, very few studies have been conducted to analyze the oral interaction development in young learners and especially the effects of cooperative learning projects in such improvement.

Considering the scope and relevance of the English-speaking skill development for second language acquisition, the current research study discusses the effectiveness of cooperative learning projects to foster oral interaction of first graders in a Colombian bilingual school.

Cooperative learning (CL) is perceived as a suitable strategy to tackle the lack of opportunities learners have to practice and interact through the language. It might help learners to find connection and applicability to most of the concepts and knowledge, vocabulary, grammar, expression, and functions, they receive through formal instruction in the school.

This research study aims to explore and provide evidence about the effects that cooperative learning projects may have on the strengthening of English oral interaction in young learners, bearing in mind its importance for the foreign language learning. To that end, the problematic situation with a particular population is described. Based on this, the research question and objectives are set, and the strategy selected to address the problem is explained.

1.2 Rationale for the study

1.2.1 Needs analysis and problem statement

The population selected to conduct this research project was composed of 19, 7 to 8-year-old first-grade learners of a Colombian bilingual school located in Cota (Cundinamarca). Most of the students have been exposed to the English language in previous years, pre-kinder, kinder and transition. However, there are some students whose first approach to the language is exactly in this grade.

The school adopts a communicative approach to teaching the language. Nevertheless, it is blended with other teaching methods such as the grammar approach, the natural approach and especially the presentation, practice, production (PPP) strategy which has had positive results mainly in increasing vocabulary and reviewing some grammar forms.

Learners receive around 6 hours of English class weekly and subject-content lessons in Physical Education, Science, Music, and Technology.

In order to conduct a needs analysis three instruments were used: first grade students' questionnaires (Appendix B) a focus group (Appendix C) and English teachers' surveys (Appendix D). The objective of the first ones was to identify the kind of speaking activities students had, the given opportunities to interact orally, their perception and motivation to deal with speaking activities and their strategies and performance when interacting orally with their peers.

The transition and first grade English teachers' surveys aimed at exploring the perceptions and importance teachers gave to the English-speaking skill. The kind of activities they proposed to promote the oral interaction among their students, the amount of time they dedicated to practicing it and the materials and textbook they used to foster this English skill.

According to the data collected from the focus group and the students' questionnaires, the majority of them really liked and felt happy in their English class, they also liked to speak in English. Although they recognized practicing and speaking in English in different class activities, some of them were not still able to express their ideas to interact with their classmates or teachers in different situations. They reported being able to greet their friends or people in English, asking for a favor or making some requests regarding needs such as, "may I go to the bathroom", "how do you say..." and "give me ...".

Nevertheless, when engaged in role plays, conversations and spontaneous face to face oral interactions with peers inside the classroom or the academic activities, students felt nervous and unable to use the language in a natural way (Appendix C).

The teachers' survey showed that the teachers tried to include a 15 to 20 minutes speaking activity in some of their classes. However, most of the time they were focused on practicing and understanding vocabulary, grammar structures and learning new expressions. Moreover, the kind of activities that they implemented to develop this skill were based on traditional methods by repetition, imitation and following models created by them, for instance, teachers invented and wrote a short dialogue on the board for the students to practice and repeat. The way that half the teachers assessed speaking skills was by using indicators such as pronunciation, intonation, and grammar accuracy, but less than half of them concentrated on students' interaction. Besides, they found evaluating difficult because of the group size.

The teachers believed the kind of speaking activities proposed by the textbook were adequate for the students' level. However, more than half of them had to adjust the activities to their context and students' age or complement them with others (Appendix D).

Even though that teachers expressed teaching English under a communicative approach, students were required and able to use the language only in the classroom and for English activities because they did not have any other novel or meaningful opportunities to interact with the language. Furthermore, few teachers attempted to interact with their students outside the classroom in English because most of them found it difficult. As a result, teachers mixed English and Spanish or they only interacted with the students in their mother tongue.

The kind of selected materials and the textbook that teachers used do not offer a wide range of real communicative related activities such as an improvised encounter, a short conversation in a shop exchanging for goods or services, etc. In most cases teachers had to adjust and complement them. Even though teachers tried to include new and novel

activities, in the end they kept repeating the same kind of exercises, making them boring, repetitive and predictable.

Taking into account socio-cultural issues and globalization requirements, regarding bilingualism, the school was re-designing and making some adjustments in the teaching-learning process such as the English syllabus and the teachers' proficiency, with the purpose of becoming a certified bilingual school. During this process first grade students were asked to take an international standardized English test framed in the Common European Framework of Reference (CEFR), which grades them in the four English skills by solving different kinds of activities related to basic vocabulary and grammar forms. Although the results were good, teachers were asked to continue working on writing and speaking abilities since the latter are connected to the accomplishment of the school's bilingual program main objectives. Also, because they are highly related to the English proficiency achievement.

On the other hand, there was a salient concern among the education community, families, advisors and the principal, related to the development of the English-speaking ability. Generally, oral production is perceived by the community as a measure of English language acquisition in the students. It is associated with personal, academic and professional opportunities to travel, study or work abroad. In this sense, teachers were also required to give special attention to this language skill and to take and implement different actions in order to promote oral interaction and communication among the students in the school.

To sum up, teachers felt confident about teaching English speaking abilities. They had a clear idea about the importance of the language use with a communicative purpose avoiding focusing their classes on teaching grammar forms. However, they presented and

used traditional strategies to develop them while forgetting about the importance of spontaneity, authenticity and meaningfulness as three main factors for oral interaction development.

1.2.2 Justification of problem's significance

This group of first graders were in a privileged situation since they were in a bilingual school that offered them plenty of opportunities to practice and to foster all English skills. Although these students were constantly exposed to oral interaction situations and activities, they had not developed their oral interaction skills to a satisfying level. Such perception based on the number of hours invested in English instruction, the materials used and the activities carried out. Consequently, learners did not feel confident and able to face oral interaction situations.

Considering the findings about the practice of the speaking skill, the inefficient strategies, and the kinds of activities employed by teachers and the institution, the current study proposed the implementation of cooperative learning projects as a strategy that might increase the interest, enthusiasm, self-confidence and engagement learners had about getting involved in oral interaction activities. Therefore, they will improve their oral interaction performance.

Furthermore, involving cooperative learning projects might allow learners to develop their social skills, increase their autonomy, responsibility, and eagerness to accomplish a common goal being respectful of teammates own characteristics and abilities. It could make a change in learners' minds about learning as a competence for learning as sharing and personal growth. It might also avoid individualism, foster leadership, decision making, communication and problem-solving skills among learners (Johnson & Johnson, 1999).

This study might positively impact the population being addressed and work as a guide for further studies related to the enhancement of the oral interaction skills in the EFL classroom, providing them insights about the suitable strategies and useful tools to foster oral interaction in young learners. It might also serve as a guide to implementing cooperative learning projects at different levels to improve not only the oral interaction but also other English skills.

Finally, the application of this study might influence the perceptions teachers in the school have about inquiring and carrying out research as a means to improve their own pedagogical practice.

1.2.3 Strategy selected to address the problem

Different approaches have been used in the English teaching field for years. Several methods, techniques, models, etc., have been created and have influenced the way English is taught nowadays, for instance, the natural approach, the grammar-translation method, the audiolingual method, the task-based instruction and the communicative language teaching among others, looking for the best way to teach (Lindsay & Knight, 2006).

New teaching methods are interested in a more functional and natural learning process, emphasizing the learners' role and their characteristics as key factors for goal accomplishment and learning to occur. In this sense, the cooperative learning methodology focuses its attention on the learner' characteristics and abilities to work in a group and to tackle a learning situation. It highlights the advantages of working collaboratively in small teams. According to Jolliffe (2007) "cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others" (p. 3). Thereby, learning is built by sharing, doing and interacting with peers. Cooperative

learning underlines the function of social interaction where the development of abilities takes place. Additionally, it reduces the teacher's dominance by giving the leadership to students, increasing their participation, motivation and goal achievement; they assume an active role in their own learning process, they make decisions, develop social skills and solve problems in order to accomplish a task or a project (Richards & Lockhart, 1994).

The current study defined cooperative learning as a strategy to foster oral interaction at first grade level through the implementation of small projects. Through such projects, learners may have the opportunity to improve their oral production in the classroom. The strategy was proposed while taking into account the tenets of cooperative learning: promote learning through collaboration and interaction among peers, learners are the center of the education experience, and learning is perceived as the result of practicing and working together, helping and supporting each other.

1.3 Research questions and objectives

Based on the stated issues regarding the need for promoting authentic and meaningful activities to develop the oral interaction since very early years, the research question that guided this study was:

How does cooperative learning projects affect the development of the oral interaction in first grade EFL learners in a private bilingual school?

The main objective was to characterize the extent in which cooperative learning projects could foster the English oral interaction in the classroom. The specific objectives were to identify the kind of relations the students establish within the group and the strategies they implement to engage in a conversation.

1.4 Conclusions

This chapter has highlighted the importance of developing oral interaction skill as it is the principal medium for humans' learning and communication. Being an English competitive speaker has become a challenge for personal, educational and professional development nowadays. In that regard, teachers should use different strategies and provide students with more authentic, novel and meaningful activities to improve their oral interaction skills. First-grade learners' oral interaction skills in a bilingual school is a problematic situation that has been identified. Although they are in a bilingual school, they had not developed this skill to the expected level. Bearing that in mind, this study aimed at providing these learners with strategies to develop their oral interaction skills. The selected strategy was cooperative learning which emphasizes on learning through sharing and interacting with other peers in small groups. It is expected that learners increase their autonomy, decision making, problem solving skills and motivation for interacting orally. The next chapter explains the main concepts that ground this study.

2 Chapter 2: Literature review

2.1 Introduction

Speaking and oral interaction are inherent abilities in human beings, they are basic skills that allow learners to express, communicate, learn and understand the world around them. Bearing in mind the objective of fostering the learners' oral interaction and involving them in cooperative learning projects, this section contains a literature review regarding the main constructs that allow the observer-researcher to make a thorough analysis of the learners' oral interaction development, its implications and requirements.

First, the English-speaking skill is discussed as the framework for the oral interaction development. Second, oral interaction and what it entails is reviewed given the issue presented in chapter one. Then, the cooperative learning methodology, its characteristics, and benefits are explained and finally, the state of the art regarding these three constructs is provided.

2.2 Theoretical framework

2.2.1 Speaking

The speaking skill has been under discussion and study for several years (Nunan & Carter, 2001). In some cases it has been under-valued because of different factors, mainly because it is taken for granted (Thornbury, 2005), it is often thought as easy, obvious and simple in comparison with literacy skills (reading and writing), due to the fact that it is improvised, transitory and popular (Bygate, 1987).

Speaking is one of the four language skills, it is a productive skill responsible for the production and output that practitioners develop, therefore, it refers to an oral skill (Scrivener, 1994). According to Bailey (2005) "speaking consist of producing systematic

verbal utterances to convey meaning” (p. 2). Besides, Cameron (2001) highlights the main characteristics in it, motion and performance. She defines speaking as “the active use of language to express meaning so that other people can make sense of them” (p. 40).

Consequently, it involves all the expressions, long or short, simple or complex, grammatically complete or not that every person articulates with the main purpose of communicating, expressing feelings, opinions and exchanging information. Hence, it is a basic skill people should be exposed to, practice and develop to use it appropriately and effectively.

Speaking happens in real time, such quality makes the development of this skill very complex since it is not just a matter of assembling the words, people “have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting [their] conversation as unexpected problems appear in [their] path” (Bygate, 1987, p. 3), therefore, speaking is challenging, unpredictable, authentic and spontaneous, it cannot be planned ahead, it lacks preparation. When spoken words are connected and transmit a message, “the words are also being spoken *as they are being understood*. Once spoken, they are gone” (Bygate, 1987, p. 11), there is not turning back, nor is there a control for the effects or consequences they may have.

Hence, speaking involves interaction with other people. Spoken English does not always follow grammar structures, neither is it previously prepared. People commonly use utterances instead of full sentences, they take turns to exchange information, hesitate, use pauses, gestures, stress, intonation and fillers such as words or short sounds, in order to be understood (Lindsay & Knight, 2006). Thus, people must practice and learn these nuances and strategies to become effective English speakers.

2.2.2 Oral interaction

Speaking a language usually involves a face-to-face human interaction of a minimum two participants (Nunan & Carter, 2001), a speaker and a hearer who exchange different kinds of oral speech to converse, construct, learn, solve problems and understand each other under different kinds of situations or contexts (Nóbrega, 2008). In fact, according to the function and purpose, oral interaction can be of two types: transactional or interactional (Richards, 2011). It encompasses not only the knowledge of the language but the skill since knowledge itself is not enough, it needs to be practiced in order to achieve real communication.

Oral interaction involves “making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one’s intentions, while maintaining the desired relations with others” (Bygate, 1987, p. 6). It demands high levels of understanding, ability and control to produce coherent expressions, to use them in order to satisfy particular needs and to accomplish a communicative purpose in a clear and an effective way taking into consideration the impact of utterances on others.

Within an oral interaction situation, participants must be able to apply different turn taking strategies, to use the language appropriately and to keep the flow of the conversation in order to achieve their goals (Thornbury, 2005). These strategies are in the range of style, politeness, compensation gaps and negotiation.

During short talks participants are engaged in exchanging messages and reflecting upon the linguistic choices and the produced output, they negotiate meaning in order to be clearly understood. When interacting they also receive immediate feedback from their partners once that “learners are seen to be mutual scaffolders who give and receive support as they interact with their peers” (Naughton, 2006, p.170). Therefore, interaction episodes

trigger participants sensitivity and ability to do vocabulary and message adjustments, complementing and compensating for irregularities of speech and concept gaps, taking turns, keeping the correct degree of formality and recognizing the other person's knowledge in order to avoid communication breakdowns (Bygate, 1987). Participants notice and learn new language features as a result, they get to benefit from oral interaction practices by modifying their production and fostering their oral proficiency.

The kind of oral interaction participants are involved in can vary according to what, how and where the conversation takes place. It can be formal which means prepared and involving certain rules or informal, that is natural and unplanned. Authentic and natural classroom oral interaction situations allow participants to increase their motivation level since they are going to exchange information and knowledge with people with similar language level, background, and social interest.

2.2.3 Cooperative learning

Cooperative learning (CL), also called group work, is an instructional working method for organizing and conducting classroom learning, which appeared during the twentieth century as a form to counteract the hegemony of the competitive and individualistic approaches to learning during that period. Although some call it group work, not all the work made in groups is certainly cooperative (Kessler, 1992).

It has been widely researched in educational and non-educational settings yielding a variety of positive results for learners and teachers' implementation. Thus, it has become one of the most widespread instructional methods used in school programs nowadays (Johnson, Johnson, & Stanne, 2000). CL transforms the interaction dynamics in a learning

group, to enhance learning and to increase goals achievement since according to Kessler (1992):

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p. 8).

In this view, interaction is carefully structured, it occurs in small groups among mixed ability learners, levels, and backgrounds, they share and work together to develop a very simple activity, a task or a complex project, and to accomplish a common goal, they look for a reward or a learning outcome.

Working cooperatively is not as simple as working in teams. It may include five key elements to be qualified as real cooperative learning. First of all, it requires a face-to-face promotive interaction, members are encouraged and encourage others to exchange ideas, discuss, use verbal and non-verbal strategies to be understood, solve problems, give and receive feedback. Secondly, there is an individual accountability, it means, each participant is responsible for his or her own portion of the team work and for assisting the whole group. It is enforced by assigning roles to participants and it is graded or tested at the end of the task to produce achievement gains. Thirdly, it entails the appropriate use of collaborative skills, such as decision-making, problem-solving and conflict management skills, trust, leadership, among others. Moreover, cooperative learning prompts group processing: members set their own goals, monitor, reflect and evaluate how well the group functions in order to make changes and improve to achieve their goals. Finally, there is a positive interdependence among the team members, one depends on and supports others and vice versa, the gains of one are the gains for others (Felder & Brent, 2007).

This positive interdependence underlays the concept of CL. It can be established in two ways: by a cooperative incentive, in which “two or more individuals are interdependent for a reward they will share if they are successful as a group” (Slavin, 1983 p. 431) for instance a grade or a certificate, then, they keep a cooperative interdependence once the results depend and relay on every team member efforts. The second way is by the task structure, it means completing a task, having an outcome or a product, such texts or a presentation. Besides, rules, materials and members’ roles (explainer, checker, secretary, taskmaster) enhance positive interdependence and group function (Kessler, 1992).

Cooperative learning brings lots of benefits for the teaching-learning process, it changes teachers’ and students’ roles, from teacher-centered to student-centered class, where they share responsibilities for learning, setting goals and assessing their effectiveness. It helps to improve academic performance, critical thinking skills, students’ motivation, self-stem and engagement with academic activities, anxiety and stress levels are reduced and positive peer relationships are fostered (Felder & Brent, 2007).

2.3 State of the art

Previous studies have investigated the speaking and oral interaction skills development in different contexts. Researchers have conducted ethnographic, longitudinal, quantitative and qualitative studies in order to analyze, explain, provide evidence and contribute with new insights to the field enhancement.

With the purpose of promoting speaking and oral interaction in different educational contexts some authors conducted studies finding that there are multilayered factors that intertwine on the learners’ oral performance. These factors are related to their motivation, linguistic self-confidence, the perception of themselves and of the oral interaction activity,

which affect and are directly related to their willingness to use the L2 in class. They are basic elements and have a great impact on the communicative competence and the output learners produce (Lee, 2009; de Saint Léger & Storch, 2009; Hernandez, 2010; Molberg, 2010).

Similarly, it was identified that the oral interaction enhancement is a gradual process that requires learners' motivation, interesting topics, visual aids, the implementation of discipline strategies and well-organized task-based lesson activities (Forero, 2005). In that regard, it was also found that tasks are greatly useful to develop the communicative competence. They have a positive impact on the students' oral interaction enhancement and on their motivation towards speaking English in the classroom (Carrero, 2016).

Furthermore, Cunningsworth and Horner (1985) concluded that simulations are the best way of practicing and using the language in real time and natural situations of turn taking in the classroom.

In addition, it was proved that while engaged in oral interaction activities in classroom settings, the students prefer to receive feedback, mainly positive or corrective feedback (Faqeih, 2015). Although teachers and students hold different attitudes towards oral error feedback and some preferences according to their age and gender, both teachers and students' attitudes are positive. Likewise, there is a close relationship between interactional feedback and language improvement. Nevertheless, the learners' attitude plays an important role in mediating language accuracy (Mackey & Silver, 2005; Zhang, Zhang, & Ma, 2010; Maolida, 2013; Nekuruh, 2015).

Indeed, teaching and learning are interactive processes which ask for teachers and students' active participation and need to consider the interactional aspects of communication to enhance learners' oral performance (Nóbrega, 2008).

In the field of oral interaction, on the one hand Rivera (2010) characterized and discussed the effectiveness of oral communication exchanges, in two ways, first student-student through script-based exchanges and surveys and second, teacher-student interaction through initiation, response follow-up (IRF) and contingent interaction. Findings showed that both strategies had very little positive impact on students' oral production because that lacked spontaneity and authenticity.

On the other hand, some studies have examined the use and function of the L1 in the oral interaction enhancement through task-based and collaborative activities. Results showed a clear impact of task modality on L1 use since learners fell back to the L1 frequently. It was also found that the L1 is an important tool to discuss vocabulary, grammar and to understand meaning (Alegría & García, 2009; Azkarai & García, 2015).

Finally, it seems that Spanish learners of English use different communicative strategies (CSs) during informal oral interaction encounters with Native Speakers outside the classroom. Although their frequency and variety are closely related to their linguistic competence, it was proved to be more related to the learners' choice of CSs (Rosas, 2016).

More recently it has been found that virtual environments such as skype, WhatsApp, blended learning and related technologies have an added value and can positively impact the oral interaction performance and proficiency. The anonymity provided increases learners' self-confidence and decreases their nervousness and anxiety. It encourages reflection, negotiation of meaning and the assessment of their performance through authentic interaction and feedback (Jauregi & Canto, 2012; Melchor-Couto, 2017; Andújar & Cruz, 2017).

Based on the importance and the role of interaction and participation in learning settings, the cooperative learning approach has been subject of interest and has been widely

researched, especially when compared to more traditional teaching methods. Different scholars such as Johnson & Johnson (1986) Nichols and Miller (1994) and Aziz and Hossain (2010) conducted studies in Science, Algebra and Mathematics respectively, finding that CL instruction significantly contributed in terms of goals accomplishment, self-efficacy, performance, willingness to work and learners' improvement in contrast to conventional teaching methods. In fact CL promotes the development of more interpersonal and social skills rather than competitive or individualistic ones (Jonhson, 1983; Lavasani, Afzali, Borhanzadeh, Afzali, & Davoodi, 2011). Besides, it was found that CL has a positive effect on learners' decision making, problem solving and critical thinking skills versus traditional or individual methods (Baumberger, 2005; Gokhale, 1995). Indeed, Tarim (2009) found significant mathematics problem-solving skills improvement in preschoolers as well as in their cooperation, sharing, listening abilities and group responsibilities.

There are some studies that have explored the effectiveness of cooperative learning strategies on the oral interaction enhancement like the current study does. They have concluded that CL helps significantly to foster the students' oral communicative competence and motivation towards learning English. It seems to have positive results in encouraging students to engage in interactional sequences and oral discussion tasks. Moreover, through CL interactions, learners become real language users in and out of the classroom (Naughton, 2006; Meng, 2010; Azizinezhad, Hashemi, & Darvishi, 2013). CL increases the target language use, self-confidence and stimulates autonomy. However, it poses some challenges such as time constraints, standardized curricula and poor group dynamics (Bayram, 2013).

In that sense, learners should be engaged in more CL and oral interaction activities rather than in typical or conventional exchanges which are meaningless, do not develop skills, restrict and harm the positive perceptions and motivation learners may have to interact through the language.

2.4 Conclusions

This chapter presented a review of the main constructs that supported the development of this study namely speaking, oral interaction and cooperative learning. Speaking and oral interaction are essential and basic skills every English speaker needs to develop to communicate, express their ideas and socialize. They require high processes of understanding, analysis, negotiation, cooperation and sensibility in order to accomplish a communicative goal. However, they have been taken for granted because of its characteristics of spontaneity and unpredictability.

On another note, CL has changed the dynamics in a learning group, making it more interactive and goal-directed. It creates a positive interdependence among teammates in order to succeed. Through CL, learners improve their academic performance, motivation, and learning engagement.

Several studies have analyzed the effects of CL in different contexts and areas, finding positive results on motivation, goal accomplishment, performance and willingness to work. Regarding oral interaction it has been identified that it is a long process in which personality, motivation, language and self-confidence play a significant role on its development. Besides, some studies have used a CL strategy to enhance oral interaction, mainly with teenagers and adult learners, obtaining positive results in the participants engagement and willingness to speak in the target language. That sets the ground to believe

that it is worth and valuable to implement a CL strategy as a means of enhancing the oral interaction skill in young learners.

The next chapter focuses on the methodological design, the context, participants, researcher's role, type of study and the data collection instruments used throughout the implementation.

3 Chapter 3: Research design

3.1 Introduction

Bearing in mind that oral interaction is an important skill EFL learners must develop, it is crucial to provide them with strategies to improve their performance on this skill. As stated in the previous chapter, the objective is to engage learners in cooperative learning projects to practice and develop the necessary skills to be able to interact orally.

In order to better understand how this study was conducted, the present chapter describes the type of study, action research, where the teacher is interested in changing or improving any problematic situation regarding teaching. It characterizes the context, the researchers' role and the participants who took part in the study. Besides, some ethical issues were taken into account to safeguard the participants. Finally, it gives a brief description of the data collection instruments, audio-recordings, teacher's journals and students' interviews, their validation, and piloting.

3.2 Type of study

There are different research methods and all of them involve collection and analysis of information through different strategies according to their characteristics (Blaxter, Hughes & Tight, 2006). The qualitative research is used to analyze "things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2000, p.2). It is not only focused on observing how things happen but on why they happen, describing, explaining and interpreting reality.

The current study was framed and conducted under the action research principles. Action research is a type of study that strengthens teachers and involves them in a self-reflective, critical and problematizing task towards their own teaching practices in their real

context in order to improve the teaching-learning processes and practices (Burns, 2010).

The teachers' objective is to identify and intervene in any problem or situation that is suitable for enhancement. Consequently, the issue should be systematically identified based on solid data rather than on personal assumptions. Therefore, action research is not a theoretical or evaluation type of study but a practical and analytical one.

Conducting action research in education might widen teachers' points of view and help them understand the demands of the research process by taking into account two of its main characteristics: flexibility and collaboration (Berg, 2004). Action research is not rigid, it is carried out through different steps that do not always follow a sequence allowing spontaneity and creativity in order to apply small scale interventions. Moreover, it is conducted in real workplaces where researchers can have the opportunity to share ideas, insights and opinions with the participants involved in the research (Blaxter, Hughes, & Tight, 2006). Furthermore, teachers do not need to have any specific knowledge in order to conduct this kind of research, they just need the commitment to transform or enhance any problematic situation.

When conducting action research there is a simple and a clear path that researchers may follow throughout the investigation. The process is called "spiral of cycles", that includes four basic steps: planning, action, observation and reflection which are not carried out always in sequence (Burns, 2010). The cycle begins by identifying a problem and planning small actions for improvement. The second step takes place by applying deliberate interventions during a specific period of time. Then, researchers may carefully observe the effects of the applied actions and collect data. Finally, there is a deeper reflection phase, which purpose is to describe the effects of the actions, evaluate them and decide to do further cycles or to share the results if they have had a satisfactory outcome.

In regard to the current study, the data was systematically collected in a real context by the teacher-researcher and the intervention followed the spiral of cycles in order to reflect and make decisions about cooperative learning projects as a strategy that may foster oral interaction.

3.3 Context

The present study was conducted in a private bilingual school located in Cota, Colombia. It was founded in 1954 with the objective of educating responsible and critical thinking people taking into account three main dimensions: cognitive, socio-affective and body expression. These promote integral education through the construction of an ethic, integral and transcendental life project. They are highly interested and recognized by their opening to plurality and the academic excellence.

The school is coed, it holds roughly 1.200 male and female students from preschool to high school. It is “B” calendar because the school year starts in August and finishes in June. It holds students that come from medium to high-income families. Although it is a catholic school, it is open and accepts students that follow other kinds of religions.

Regarding English teaching perception and policies, the school was in the process of becoming a Cambridge certified school, therefore, the curriculum was designed and aligned based on their principles. Students used a Cambridge textbook and the English program followed the English international standards set by the CEFR for second language competence at B2 – C1 level (Council of Europe, 2002).

Furthermore, the school adopts the Content Language Integrated Learning (CLIL) approach to instructing different areas, as a result students are taught an average of 4 to 5 content subjects per day including Science, Technology, Physical Education, and Arts.

They pursue and give a higher value to the speaking skill as a strategy to accomplish communicative competence in English.

By the end of the year, students of first, third, fifth, eighth and eleventh grades are required to take a Cambridge international test, as a means of keeping track of their English strengths and weaknesses with the aim to achieve the B2 or C1 level at the end of high school.

3.3.1 Participants

The participants in this study were 19 first graders from 7 to 8 years old. They came from medium to high socio-economic status. Most of them had nuclear families, some others had extended or single-parent families.

It was a heterogeneous group regarding their English exposure, level, and skills. Most of them have been learning English for more than 3 years, others have had less than 1 year of exposure and in a few cases, it was the first contact or experience with the second language.

Some first graders expressed their interest in learning English. They liked classes and enjoyed doing different activities. They liked reading, singing, listening and acting out several role-plays. They had good vocabulary range, grammar structures, and pronunciation skills which made a few of them able to express some ideas or needs with some inaccuracies or requiring recasts. However, they still felt ashamed or insecure trying to speak or communicating in English. As a result, it was necessary to support them, trigger their motivation and engage them in more oral interaction activities.

By the end of the year, students were expected to have an A1 level according to the CEFR and a good command of the English language, especially in the speaking ability since it was the main focus throughout the school curriculum.

3.3.2 Researcher's role

For the purpose of this study and taking into account the tenets of the action research that says “the researcher is involved in the research not just as a (research) observer but as a participant, i.e. he is part of his own research and his participation can influence his findings” (Biggam, 2008, p. 84), the teacher played two roles, as a participant and as an observer. Firstly, the teacher was in the context identifying and observing the phenomena, registering and gathering information, validating instruments and implementing the pedagogical interventions. The teacher-researcher was also reflecting upon the strategy implemented and the appropriate actions or adjustments to foster the oral interaction and to have a great impact on the population.

3.3.3 Ethical considerations

In order to consider and apply ethical standards in research and avoid mistreating participants bearing in mind the type of research, action research, where very close relationships among human beings are created, some ethical issues were considered. According to Blaxter, Hughes and Tight (2006), “all social research ... gives rise to a range of ethical issues around privacy, informed consent, anonymity, secrecy, being truthful and the desirability of the research” (p. 158). Therefore, two informed consent forms (Appendix A) were designed and signed by the participants, in this case, the school's principal and the children's parents, taking into account they were minors but also making them aware of the purpose of the study and respecting their decision to be or not part of it. Additionally, in

order to keep the privacy and anonymity of the participants, they were asked to use pseudonyms under which they were going to be called during the entire study and for the written report.

3.4 Data collection instruments

The instruments selected to collect information, regarding the effects cooperative learning projects had on learners' oral interaction during the current study were audio recordings, teacher's journals, and student's interviews. These data collection instruments provided meaningful evidence to be analyzed.

3.4.1 Description and justification

3.4.1.1 Audio-recordings

Given the nature of this study, audio-recordings were chosen to collect relevant data from students' conversations and interactions. An audio recording "is less noticeable to the participants. It's great for recording what was said" (Burns, 2010, p. 70). Taking notes of verbal exchanges exactly the way they were said is almost impossible, recording oral interactions is an easy form to collect valuable data without losing any important fact for the purpose of the study. Nevertheless, when using recording equipment participants may become distracted or nervous and act in an unusual way. Hence, it is necessary that students get familiar with the equipment.

Audio-recordings were made during the intervention stage in order collect data, register and record the progress and improvements students had when interacting orally. Besides a diagnostic oral interaction activity was recorded.

3.4.1.2 Teacher's journals

Teacher's journals were the second data collection instrument selected for the purpose of this study. Teacher observations, reflections, beliefs and ideas about classroom events, student's behavior and situations in the real setting (Burns, 2010), give quick insights of the effects the applied strategies have had on the oral interaction enhancement and to make some changes or modifications.

According to Sagor (2010) "if you establish the habit of keeping a journal, you will create a treasure trove of data... A trend analysis of journal data can help you retrospectively understand why things transpired in a particular fashion and followed a particular sequence" (p. 80). Being an observer may be a difficult task but a rich way to collect, understand and give sense to relevant information during and at the end of the process. In this respect, the teacher – researcher wrote journal entries per each implementation session.

3.4.1.3 Students' interviews

The last instrument selected to gather information were students' interviews. They are considered as guided conversations with the main objective of collecting data regarding a specific topic. There are three different types: structured, semi-structured and open-ended (Burns, 2010). For the purpose of this study semi-structured interviews were applied.

In semi-structured interviews the interviewer has developed some specific questions. However, they allow some diversity and flexibility to ask more questions according to the interviewee responses in order to clarify, get more details and deeper information regarding the topic of study. Besides, when carrying out interviews the interviewer must set a warm atmosphere, be aware of the power-relationship, "always remain not judgmental to the

responses provided by the interviewee to help reduce the potentially biasing effect of the interviewer” (Tashakkori & Teddlie, 2003, p. 305), be sensitive, give feedback and praise interviewees.

In this regard, semi-structured interviews allowed to collect and analyze information about students’ feelings, perceptions, interest and cooperative learning projects engagement during the implementation stage.

3.4.2 Validation and piloting

In order to accomplish one of the main characteristics of data collection for action research, *systematicity*, the selected instruments, audio recordings, teacher’s journal and students’ interviews were matched to the research question and the objectives of the study (Burns, 2010). That process ensured credibility and validity, since according to Sagor (2000) “by asserting validity, the researcher is asserting that the data actually measure or reflect the specific phenomenon claimed” (p.110).

Besides, more than one single instrument was used to guarantee a deep and a complete view of the phenomena and to support the stated findings keeping away from subjective assumptions. This is important because “multiple data-gathering methods (and sources) enhance the credibility and trustworthiness of a study through what is known in the field as triangulation generally, the use of at least three different viewpoints” (Saldaña, 2011, p. 76). Therefore, the information gathered through the audio-recordings, teacher’s journals and students’ interviews was triangulated to compare, contrast and validate the current study. Moreover, the instruments were piloted before the pedagogical implementation by showing and asking for feedback to colleagues and advisors and testing them with students in real context.

3.5 Conclusion

This chapter summarizes the research method and type of study, action research, whose main objective is to observe, analyze and apply actions in order to improve a particular problem in an educational natural setting. It also establishes the teacher's role as a participant-observer. Then the context, a private bilingual school and the participants, 19 first grade students, a mixed ability group who liked learning English but still felt afraid of interacting orally in English are described. Finally, the three data collection instruments, audio-recordings, teacher's journals and students' interviews, their validation and piloting process are discussed. The next chapter will be devoted to the instructional design and the pedagogical implementation that supports this study.

4 Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The subsequent paragraphs describe the process followed during the intervention and the implementation of the cooperative learning projects to enhance the oral interaction skill in first graders from a bilingual school. It contains the design of a set of three projects with their corresponding lessons, objectives, methodology and materials, aiming at improving the problematic situation. For such purpose, the theoretical framework was carefully revised also as means of defining the visions of language, learning, and curriculum which guided the implementation of this study.

4.2 Visions of language, learning and curriculum

4.2.1 Vision of language

The term language has been widely defined and it keeps different meanings taking into account the context, the people involved and their own understandings of the same term. Generally speaking, and in its simplest terms, the language is defined as “the system of human communication which consist of the structural arrangement of sounds (or their written representations) into larger units, e.g. Morphemes, words, sentences, utterances” (Richards & Schmidt, 2014, p.283). However, the term language implies much more than a mere linguistic vision of it. According to Brown (2008), it is a system of symbols distinctive and essential but not limited to humans used by a community or culture for communication.

For the current study, the language was perceived as the principal means of communication, negotiation, creation, and socialization. It was mainly an interactive process which allowed people to understand, express their ideas and opinions and to make

sense of the world around them. It was also viewed as more than uttering grammatically correct sentences acquired through drilling and repetition. It was perceived as the ability that any learner develops to interact and to express the ideas in context and based on a given situation with a communicative purpose.

4.2.2 Vision of learning

Different authors and researchers such as Skinner (1938), Ausubel (1965) and Rogers (1951) have defined learning and the different sub-processes or steps people carry out for such purpose. Besides, there are different theories that attempt to describe how, why and when learning takes place. Some authors have given and highlighted the role of cognition for learning while some others have identified the value of social interaction in that process.

Bearing in mind the purpose of the present study, learning was framed on Lev Vygotsky's sociocultural theory and his Zone of Proximal Development (ZPD), which conceives social interaction as the core of the process, "social interaction is the basis for learning and development, learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane" (Walqui, 2006, p. 160). Therefore, the cognitive and the social do not work isolated they go hand in hand in any learning situation.

From that perspective, learning is also a collaborative work, where learners are active members who interact, interchange and acquire knowledge each one from the other in their environment. Thus, teachers, adults or more capable peers influence and help learners' learning, involving them in a "scaffolding process that enables a child or novice to solve a problem or achieve a goal which would be beyond of his or her unassisted efforts" (Orsmond & Centre for Bioscience, 2004 p. 10). In this sense, learners are involved in

challenging and problematic situations which trigger their motivation to keep developing their skills and advance in their learning process.

4.2.3 Vision of curriculum

Among multiple factors that interact and interweave in learning English as a foreign language, the setting and the organization of the provided input plays a crucial role in the process. The way the curriculum is set up, the contents, methodologies, objectives, times, materials but especially the perceptions of the learners and the roles they may perform represent the basis and the framework for a successful teaching and learning process. In other words, the curriculum is the guide and map that specifies the what, how, when and why of the whole teaching-learning process (Nunan, 1999).

Following these ideas, the curriculum for this study was viewed as one that is sequenced, balanced and flexible, based on the students' needs and interests, in other words a learner-centered one, bearing in mind that "the plan or learning established by the course designer or teacher and the vision of the learning process present in methodology will feed through in a fairly direct manner to student learning" (Tudor, 2001, p. 109). Thereby, it might influence how learning is approached and the decisions and procedures followed by its participants.

In addition, the classroom is perceived as a social and pedagogical place where students meet to interact, share, create, communicate and learn. It is a dynamic, cooperative learning setting where learners are working autonomously in groups to accomplish a common goal. The classroom also becomes "a place of communication which would allow students to practice the communicative skills that they would need to use outside the classroom in real interactive situations" (Tudor, 2001, p. 113) by getting involved in

different learning projects which might increase their willingness and interest to give their opinions and to interact orally with other peers.

4.3 Instructional design

4.3.1 Lesson planning

The pedagogical intervention designed for the current study, and with the main objective of enhancing learners' oral interaction, was based on the implementation of three main cooperative learning projects. For that purpose, an adapted version of the In-service Certificate in English Language Teaching (ICELT) lesson plan form was used (Appendix E). It allowed the teacher-researcher to organize and plan each lesson following the same structure, a warm-up activity, the presentation of the topic, practice and a production, making sure that a scaffolding process was provided and that the time allotted for learners' oral interaction was enough to achieve the set objectives.

The three cooperative learning projects were made up of seven lessons each. Two input sessions, where learners were exposed to vocabulary, communicative expressions, grammar structures, guided oral interaction episodes, as well as cooperative learning basic principles. Four cooperative working lessons in which learners interacted orally, shared ideas, gave opinions and reached agreements based on a given situation or a required task within the project. After that, there was one lesson for students to present results, summarizing all the process and giving a final oral interaction product worked during the whole project. Finally, there was one lesson to interview the students at the end of each project (Appendix F).

Additionally, at the beginning of the implementation, a diagnosis oral interaction activity was recorded. Besides, two sessions were allotted to administer students' surveys

and to train students on the cooperative learning principles and roles as well to arrange the learners' groups.

As mentioned in the previous chapter, three data collection instruments were applied. Students' final oral interaction products were audio recorded and the students were interviewed at the end of each project. Also, the teacher-researcher wrote journal entries after the application of each lesson. Moreover, a rubric (Appendix G) was used so as to assess students' oral interaction performance at the closure of each cooperative learning project.

4.3.2 Implementation

The implementation was carried out in 25 one-hour face-to-face lessons delivered three days a week for three months, October, November and two weeks of December. The implementation involved a diagnostic stage, the application of three projects namely: "*I'm a superhero*", "*Flying to Mars*" and "*What if?*" and a closing activity, each one encompassing seven sessions (Appendix F).

The three proposed cooperative learning projects were planned taking into account the students' level, characteristics, and interests and with the purpose of providing them with meaningful, novel and engaging tasks which really called their attention and might increase their motivation and eagerness to participate and interact orally in English.

The process began by applying a diagnosis oral interaction activity. Input regarding family members, principally grandparents and the activities they used to do was provided with two specific aims, first to identify students' oral interaction performance and second, to recognize students' strengths and weaknesses when working cooperatively in small groups. Afterwards, a students' survey was conducted to collect their perceptions and

feelings regarding the English oral interaction activities and the cooperative learning strategy.

Before starting the whole implementation, there was a one-hour session focused on the comprehension and training on the cooperative work strategy. Its main five principles, individual accountability, promotive interaction, the use of collaborative skills, cooperative learning and positive interdependence as aforementioned in chapter 2. The students were guided to reflect upon group work main issues, bearing in mind the diagnosis activity, mainly to identify how in some cases just one or two members of the group are the ones who really work, while the rest spend their time in other activities. The students were also organized into groups of four based on the teacher specific criteria, learners' aptitude, gender and heterogeneity (Oxford & Dean, 1997). Besides, four different kinds of roles, encourager, organizer, resource man, and explainer were assigned to each member of the group, making their functions clear and allowing them to perform the four of them throughout the entire implementation.

The first project of the intervention was "*I'm a superhero*". The students were provided input regarding heroes' characteristics, activities, and functions, also about current environmental issues (cutting down trees, pollution, water wasting, etc.) and expressions, with the objective of creating an environmental superhero and acting out a situation where he rescues or protects the environment. The teacher – researcher was constantly encouraging students to interact in English and to actively participate in their groups since they had not been trained on such regards.

The second project was "Flying to Mars". The teacher-researcher created students' expectation about life on a different planet, Mars. The students were exposed to some input regarding Mars' facts and life there. Afterwards, the students were invited to fly to Mars,

therefore they were involved in different oral interaction activities in order to plan and set up their trip. They talked and reached agreements about the tools, food and the means of transportation they would take to Mars. Finally, they did a short role play about the trip and the kind of activities they could do on Mars.

The last project of the intervention was “What if...” At the first stages of the project, the students became familiar with the vocabulary related to verbs and actions, with the present simple tense and mainly with the expression *what if*. Then, they started working cooperatively in groups of four, orally discussing, analyzing and giving their opinions regarding the positive and negative facts that a prompted hypothetical situation had. They were practicing, gaining self-confidence and learning oral strategies in order to be able to orally interact and act out a role play based on a given hypothetical situation prompted by the teacher-researcher.

4.4 Conclusion

The intervention and implementation of the cooperative learning projects were a carefully thought and systematic process which kept the same structure and phases, a warm-up activity, presentation, practice and production stages. They also had an input, cooperative work, and final product phases. That organization allowed the students to practice and learn the necessary input, grammar structures and oral expressions needed to finally be able to interact orally with their peers in meaningful and interesting situations and to foster their oral skills. Besides, the cooperative work strategy was thoroughly followed allowing students to really keep on working and to learn and help others. The next chapter will be dedicated to the analysis of the data collected during the implementation based on the grounded theory approach.

5 Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter comprises the analysis of the data gathered through the instruments, the procedures and the methodology followed to identify the main and the core categories. The results and findings were displayed and illustrated based on some graphs and excerpts from the data collection instruments.

Data was carefully analyzed and organized in an MS Excel matrix and chart files. These were color coded and categorized establishing relations among different kinds of data and with the aim of answering the study's research question.

The qualitative and quantitative data were analyzed under the grounded theory approach with the aim of explaining how the cooperative learning projects helped first-grade learners to improve their oral interaction skills.

5.2 Data management procedures

The information gathered throughout the implementation stage of this research project arose from three data collection instruments: students' audio recordings, students' interviews and the teacher's journal. Taking into account the nature of the data collected, findings were organized and analyzed through the sequential exploratory mixed method and under the grounded theory principles.

The use of a mixed method allowed the researcher to comprehend the problem in a stronger and more complete way since "it involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypothesis"(Creswell, 2014, p.266). In that sense, audio recordings were quantitatively analyzed while the students' interviews and the teacher's journal were qualitatively treated.

Data was merged and analyzed rigorously bearing in mind the strengths and limitations of each approach.

In the sequential exploratory mixed method, qualitative data collection is carried out first, then the findings are used in a second quantitative phase. “The intent of the strategy is to develop better measurements with specific samples of populations and to see if data from a few individuals can be generalized to a large sample of a population” (Creswell, 2014, p. 276). Thus, for the purpose of this study qualitative data was gathered first and served for the quantitative data collection phase.

Finally, participants’ audio recordings and interviews were digitally transcribed and assembled in a folder. The teacher’s journals were prepared in charts as a way to guarantee open access to the different sources of information and to facilitate the management, interaction, comparison and triangulation of findings. Besides, the students’ anonymity was kept by assigning numbers to them.

5.2.1 Validation

Due to the type of research, qualitative action research, data validation is key and essential for the worthiness of the study. In that regard, Cohen, Manion, and Morrison, (2007) assert that “validity might be addressed through the honesty, deep, richness and scope of the data achieved” (p. 133). They highlight the importance of sticking to the data supplied by participants, understanding it and being objective so as to avoid biases or just for the need to demonstrate a preconceived idea of the phenomenon. Thus, validity accounts for meaning and inferences drawn through the eyes of participants to be reported on the study.

Data collected was validated also taking into account the use of a variety of instruments and from a representative number of participants, then it was triangulated. According to Burns (2003) triangulation means collecting “information from multiple perspectives on the same situation studied” (p.163) as a means to avoid biases, compare, contrast, and to fully explain the influence of cooperative learning projects in the oral interaction enhancement.

5.2.2 Data analysis methodology

The data analysis was conducted under the grounded theory (GT) principles. As its name says this methodology is based on the analysis of data collected during the research process and not before it. The GT approach helps researchers to reflect and outline theories based on data, rather than using data to prove existing ones. Hence, the researcher gets involved in a process of constant comparisons as a means to seek explanations, conceptualize and theorize any phenomenon grounded in data (Corbin & Strauss, 2015). It “is a systematic theory using systematized methods of theoretical sampling, coding constant comparison the identification of a core variable and saturation” (Cohen et al., 2007, p. 491). It is also an inductive process which allows the researcher to gather information in context, from the source, to analyze and reflect upon this. Therefore, data is not forced to fit under a pre-existing theory. In contrast it helps to generate a new one.

The analysis was conducted based on three types of coding: open, axial and selective coding with the purpose of deconstructing and analyzing small chunks of data (Cohen et al., 2007) and to ensure constant comparison and triangulation of information.

The systematic analysis begun with an open code procedure, facing data, interacting with it and assigning colors to similar answers, words, expressions or reflections and

labelling them with a name. This initial step was carried out keeping in mind the project research question, asking analytical questions, reflecting and making sense out of the information provided by the participants. After the coding process was completed, similar codes and emergent patterns were grouped into categories, axial coding, and then in subcategories as a means of reducing the amount of information and to explain the phenomenon under discussion in this study. Finally, selective coding was carried out, axial codes were integrated in a core code in order to identify to what extent cooperative learning projects affect the development of the oral interaction skills in the participants.

5.3 Categories

Based on the GT and the coding process, meaning open, axial, and selective coding (Corbin & Strauss, 2008) the gathered information was broken down, analyzed and reduced. As a result, two categories, some subcategories, and a core category emerged so as to characterize the influence that cooperative learning projects had on the participants' oral interaction enhancement.

5.3.1 Overall category mapping

Once the gathered information was transcribed and organized in a matrix the category mapping started. In the open coding stage, similar responses, reflections, words and sentences were coded using different colors. A rigorous analysis and constant comparisons were made among the sources of data in order to triangulate, support and make sense of the findings. Repetitive concepts emerging from data were highlighted and coded.

In the second stage, the axial coding, the open codes were grouped in broader categories taking into account their relation and concordance. Codes were associated and classified leading to the identification of two categories.

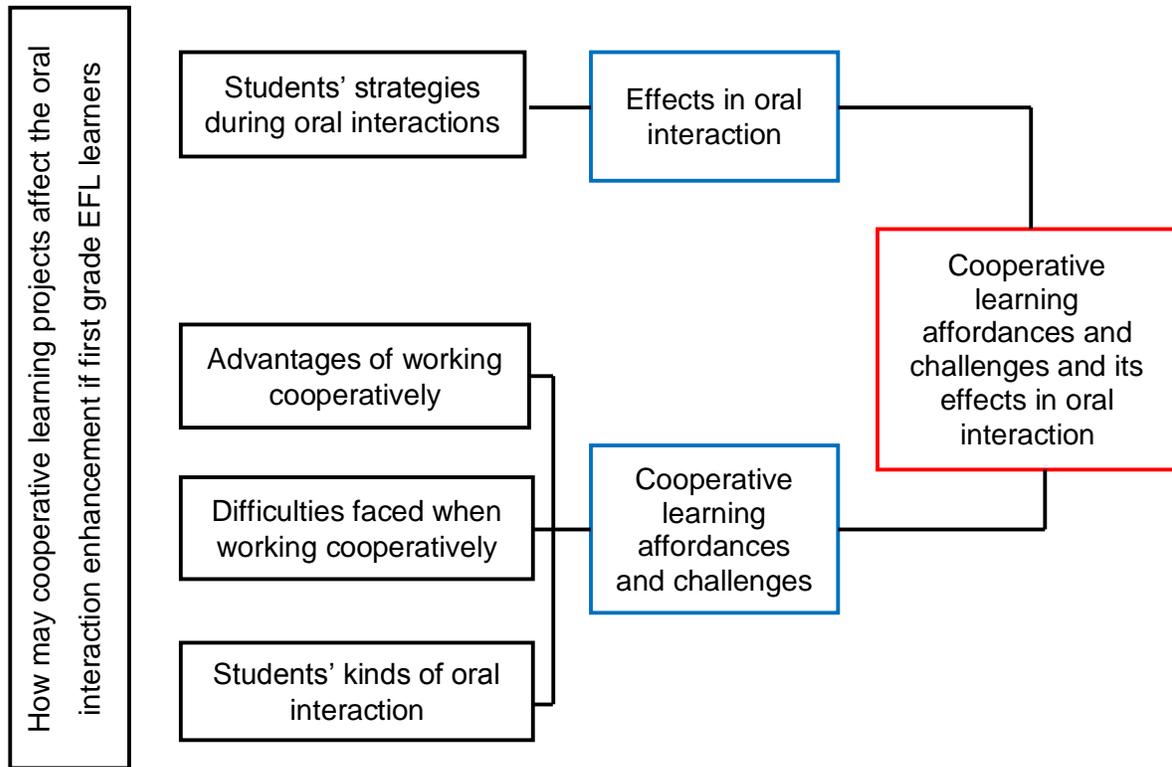


Figure 1. Category mapping

5.3.2 Discussion of categories

Two main categories emerged after the open and axial coding process: *effects in oral interaction and cooperative learning affordances and challenges*. These two categories provided information and allowed the researcher to fully and explicitly answer the research question *how does cooperative learning projects affect the development of the oral interaction in first grade EFL learners in a private bilingual school?*

The first category, *effects in oral interaction* was supported by one subcategory: *students' strategies during oral interactions*. On that category, findings evidenced participants improvements in the different oral interaction features assessed.

The second category, *cooperative learning affordances and challenges*, was underpinned by three subcategories: *advantages of working cooperatively*, *difficulties faced when working cooperatively* and *students' kinds of interaction*. There, students commented their perceptions about cooperative work. Also, results showed a positive impact on the participants' oral interaction skills through pair support, feedback, roles and interaction.

5.3.2.1 Effects in oral interaction

Throughout the implementation stage oral interaction features such as grammar awareness, vocabulary, comprehension, fluency, coherency and clarity of ideas were taken into account and played a significant role on the learners' performance and on the goals achievement (Appendix G). Nevertheless, some of them were positively influenced and fostered while the others remained the same.

This is the most relevant category since it describes how the participants improved their oral interaction performance throughout the process, and based on the above-mentioned features. It also discusses the aspects in which the students showed less improvements.

5.3.2.1.1 Students' strategies during oral interactions

After analyzing data, the results showed that first grade learners valued and recognized that working cooperatively had positive effects and helped them to improve and to have a better performance when interacting orally in groups. Results indicated that learners increased their vocabulary, input use, learning strategies, interaction, comprehension and L2 production.

In regard to the input provided to the participants at the first lessons of each project, it gave support and allowed them to expand their vocabulary knowledge and to be able to use

and apply it during their group interactions and while presenting their final products.

Vocabulary improvements were reached little by little from the first to the final project.

Besides, participants' background and previous English exposure were essential during the process. Though participants reported a constant feeling and sense of lack of vocabulary when interviewing them, the audio recordings and the teacher's journal evidenced important progress in such aspect.

At the first stages, participants relied a lot on the teacher's help as they were not used to expressing their ideas in English or having structured interaction encounters. They were also used to asking the teacher to translate very long sentences as indicated in the following excerpt.

Excerpt 1 - Students 4 and 11. Role-play. First project

*S11: nooo.... say ... say ... what ... how do you say in English "por qué cortan los árboles" (teacher) why do you... and say... why do you cut the... cut the...the... trees?
S4: and the superhero rob ... what do you say "le dijo" (teacher) said a woman ... "que proteja los árboles".
S11: nooo....say... say ... what How do you say in English "why do you cut the trees" (teacher) why do you... and say ... why do you cut the ... cut the... the... trees?
S4: and the superhero rob... what do you say "he told her" (teacher) said a woman... "To protect the trees".*

In other cases they went for their mother tongue or they just coined new words when needed as exemplified by participants 4 and 11, "*S11: and protect the animals and the wader (...) Help you a one bird (...) Rescat the one bird and (...) S4: one woman say family welcome now. S11: and destruct the trees*" (Appendix H. First project transcription).

These kinds of problems are very common and frequent at early stages when learners are developing and trying to communicate in L2. According to Ellis and Widdowson (2017) "if learners do not know a word in the target language they may "borrow" a word from their L1 or use another target-language word that is approximate in meaning, or try to

paraphrase the meaning of the word, or even construct an entirely new word” (p. 60). These communication strategies and some others such as: foreignizing a word, approximation, language switch, appealing for help, etc., (Thornbury, 2005), were explicit and very helpful for the participants at the beginning of the process since they allowed them to try and to look for different ways to maintain the conversation and to finally achieve their communicative goal. Moreover, it was the starting point for them to start developing other kinds of strategies so as to keep improving their oral performance.

Findings revealed that by the end of the first project implementation, participants’ vocabulary was below the basic level (3), thus, it was difficult for them to express their ideas fluently and coherently. Therefore, their interactions were messy and lacked sense.

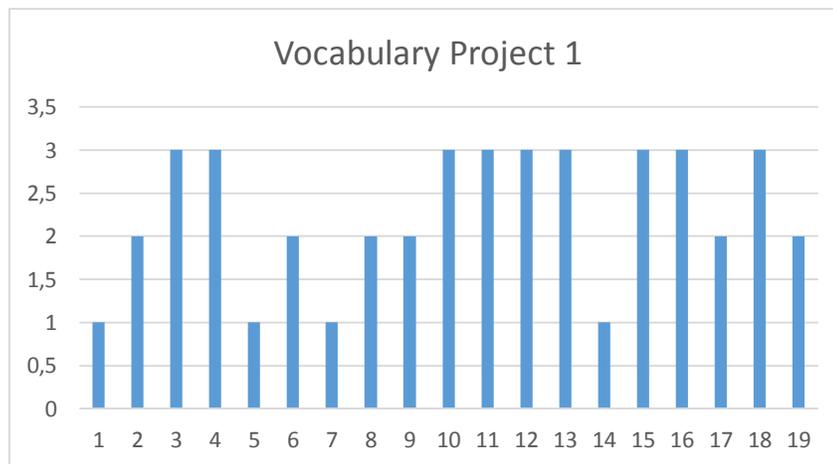


Figure 2. Vocabulary project 1

Although during the second project implementation, improvement in the participants’ vocabulary was not quite evident, the students were able to transfer and recycle vocabulary learnt and used in the first project. Thus, they gained self-confidence and they were able to express their ideas and longer sentences without relying too much on the teacher’s help or on their mother tongue. Moreover, their conversations looked a little more coherent and

transmitted a clear message allowing them to interact with spontaneity as illustrated in the following excerpts: “S9: mmm the people *not can* adopt a animal, S13: domestic animal! S9: domestic animal, S13: and people *not* using sweaters and (...) and (...) people *is* cold” (Appendix I. Second project transcription).

Excerpt 2 - Students 11 and 19. Role-play. Second project

<p>S11: what do you think “xxxxx”? E: there are not plants. S11: it’s good I <i>grei</i> (...) I think the people die because there <i>are</i> not oxygen and plants. S19: I think <i>the</i> people (...) <i>the</i> people don’t have food (...) <i>the</i> people don’t have food. S11: I <i>grei</i> (...) <i>grei</i> it’s good (...) I think (...)</p>
--

Through these excerpts, participants showed progress in terms of some main aspects for real interaction i.e., naturalness and spontaneity. The students’ attention was not focused on form and mechanics of their conversation, they were just concentrated on expressing their ideas, interacting and conveying a message. According to Hughes (2011) “spontaneous interactive speech will be full of hesitations, false-starts, grammatical inaccuracies, have a limited vocabulary, tend towards repetition and be structured around short though units o quasi-clauses based on the constraints of breath and of spoken language processing” (p. 77). In this sense, throughout the projects implementation participants’ interactions were every time more spontaneous and natural, allowing them to speak without feeling embarrassed or at risk.

Besides, they started to implement some learning strategies so as to remember the vocabulary and expressions to keep speaking in English during the conversation encounters. They realized the importance of gaining vocabulary to be able to participate, interact and express their ideas in English.

Excerpt 3 - Student 1. Interview. First project

*Ehh (...) si (...) a veces cuando estábamos haciendo yo no sabía una palabra, entonces trataba de (...) como se (...) trataba de si se dice (...) si se dice así o se dice (...) o así no, entonces trate de decir las.
Ehh (...) yes (...) sometimes when we were doing I did not know a word, then I tried to (...) how to (...) I tried to say (...) if you say like this or like that (...) or not in that way, then I tried to tell them.*

Excerpt 4 – Student 19. Interview. Second project

*Cuando comenzó el proyecto no sabía cómo se decía viajar y un día que estuvimos en el proyecto la profesora me dijo “travel” y yo pregunté qué es “travel” y la profesora me dijo viajar y entonces desde ahí desde ese momento cuando yo tenía alguna pregunta le preguntaba, si mis amigos no sabían le preguntaba a la profe pero si mis amigos sabían les preguntaba ellos.
When the project began I did not know how to say “viajar” and one day that we were in the project the teacher told me “travel” and I asked her what “travel” is and the teacher told me “viajar” and since there, since that moment when I had any question I asked her, if my friends did not know I asked the teacher but if my friends knew I asked them.*

Excerpt 5 – Student 2. Interview. Third project

*Facil ... ehh, medio medio porque estaba haciendo que las palabras que había oído me las copiaba en mi mente.
Easy... ehh, so so, because what I did was to copy the words that I have heard in my mind.*

Learning strategies are some steps or actions that learners use in order to store, retrieve, use information and improve their L2 skills (Hedge, 2014). They can be cognitive, metacognitive, communicative, affective or social (Richards & Renandya, 2011). The type of strategies participants used the most during their oral interactions were cognitive, metacognitive and communicative.

By the last stage of the pedagogical intervention, findings illustrated an increment in the participants' vocabulary knowledge and use, as a result comprehension, clarity of ideas and interactive communication also evolved as analyzed in this graph:

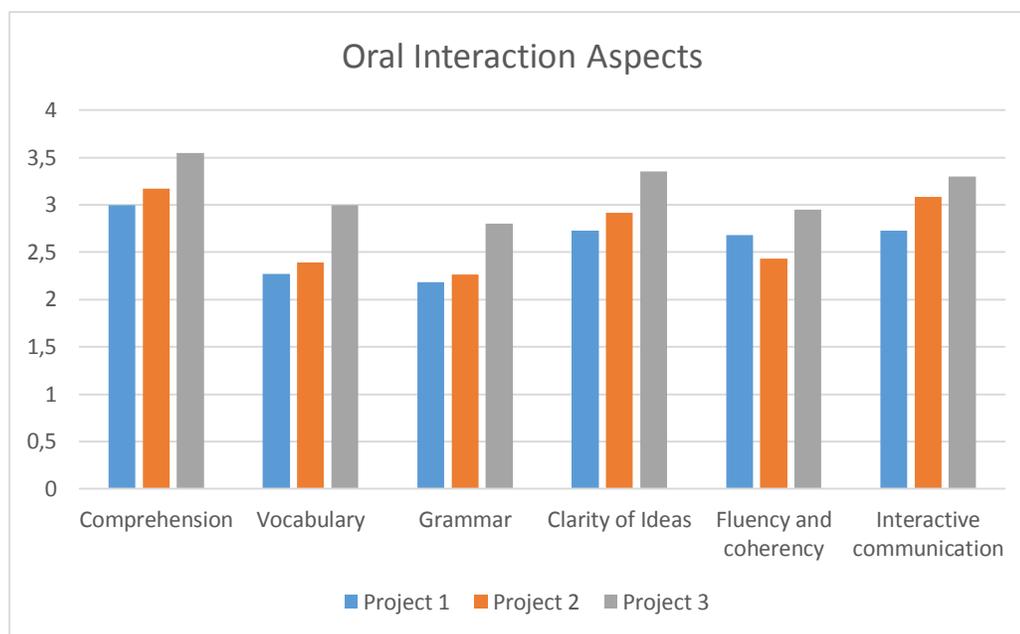


Figure 3. Oral interaction aspects

Most of the students were able to express their ideas with complete, clear and coherent sentences; very few of them relied on the teacher's help and they were interacting in English most of the time. Nevertheless, some participants were still using communication strategies such as word coinage, foreignizing and switch to their L1 to keep the conversation going as indicated in the following excerpt:

Excerpt 6 – Students 3, 6, and 17. Role-play. Third project

S6: you like to go to Mars?
 E: yes I like
 S3: Leeeet's Let's..... let's take the elements
 S17: okay! We need a water bottle a... a...
 E: a blanket
 S17: a blanket...
 S3: a blanket...
 S17: and aaaa nif (knife) and a firss kay (first aid kit) a....
 E: (a matches)
 S17: a matches ... okay!
 E: we go to Mars
 S6: ya lo dijimos...
 S17: okay... we ...we go to the restaurant..... Okay.... Good
 eeehhh... Who do you like today?
 E: a a hot dog
 S17: Okayyyy.... Who do you like today?
 S3: Water and **soult**
 S17: okay.... who do you want today?
 S6: a juice a.... a hamburger
 S17: okay... here you are... here you are... here you are and here you are
 okay we are going to Mars!
 S3: Let's leave!
 S17: okay.... No.... in Mars.... Okay... we need
 E: (a car... a car)
 E: we need a car to the airopport
 S17: okay... go to the airopport
 S3: airopport?
 S17: okay.... We need...
 E: we need a rocket to fly to Mars
 S17: okay... we ... we ... we it in the rocket
 E: wiiiiii....
 S17: you are in Mars!!!
 E: yupiiiiiiiiiiii.... Yeiii....

It also evidenced group work completions, corrections and negotiation of meaning. The students looked very interested in participating and interacting, therefore their conversations were longer. Besides creativity and spontaneity were useful strategies and constant elements among their interactions.

Another important aspect in this category was the increment of the student – student and the teacher – student interaction in L2. Even though, according to the participants' interviews they reported speaking and interacting most of the time in their mother tongue during the process, the other two instruments revealed that during their final presentations

their L2 oral interaction improved. In fact, their willingness motivation, and self-monitoring processes to engage in the oral interaction activities, and to comply with the goal increased as identified by the teacher: “when presenting the role play they spoke in English, they struggled and used different strategies to give the message across” (Appendix K. Teacher’s journal)

Excerpt 7 – Students 1, 15, and 16. Role-play. Second project

<p><i>S16: Hello how are you?</i> <i>E: fine thank you and you?</i> <i>S16: so fine ehh (...) what if that the trees don't exist?</i> <i>E: I (...) I (...) think that no have oxygen</i> <i>S16: ehhh good ehh "xxxxx"</i> <i>S15: I think that (...) don't have fruits</i> <i>S16: ehhh very good (...) ehh how (...) what do you think "xxxxx"</i> <i>S1: ehhh</i></p>
--

In regard to the L2 production and outcomes, findings revealed improvement in most of the participants. This measurement was based on their performance in the final presentation of each project. The students were able to hold a conversation provided a topic with variety of vocabulary and expressions. They were listening and taking turns to participate, they expressed their ideas in a clear way holding a coherent conversation as illustrated in these excerpts:

Excerpt 8 – Students 2, 9, 13, and 19. Role-play. Third project

S19: go to Mars
S2: (tú dices I am hungry)
S13: I am hungry
S9: Let's go to restaurant
S2: yes
S13: (Qué hacemos)
S2: I am hungry!
S19: Hello (...)why do you (...)
S19: ehhh (...) why do you like
S9: Me ahhh pit...pizza and soda
S2: Me an spaghetti and pits and soda
S13: Me hamburger and soda
S19: Ehh your hamburguer and soda, your (...)
S2: spaguetti
S19: spaguetti
S2: and soda
S19: and soda your pizza and soda
E: umm...ummm... umm
S19: Let's go to leave
S13: mmm it is delicious
S2: Is delicious!

Besides the length of the participants' utterances and the oral interaction episodes were longer in contrast to their initial outcomes. However, not every aspect was positively affected. For instance, grammar accuracy was one of the oral interaction features that did not improve significantly. Although the students showed good grammar bases, they still struggled a lot to structure clear and accurate sentences. They had issues in subject verb agreement, singular and plural forms, negative and question forms, wrong words and word order as demonstrated in these excerpts:

S2: I am an eggs and orange
S13: Do you have eat
S9: Me a juice orange and sandwich (Appendix J. Third project transcription)

Excerpt 9 – Student 2. Students' interview. Second project.

Lo más difícil fue que en "what if" fue difícil que... que nos inventamos qué podría... inventar las frases como "the animals that not exist", fue difícil.
The most difficult was that in what if it was difficult that ... that we invented what could ... invent the sentences like the animals that not exist, it was difficult.

Excerpt 10 – Student 16. Students’ interview. Third project.

*Regular ... porque a veces ... a veces a veces tenía que... a veces no sabía qué decir y no sabía cómo hacerlo.
So so ... because sometimes ... sometimes, sometimes I had to... sometimes I did not know what to say and I did not know how to do it.*

The aforementioned pieces of evidence revealed how participants went in a gradual improvement process at their own pace and based on their own abilities and weaknesses. Evidence also showed how participants struggled, identified, modified and implemented different learning strategies so as to cope with the oral interaction activities and to achieve the learning goal. It also evidenced how the cooperative learning projects helped the students to take risks, to engage in oral interaction exchanges, to participate giving their ideas and opinions independently despite their grammar or pronunciation inaccuracies.

5.3.2.2 Cooperative learning affordances and challenges

Findings revealed an increase in the participants’ oral interaction encounters and skills that helped them face and engage in oral interaction activities with more confidence. They felt pair support and cooperative roles helped them to perform better. Nevertheless, some issues regarding engagement, cooperation and understanding hindered better results.

5.3.2.2.1 Advantages of working cooperatively

One of the main advantages participants reported as a useful and effective aspect of working cooperatively in small groups was the pair support they received when doing the projects and presenting their final products (role plays) as reported by the students 6 and 17

Excerpt 11 – Students’ interview. Second project.

“Si, también ellos me ayudaron y yo les ayudé ... y algunas veces ellos no sabían esa palabra y yo les ayudaba”, “a mí me pareció chévere porque ellos me ayudaban, “xxxxx” me ayudaba si me confundía”

It is directly connected to what Cowie and Wallace (2006) stated about the nature and benefits of peer support when working cooperatively; the students are involved in a supportive environment being fair and trustworthy. “Peer support systems, whether formal or informal, tend to incorporate the use of basic listening skills, empathy for a person with social or emotional difficulties, a problem-solving approach to interpersonal difficulties and a willingness to take a supportive role” (p. 12). Hence, most of the students were interested in helping one each other in a non-threatening or punitive way, showing enhancements in their listening and problem-solving skills.

Participants also recognized the value of their peers’ help as a strategy which allowed them to increase their vocabulary knowledge, to find the correct words, to express their ideas in English, and to participate in the activities, as reported by these students 6 and 11:

Excerpt 12– Students’ interview. First project.

“Si me gustó porque me dieron ideas, porque también me ayudaron a hablar en inglés y ya”, “me gustó porque cuando uno se equivocaba los amigos le podían ayudar”
Yes, I liked it because they gave me ideas, because they also helped me to speak in English and that’s it.

This also explains how some basic elements for CL to happen such as interdependence and accountability were present and enhanced. Participants had a sense of responsibility and commitment to seek for a specific outcome and to achieve a common goal as a group. Consequently, there was an improvement in their oral interaction performance.

Peer feedback and correction were also relevant aspects evidenced when working cooperatively as reported by the teacher: “*dominance of high achievers who managed, corrected and provided feedback to everyone in the group*” (Appendix K, teachers’ journal) and by the students:

Excerpt 13 – Student 7. Students' interview

Si, porque ellos me ayudaban un poquito pero yo me sentía bien con ellos, ellos me ayudaban a veces cuando que, cuando no decía las palabras bien y me decían tranquila no te estreses.

Yes, because they helped me a little but I felt good with them, they sometimes helped me when... when I did not tell the right words and they told me calm down do not get stressed.

Excerpt 14 – Student 13. Students' interview

Pues no, no me corregían yo los corregía a ellos porque ellos decían como "let's go to the..." un nombre no sé qué raro y después yo dije no no se dice así se dice zoo entonces yo los corregía a ellos.

No, they did not correct me I corrected them because they said like "let's go to the..." an strange name and then I said no no it is not like this, you say "zoo" so I corrected them.

Students identified peer correction and feedback as very useful processes. They took them into consideration mainly if they came from a high-performance student. That evidenced what the socio-cultural theory and Lev Vygotsky stated about the importance of *mediation* and the *Zone of Proximal Development* (ZPD) as key principals for learning (Lantolf, 2000). It also showed how in that ZPD a scaffolding process appeared allowing learners to keep trying and improving their performance taking into account the interaction with a more capable peer (Gagné & Parks, 2013). Throughout that process learners developed a sense of trust, genuine communication, and positive face-to-face interaction in a friendly environment. Nevertheless, students who were used to working individually tended expressing negative points of view about it.

The excerpts above demonstrate how most of the students no matter their English awareness and skills were committed to helping each other, in most of the cases they did not even recognize it as correction or feedback. They displayed an open and positive attitude towards peer correction. They just coped with the peers' help and kept on tasks. Thus, social and communicative skills were fostered through cooperation.

Additionally, findings revealed the value of assigning cooperative roles to each group member (encourager, resource-man, explainer and organizer) as identified by the teacher-researcher: “*the students worked more cooperatively, they struggled to focus on their roles and to come up with a product by the end of the class*” (Appendix K, teacher’s journal), and by the participants.

Excerpt 15 - Student 11. Students’ interview. First project

*Fácil, porque mi rol era el de encourager, tenía que (...) tenía que hacer barra a los demás para que lo logaran o decirles tu puedes.
Easy, because my role was encourager, I had (...) I had to praise the others to achieve the goals or tell them you can do it.*

Excerpt 16 – Student 7. Students’ interview. Third project

*Pues bien, a veces cumplían lo que yo les decía pero sólo a veces.
Organizer...fácil porque a veces cuando yo les decía un momento por favor entonces ellos decían si... me hacían caso.
Good, sometimes they did what I told them, but just sometimes. Organizer... it was easy because sometimes when I told them hold on one minute please, then they said yes ... they obeyed.*

They found it relevant to keep organized, to stay on task and to have a clear job within the group. Though it took some time at the beginning of the implementation to understand how to work, and the students perceived it as difficult and faced some issues when working in groups, by the end they recognized the advantages of focusing on one role, to reach agreements, to trust on others and to contribute from a clear side to accomplish a common goal.

5.3.2.2.2 Difficulties faced when working cooperatively

According to the results, the engagement, commitment, and behavior displayed by some participants when working cooperatively had a direct influence in the group performance and final outcome. Though most of the students demonstrated interest in participating and doing the activities, there were some students in some groups who seemed

disengaged and generated conflicts and contradictions among the group. The other members were struggling and trying to encourage them to actively participate in the group activities as reported in this sample:

Excerpt 17 - Student 8. Students' interview. Third project

Difícil porque "xxxxx" nunca ponía atención, nunca trabajaba en el grupo le decíamos "xxxxx" pon atención y entonces bueno un segundito y después se la pasaba haciendo pistolita y todo eso y entonces no nos ponía atención. Difficult because "xxxxx" never paid attention, never worked in the group, we told "xxxxx" pay attention, and then a second, and then he was doing handgun and all of that, so he did not pay attention to us.

Excerpt 18 - Student 6. Students' interview. First project

Como más o menos ahí... porque algunos se quedan jugando, hacían muchas cosas diferentes y también hacían muchos equipos hacían mucho ruido. So, so... because some stayed playing, they did lots of different things and a lot of teams made a lot of noise too.

As a result, time management and productivity decreased. This particular aspect may be related to the participants' age, their short attention spans and difficulty to keep on task for long periods of time (Harmer, 2007). Moreover, it seemed that four people working in a group, although having roles, allowed one of the members, mainly the low achiever to get disengaged and to have a passive attitude in the group activities.

In addition, for some students it was very difficult to self-regulate (Zimmerman, 1990) to set their objectives and to work to accomplish them. They still lacked autonomy and critical thinking skills, thereby they were interrupting the group work. Indeed, they struggled a lot to manage and solve the discipline and behavior issues in their groups, thus they always relied on the teacher to regulate and to put on track disrupting students. In that case leadership and authority played a strong role since in some groups, some students took the leadership inspiring and helping reluctant or low achievers to make an effort and to

participate in the group activities, taking advantage of the time and attaining very good outcomes.

Likewise, results evidenced that participants performance was affected also by group work issues and misunderstandings. They struggled to get organized, to reach agreements, to listen and take into account others' ideas as reported in the following excerpts:

Excerpt 19 – Student 16. Students' interview. Second project

Algunas veces, porque (...) porque (...) porque estaban creando, y mientras (...) unos no se ponían de acuerdo y se ponían a pelear y casi no pude y trate de organizarlos pero no (...) no pude porque siempre peleaban. Sometimes, because (...) because (...) because they were creating and while (...) some did not reach agreements and they started fighting and I could not and I tried to organize them but no (...) I could not because they always fought.

Excerpt 20 - Student 15. Students' interview. First project

A mí me pareció regular porque "xxxxx" a cada rato nos estaba regañando y entonces le decíamos algo, pero si nos entendía luego le decimos si escogimos esto y ella si entendió pero a veces nos regañaba mucho. It was so so for me because "xxxxx" each time was telling us off, then we told her something, but she understood us, then we told her if we choose this and she understood but sometimes she told us off a lot.

It was found that when working cooperatively participants were arguing and competing because they wanted to impose their will, principally the high achievers. This may have occurred because participants were not trained to work as a group, to work together so as to accomplish a common goal. They lacked communicative and social skills, as a result they were telling their classmates off as reported in the previous excerpt.

Finally, the classroom environment, meaning the participants' regulation and arrangement in the setting interfered with the students' concentration, comprehension and production levels. When working in groups participants used to raise their voice tone, making jokes or playing with their mates. As a result, many of them found it difficult to keep on task and work. Indeed, some of the benefits of working cooperatively such as the

richness, variety and quality of the group production and interaction decreased since some participants were focused on other tasks as reported by the students 12 and 16: “*y se la pasaban hablando otras cosas, a veces hablaban mucho en español y gritaban*”. *And they were talking about other things, sometimes they talked a lot in Spanish and they screamed* (Appendix L, students’ interview. First project).

Excerpt 19 – Student 16. Students’ interview. Second Project

*Casi siempre porque a veces gritaban mucho y no sabía cómo decirles que hicieran silencio en inglés y... como en inglés tratar de que se porten bien
Almost always because sometimes they screamed a lot and I did not know how to tell them to be quiet speaking in English and... how in English make them behave well.*

5.3.2.2.3 Students’ kinds of oral interactions

Another relevant aspect found when analyzing the students’ participation and behavior among the group were their kind of interactions, in fact, they were of two types. First, there were dominant vs. passive students. Findings revealed that though this kind of interaction set a tense environment among the group members and make them feel sad or less capable, having a leader who was in charge of the group, who explained and guided them during the cooperative work activities was positive. That leader challenged and pushed passive students to participate in the conversations. Hedge (2014) mentions that “being pushed to produce output obliges learners to cope with their lack of language knowledge by struggling to make themselves understood by speaking slowly for example, or repeating or clarifying their ideas through rephrasing” (p. 13). This has to do when interaction and negotiation of meaning appears.

Excerpt 21 – Student 3. Students’ interview. Third Project

*Casi porque algunos no participaban y otros sí o sea otros mandaban (...) se sentían tristes un poco porque mandar es muy desagradable para los demás.
Almost because some did not participate and some others did it, I mean, others gave orders (...) they felt a little sad because ordering is unpleasant for others.*

Nevertheless, passive students had a relaxed attitude, relaying and doing just what the dominant student proposed. Their oral interaction was based on what dominant students told them. In most of the cases they were just repeating as exemplified in this excerpt:

Excerpt 22 - Students 3, 6 and 17. Second project

*S17: and you "xxxxx"
S3: I think that the spoon give as the the the lunch and a [unclear]
S17: and you "xxxxx"
S6: I think the pencil (...)
S17: (siempre es lo mismo, no otra cosa)
S6: I think the bicycles
S17: (que no, acuérdate de lo del dibujo)
S6: the bicycles
S17: (no no (...) the toys move (...)
S3: (alone)
S17: (move and (...))
S3: (alone)
S17: cómo se dice lastimar (Teacher) and hurt
S6: the toys move and hurt*

Second, while working cooperatively high vs low achievers kind of interaction was evident. There were one or two students in each group whose oral interaction abilities and performance stood out as suggested by the teacher: *"the most talkative and high achievers were the ones who guided and performed the main role in the group, they spoke in English (...) low achievers did not participate too much"* (Appendix K, teacher's journal).

Results demonstrated that this kind of interaction was very useful since they looked as models for low achievers who praised their performance and were triggered by them to keep working, practicing, and improving their oral interaction skills. Besides, high

achievers were a good support and guide for lower achievers in the group as identified by participant 6:

Excerpt 23 - Student 6. Students' interview. First project

*No tanto porque no sabía que decir y a veces "xxxxx" me ayudaba porque era casi la que más sabía inglés en el grupo y a veces ella no sabía algunas palabras y ya.
Not too much because sometimes I did not know what to say and sometimes "xxxxx" helped me because she was almost the one who knew more English in the group and sometimes she did not know some words and that's it.*

This kind of interaction also boosted high achievers' perceptions of themselves, their abilities and self-esteem, empowering them to help low achievers to comply with the proposed activities as shown in the following excerpts:

Excerpt 24 - Student 11. Students' interview. Third project

*Si también yo les tenía que explicar yo les ayudaba pero ellos no me ayudaban a mí porque ellos sabían que yo les daba las ideas y les decía cómo hacerlo y todo y si no sabían una palabra también me decían a mí como se podía decir y eso.
Yes I had also to explain them, I helped them, but they did not help me because they knew that I gave them the ideas and I told them how to do it and everything and if they did not know a word they also asked me how they could say that.*

Excerpt 25 - Student 12. Students' interview. Third project.

*Si a mí era la que le tocaba ayudar pero los demás cuándo yo no sabía una palabra ellos tampoco la sabían, parece que yo era la que más sabía inglés del grupo porque cuando yo les preguntaba ellos se quedaban ahí pensando y como que se quedaban 5 minutos ahí y trabados, entonces yo era la única que ayudaba.
Yes I was the one who had to help them, but the others when I did not know a word, they neither knew it, it seems that I was the one who knew more English in the group because when I asked them they stayed thinking and they stayed like 5 minutes there and tangled, then I was the only one who helped.*

The previous findings showed how different kinds of interactions appear when working cooperatively. Those interactions were based on specific aspects such as the students' personality, abilities and English proficiency. Additionally, findings showed how

those relationships can affect either positively or negatively the students' behaviour, participation and performance and how motivation, self-esteem and self-perception are boosted while working cooperatively.

5.3.3 Core category

As stated by Cohen, Manion and Morrison (2007), the core category explains most of the data, meaning the categories and subcategories, their relation and integration which allows the generation of theory, and thereby to answer the research question. After conducting the data analysis, the identification of two main categories revealed that the use of cooperative learning projects has some positive and negative effects on the participants' oral interaction enhancement. As a result, the core category that integrated the findings gathered throughout this study was: *cooperative learning affordances and challenges and its effects in oral interaction*.

5.4 Conclusions

Findings gathered during the implementation of this study demonstrated that the use of cooperative learning projects allowed improvements in the students' vocabulary, comprehension, fluency, coherency, oral interaction and L2 production in comparison to their first oral interaction performance. They also indicated an increment in the learning strategies usage during oral interaction encounters. It was seen that cooperative learning projects and an assigned role fostered participants' peer support, correction and feedback allowing them to improve their oral performance. Nevertheless, group work issues and misunderstandings as well as participants' engagement, participation and behavior influenced participants' oral interaction enhancement. The next chapter discusses the

significance of the results, limitations of the study, and makes a comparison between these findings with previous ones. It also presents some recommendations for further research.

6 Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This chapter presents the main conclusions that emerged from this study that aimed at characterizing the extent in which cooperative learning projects could foster the English oral interaction in the classroom. The conclusions are based on the analysis of findings and results displayed in the previous chapter. It also discusses some limitations faced during the process and some pedagogical implications for further research.

6.2 Comparison of results with previous studies' results

The cooperative learning strategy applied during the implementation of this study helped the participants to accomplish a common goal by increasing their sense of responsibility, interdependence and accountability as identified by Nichols and Miller (1994), Aziz and Hossain (2010) and Johnson and Johnson (1986) in previous studies. Learners displayed a more active role in the group, giving ideas, sharing and applying different strategies to reach the set goal.

Cooperative learning also fostered peer correction and feedback among participants. They identified these two practices as positive aspects of working cooperatively since they had the opportunity to ask or rely on the peers' help when they did not know a word, when they did not understand or when they did not have a clear idea to share. Thus, they took advantage of peer support as a means to improve their oral interaction performance instead of relying mainly on the teacher's help. Moreover, students displayed a sense of security when interacting in groups rather than when being exposed individually in front of others.

Opportunities for scaffolding were also evident since the students were always opened and willing to assist and correct their peers. High and low achievers developed a sense of trust and support which allowed both of them to boost their abilities. That corresponds to what Gagné and Parks (2013) concluded in their study about the capability of young learners (elementary) to engage in linguistically oriented scaffolding.

Playing a clear role among the group also helped students to improve their oral interaction performance. It allowed them to organize the activities, to concentrate, participate and to keep on task. Most of them felt they were important, they were capable and set themselves with specific roles and with the same possibilities and advantages as every member in the group. Establishing a structured cooperation from the beginning helped participants to really engage and cooperate with others as identified by Putnam, Rynders, Johnson and Johnson (1989).

The cooperative learning strategy had positive effects also in the students' willingness to participate in the oral interaction activities. They were motivated to share ideas and to interact in English in their groups without feeling ashamed or fearing about making mistakes. Students' perceptions, self-esteem and self-confidence to speak in English were enhanced as found by Naughton (2006) in previous research.

Moreover, the implementation of interaction projects and the use of cooperative learning strategies promoted an improvement in the participants' oral interactional features such as vocabulary, comprehension, fluency, coherence and oral interaction. Nevertheless, it was identified that it is a gradual process where many motivational factors intervene and have a great impact on the output learners produce as stated by Molberg (2010) and Hernandez (2010).

6.3 Significance of the results

The results emerged from this study have a great significance in terms of the positive effects and the value that implementing cooperative learning strategies with young children may bring in a variety of aspects. First of all, there is a transformation on the passive role and responsibility learners have about their own learning process, changing from a competitive view to a more cooperative and supportive one. Secondly, problem solving, communicative and critical thinking skills are fostered. Finally, goal achievement and learners' autonomy improve. Nevertheless, it is important to provide students with opportunities to share, to interact, to negotiate and to build knowledge from those interactions.

Planning and implementing oral interaction projects that call the students' attention and engage them in a relaxed and supportive learning environment boost their willingness, motivation and self-confidence to participate, and to practice interacting in English. Challenging students to create, propose and interact in different situations in groups help them to establish a positive and more natural perception of speaking in a foreign language.

The implementation of this methodology also requires teacher training because they must analyze and try to allot more time in their lessons, and in the curriculum to practice and develop the oral interaction skill through appealing and meaningful activities and projects.

6.4 Pedagogical challenges and recommendations

The present study evidenced some advantages of implementing CL in the classroom to foster the oral interaction skill in little children. However, there are some important aspects to bear in mind for further implementation. First of all, it is recommended to raise

students' awareness, and to train them on some tips and basic requirements for really working cooperatively, for instance on playing a role in the group, on listening to the other members' ideas and reaching agreements. Also, to recognize their value and the importance of each member active participation for the goals accomplishment. In that sense difficulties faced in very competitive and dominant children who neglected working with the weaker ones or preferred doing it individually may be reduced and changed into a more supportive and cooperative view.

Secondly, it is highly recommended to plan a variety of very short oral interaction activities for the students, in order to avoid boringness and disengagement. This taking into account their short attention spans and principally their language proficiency. Moreover, it would be a great strategy to provide the students, mainly the low achievers, with some vocabulary cards as a means to keep improving their vocabulary knowledge and to participate more effectively and confidently in the oral interaction activities.

Additionally, it is suggested to carefully revise in advance the topics, the kind of grammar structures and the vocabulary required to face the projects, taking into account the students' age and their thinking skills. Such assumption is made based on the difficulties learners showed during the implementation of the second project "*What if*". It was challenging for them to think and talk about hypothetical situations because of their concrete thinking stage. As a result, their oral interaction improvements on that stage were limited. Nevertheless, they came up with very interesting ideas and responses.

Finally, in order to foster the oral interaction skill and to motivate children, it is necessary to start with very familiar and known topics at their English level, meaning vocabulary and grammar awareness basically. Thus, their self-confidence and willingness to participate may increase. Afterwards, they can be challenged with topics of their interest

that require different vocabulary, expressions and structures and which may lead them to recycle, transfer and to keep using different learning and communicative strategies.

6.5 Research limitations on the present study

Conducting this research study had some limitations which influenced the results directly. Organizing the students in groups of four must be carefully and previously thought as a means to guarantee that the teams are balanced in terms of high and low achievers as well as extroverted and introverted personalities. Thus, peer correction, feedback and scaffolding processes may yield better results. The limited communicative and social skills developed by some participants also influenced the group performance since they started to argue disrupting the group organization and work. In that regard, assigning specific roles (encourager, resource-man, organizer and explainer) played a significant function since the members of the group, were monitoring and regulating one each other.

Definitely time was one of the main constraints. On the one hand the time planned for the project implementation and principally the number of sessions allotted for each project (7 sessions) were not enough to provide students with the sufficient input, meaning vocabulary, structures and communicative expressions so as to face the proposed activities with more confidence.

On the other hand, the time per session (60 min) was rather short. In some cases, the students got engaged or struggled to do an activity; they took more time than the allotted one and as a result they were in a hurry at the end trying to accomplish the objective. Besides, their time management skills were poor, despite having a person in charge of reminding them the time in the group with the teacher's support, they did not pay too much attention to that. As a result, the final products of some groups were of low quality.

Clearly, the physical place where the project was implemented influenced at some point the students' mood, enthusiasm and behavior. In fact, the reduced and closed space provided to develop the activities increased noises forcing the students to raise their voices to hear each other. Also trying not to damage their final products (posters, models, etc.) or to avoid stepping on someone else when working on the floor.

Finally, the tone of voice of some students made difficult to understand, to hear and mainly to record their voices with quality for the data analysis purpose.

6.6 Further research

Though this action research study yielded positive and challenging results regarding the use of cooperative learning as a strategy to foster the oral interaction skill, further research is needed so as to complement these findings. Such studies might focus on training and strengthening cooperative abilities in little children to determine their impact on the fluency and accuracy of oral utterances. Besides, other studies might inquire about the impact that the cooperative learning strategy could have on the students' vocabulary development and the grammar enhancement.

Apart from this, more research is recommended in order to keep observing, analyzing and characterizing different strategies and approaches that may successfully contribute to the oral interaction enhancement in children since very early years.

Finally, bearing in mind that this study was carried out with very young learners between 6 and 7 years, researches must identify the usefulness and appropriateness of replicating this study with other populations. That could contribute to evidence, compare and contrast the impact that cooperative learning projects have to foster oral interaction skill at different ages.

6.7 Conclusions

The objective of the current study was to identify how cooperative learning projects affect the development of the oral interaction skill in first grade EFL learners in a private bilingual school. After the pedagogical implementation the findings showed that the selected strategy was effective and positively influenced their oral interaction performance. Such result was due to the cooperative learning enhancement of peer feedback, peer correction and scaffolding among the group members, also because of an increment in oral interaction encounters provided to the students.

Participants demonstrated improvements in their oral interaction skills while interacting in groups. Their vocabulary, comprehension, clarity of ideas, fluency, coherence and L2 production increased by the end of the implementation. Although there were different kind of relations, meaning dominant vs passive or high vs low achievers, participants took advantage of those relations to improve their skills at their own pace and needs. Moreover, it was found that the students developed and started to implement different learning and communicative strategies to be able to face and solve communication problems when interacting with their peers.

The results yielded after conducting this study are significant and useful to keep improving and implementing other strategies for the foreign language learning and especially for the development of oral interaction and the speaking skill with young learners. This sets out a challenge for teaching practices to go from very competitive and individualistic to more participative and cooperative ones. Apart from this, it is considered that the cooperative learning strategy can be applied or transferred to other English skills or fields of knowledge.

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Appendix A

Consent Forms

Cota, Diciembre 05 de 2015

Señores:

Padres de Familia – Estudiantes Primer Grado

COLEGIO JOSÉ MAX LEÓN

Ciudad

Proyecto de Educación: Cooperative learning projects to enhance oral interaction in the classroom.

Respetados Padres de Familia:

Me siento feliz de informarles que este año inicié estudios de Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo, en la universidad de La Sabana, enriqueciendo mi práctica como docente y favoreciendo los procesos pedagógicos que desarrollo con mis estudiantes.

Dado que la habilidad oral en el idioma extranjero Inglés es una de las más difíciles de alcanzar, como proyecto de grado, me propuse investigar sobre una estrategia para desarrollar dichas habilidades en inglés como lengua extranjera desde una edad temprana. El objetivo del proyecto es medir el impacto que tiene en los estudiantes la implementación de proyectos cooperativos en el fortalecimiento de la habilidad oral.

Por lo anterior, respetuosamente solicito su autorización para que su hijo (a) participe en el desarrollo del proyecto, el cual será implementado durante el segundo semestre académico

del año 2016. De la misma forma, su consentimiento para recolectar información durante la aplicación de diferentes actividades a lo largo de la investigación. Todas las muestras obtenidas, de los instrumentos y actividades (grabaciones de audio y video, encuestas, entrevistas, etc.) serán de carácter anónimo y de esta misma forma permanecerán en mi reporte escrito; los estudiantes serán referidos con letras y/o números.

Cabe aclarar que la implementación de este proyecto de investigación no interferirá en el desarrollo normal de las clases ni de las temáticas planteadas en el currículo del área; tampoco recibirá una valoración relacionada con las notas del curso.

Si usted tiene alguna pregunta acerca de mi proyecto de investigación, por favor no dude en contactarme por correo electrónico a nanciesmo@unisabana.edu.co

Agradezco de antemano la atención y colaboración en el desarrollo de este proyecto de investigación.

Sinceramente,

Nancy Espinel Molano

Docente de Inglés 1ro

Por favor complete la siguiente información:

Nombre del niño(a): _____

Nombre del padre o acudiente: _____ CC. _____

Mi hijo(a) puede participar en este proyecto de investigación. Si ____ No ____.

Firma: _____

Appendix B

Students' questionnaire

Listen and answer the following questions. Color the face that better represents your choice:

1- Do you like to speak in English?			
2- Do you have speaking activities in your class?			
3- How do you feel when you speak in English?			
4- Do you know how to greet you classmates in English?			
5- Can you ask for a favor in English?			
6- Can you apologize for something in English?			
7- Can you communicate with your classmates in English?			
8- Do you speak English with your classmates in the playground?			
9- Do your classmates understand you when you speak in English?			

10- Do you speak English with your teachers?			
11- How do you feel in your English classes?			

Appendix C

Students' interview – Focus group

1. ¿Te gusta hablar en inglés? ¿Por qué?
2. ¿Cómo saludas a tus compañeros y a tu profesora en inglés?
3. ¿Cómo te sientes cuando hablas en inglés?
4. ¿Puedes pedir algo hablando en inglés? ¿Cómo lo haces?
5. ¿Cuándo haces algo mal o molestas a alguien que frases usas en inglés para pedir disculpas?
6. ¿Cómo das las gracias hablando en inglés?
7. ¿Describe cómo te enseñan en inglés?

Appendix D

Teachers' survey

Dear teacher, the target of this survey is to collect important data to conduct a research about the English-speaking skills development in little children. The gathered information would be crucial in establishing the possible causes and effects for the issue. All the given information would have professional and confidential treatment.

Read and answer the following questions regarding your current English teaching practices:

1. *What English skills (reading, writing, listening, speaking) do you spend more time on in your English classes? Why?*

2. *What purpose do your speaking activities have?*

3. *How much time do you spend on speaking activities and how important are them in your class? Why?*

4. *How do you instruct English speaking abilities?*

5. *How do you assess English speaking abilities in your students?*

6. *Do you feel that you have to adjust the speaking activities provided for the textbook to your students? If so how do you adjust them?*

7. *What kind of greetings are your students able to use? How were they instructed?*

8. *Do you think that your speaking activities are fostering English for communication in your class? Why?*

9. *How do you feel about teaching speaking abilities?*

10. *How do you interact with your students in English outside the classroom? How often?*

11. *What kind of requests are your students able to use? How were they instructed?*

12. *How motivated do your students feel about speaking activities?*

13. *Which cases do your students use the language naturally to interact with you and with their classmates?*

14. *What utterances do your students use for apologizing? How were they instructed?*

15. *Do you think teaching grammar is a crucial factor in second language acquisition? Why?*

16. *What purpose do your students use English for?*

17. *What utterances do your students use for thanking? How were they instructed?*

18. *What opportunities do you have to improve the teaching of the (greeting, requesting, thanking and apologizing) speech acts?*

Appendix F**Lesson Plan**

TEACHER: Nancy Espinel M.		DATE: October 22 nd to November 09 th	
COURSE: First	PROJECT: I'm a superhero	NUMBER OF STUDENTS: 23	CLASS TIME: 8:05 – 9:05
MAIN OBJECTIVE: By the end of the project the students will be able to identify superheroes characteristics, main functions and to critically propose a new superhero setting him/her in a context and assigning the super powers.			

SESSION	AIM	Procedure teacher and student activity	Time and interaction
I. Input (60 min.)	To expose students to relevant information about superheroes characteristics,	Warm-up: The students will be exposed to different kinds of superheroes, they will make a decision about the one that they prefer and they will talk about its characteristics.	10 min. T – S
		Presentation: Taking turns, the students will get a working card. They will classify it as a verb or an adjective (good – wicked) on a chart. They will	15 min. T – S

	activities, and functions.	utter a sentence about any superhero based on the selected word.	
		Practice: The students will be working in groups talking about their favorite superheroes characteristics and functions.	20 min. S – S
		Production: Some students will orally describe their favorite superhero and they will summarize orally what to be a superhero means.	10 min. T – S
II. Input (60 min.)	To provide students relevant information about superheroes characteristics, activities, and functions.	Warm-up: The students will watch a video about some environmental issues. They will talk about them.	10 min. T - S
		Presentation: The students will be exposed to a variety of pictures regarding current world main issues such as cutting down trees, wasting of water, global warming, famine, taking care of animals, etc. They will reflect on these bad practices and provide possible solutions to them.	15 min. T – S
		Practice: The students will be working in groups of four. They will create a	

		superhero in order to protect the environment from the current people bad practices. They will discuss and come up to agreements about his/her name, characteristics, and super powers. They will make a drawing and use adjectives and verbs to describe it. (Worksheet)	25 min. S – S
		Production: The students will create their new superhero sign.	10 min. S – S
III. Working cooperatively (60 min.)	To work cooperatively fulfilling a role into the group in order to create the context for the selected superhero.	Warm-up: The students will observe to a landscape, they will receive some working cards in order match the drawing with the correct name.	10 min. T – S
		Presentation: The teacher will display different settings for students to identify and describe.	10 min. T – S
		Practice: The students will receive some materials (new and recycled) in order to create the setting where the selected superhero lives.	30 min. S – S
		Production: The students will describe their superhero setting.	10 min. S – S

IV. Working cooperatively (60 min.)	To work cooperatively fulfilling a role into the group in order to create a situation in which the superhero may act.	Warm-up: The students will listen to a short story.	5 min. T – S
		Presentation: There will be three different words on the board (beginning, plot and end) the students will try to identify these three moments of the story and their relevance.	10 min. T – S
		Practice: The students will be working in the same groups of four they will think of and create a short story in which their superhero rescues or protects people or the environment. They will receive three different cardboards (beginning, plot and end) in order to draw the whole story.	35 min. S – S
		Production: The students will discuss and give a different end to their proposed story.	10 min. S - S
V.	To work cooperatively	Warm-up: There will be 5 different objects on the board (hammer, arrow, perfume, key, and hat). The students will describe them and talk about their uses.	10 min. T – S
		Presentation: the teacher will give an example of how her superhero could use	10 min.

Working cooperatively (60 min.)	fulfilling a role into the group in order to	a key to take care of the water. The students will give their opinions.	T – S
		Practice: The students will analyze and discuss how his / her superhero could react according to some prompted situations. They will act out in their groups.	30 min. S – S
		Production: In groups, the students will create an element for their superhero and they will think about its purpose.	10 min. S - S
VI. Project presentation (60 min.)	To act out and tell a story about the created superhero.	Warm-up: The students will organize and set their materials for the project presentation.	10 min. S – S
		Production: The students will present and act out the story about their new superhero.	45 min. S – S
		Wrap-up: The students will assess the presentations and select the one they liked the most.	5 min. T – S
VII. Conducting students' surveys	To survey the students and collect their feelings and	Conducting students' surveys	40 minutes T – S

(60 min.)	opinions about the project.		
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Appendix G**Oral interaction rubric****COOPERATIVE LEARNING PROJECTS IN ORAL INTERACTION****ORAL INTERACTION ASSESSMENT RUBRIC**

STUDENT NICKNAME:		DATE:	
PROJECT:			

	COMPETENCE	LOW (1)	FAIR (2)	BASIC (3)	GOOD (4)	OUTSTANDING (5)
RECEPTIVE SKILLS	COMPREHENSION	Listens to but has some difficulties to understand others contributions.	Listens to and understands others contributions but he/she is unable to respond.	Listens to, understands and responds to others contributions with incomplete unclear ideas (yes or no)	Listens to, understands and responds to others contributions with short ideas/sentences	Listens to, understands and responds to others contributions with long clear and coherent ideas.
PRODUCTIVE SKILLS	VOCABULARY	Uses 1 to 20% of the vocabulary required for an A1 student according to the Cambridge starters test.	Uses 21 to 40% of the vocabulary required for an A1 student according to the Cambridge starters test.	Uses 41 to 60% of the vocabulary required for an A1 student according to the Cambridge starters test.	Uses 61 to 80% of the vocabulary required for an A1 student according to the Cambridge starters test.	Uses 81 to 100% of the vocabulary required for an A1 student according to the Cambridge Starters test.
	GRAMMAR	Unable to structure a sentence / Ill structured sentences	Uses different verb tenses with many inaccuracies to express his/her ideas.	Uses different verb tenses with few inaccuracies to express his/her ideas.	Appropriately but not accurately uses different verb tenses to express his/her ideas	Accurately and appropriately uses variety of tenses to express his/her ideas.
	CLARITY OF IDEAS	He/she is unable to express ideas in L2.	Expresses ideas lacking of sense and out of the context.	Struggles to express clear ideas according to the situation and the context.	Expresses clear ideas according to the context and the given situation.	Easily conveys clear ideas according to the context and the given situation.

	<p>FLUENCY AND COHERENCE</p>	<p>Expresses just monosyllables.</p>	<p>Expresses words or incomplete ideas.</p>	<p>Expresses short coherent ideas encompassing a subject a verb and sometimes a complement.</p>	<p>Expresses long coherent ideas.</p>	<p>Expresses long coherent ideas providing explanations and extra arguments.</p>
	<p>INTERACTIVE COMMUNICATION</p>	<p>Does not engage in the oral interaction activities.</p>	<p>Makes a few attempts to participate in oral interaction activities. His/her interaction is based on L1 or repetition</p>	<p>Attempts to participate in oral interaction activities, but frequently switches to L1 or relies on the T's or Ss' help.</p>	<p>Asks and answers questions in an oral interaction activity with minimal errors.</p>	<p>Orally interacts using some compensation strategies (fillers, body language, asking for clarification) trying to keep the flow of the conversation.</p>

Appendix H

First project transcription

GROUP 1

E: one day...

S15: one day superhero **see** one person... one robber that ... **that robber**... that **Cómo fue que...?**

E: that robber...

S15: that robber a...

S16: a robber

E: how do you say..."robar"

E: steal

S15: steee ...

S1: a woman...

S15: a woman

E: no heal.... No heal the... the cellphone she ... as he girl

S1: nooo

S15: **dale!**

E: the bad woman is go

S16: is go...

E: is go...

S16: go running

E: go run

S16: in **a** other

E: place

S16: other place

S16: youuu.... youuyou ... Listo!

E: **Quédate ahí!**

S16: and the superwoman ... eee...

S16: how do you say (teacher)

S16: find the bad people

E: how do you say (teacher)

E: no steal the cellphone of the woman

S1: yess

E: please!

S1: yes

E: how do you say (teacher)

E: don't do in...don't do it again (...) please

S15: okay!

E: bye-bye!

S15: bye-bye!

E: bye-bye!

E: bye-bye!

GROUP 2

E: one day **is** a one superhero **protect** the **wader**
 S4: **nooo... así no era... era...**
 S11: Hello... my name is superfamily... one day the superhero **is protect** the **wader**
 S4: the water?
 S11: yea
 S4: one day the superhero go a... go at the jungle
 S11: and protect the animals and the **wader** Help you a one bird.... **Rescat** the one bird and...
 S4: one woman say family welcome now
 S11: and **destruct** the trees
 S4: ahhhh
 S11: eeemmm ... and **no** protect the animals
 E: and superhero... **dijo**
 S11: say...
 E: Say protect the animals and the **wader**
 S11: nooo.... Say Say ... what ... how do you say in English “por que cortan los árboles” (teacher) why do you... and say... why do you cut the... cut the...the... trees
 S4: and the superhero rob ... **what** do you say “le dijo” (teacher) said a woman ... “**que proteja los árboles**”.
 S11: said... said
 S4: protect the water
 S11: How no ... not protect the water... and the animals
 S4: and no protect the plants
 E: y no **cach** the trees
 S11: bye- bye!
 E: bye!

GROUP 3

S8: Hello... I... I (superpower) superpower... ehhh
 S12: the problem of this story is that the robber **robber** the cellphone of a woman (**ahora sigues tu... a no sigo yo y tu ... tu le robas el celular**)
 The robber **robber** the cellphone of a woman ... xxxxx!
 S5: isssss... my robber...robber....aaa
 S14: help... help!
 S12: noooo....**yo soy la que le digo!** Help... help... help superpower
 S8: look the... look problem ... I problem this... your problem?
 S5: is... is...the... (what is the problem) what is the problem (I’m just) I’m just (robber) robber (the) the (cellphone) cellphone.
 S12: **ya! Ahora sigues tú!**
 S8: (that is bad) that is bad...
 S12: **ahora dices tu**
 S14: (that robber) That robber (is bad) is bad (perbarypats not clear)
 S12: the robber **robber** the cellphone of this woman and say that he ... he... **cómo se dice** (teacher) “no lo hizo”. He didn’t do it.... **Cómo se dice** “el dijo mentiras” (teacher)

S8: is a flies.

GROUP 4

S13: amm.... This is the story....

S3: Hello

S13: I'm superhero

S19: ohhh ... no the...

S13: Saluda!

S19: Hello! Eehhh... my... my... profe cómo se dice personaje en inglés (Teacher) my character is... ehhh... cat

S9: ohhh ...no the water is dasting...

S13: wasting

S9: wasting

S19: Superhero... bad... eh... people is

S13: wasting

S19: wasting the water

S13: no problem! what are the problem... jemmm...

S19: what the bad people is gasting the water

S13: wasting!

S19: wasting the water

S13: nooo...wasting the water poo... profe cómo se dice "por que" (teacher) because ... you nooo... you ... cómo se dice morir (teacher) die ... but eehhh....

S9: but... but of the ciudad

S13: cómo es que se dice....

S9: City...but of the city

S13: Because... the water wasting and you die because....aahhh...water is very important

S2: noo... noo... no very important

S13: yes is important

S19: for the animals y the water and

S13: and... cómo se dice "nosotros" (teacher) for us

S19: necesitaste wáter for ...ehhh... tomar

S13: for us ... cómo se dice "necesitamos" (teacher) we need

S19: waterrrr... for

S13: cómo se dice "si no morimos" (teacher)

S13 – S22: if not die

S19: profe cómo se dice...

S13: (ahora tu di lo que piensas)

S2: no is very important... the water no is important

S19: yes for you die... for not is eat water

S13: yes

S9: People is the water is important

S2: no is important

S13: yesss....IS IMPORTANT!

S19: cómo se dice bueno

S13: ayyyy actuen

S2: water is no very important

S13: yes... yess... yess is very importanttttt

S2: noo

S13: *cómo se dice* “te voy a mostrar las imagines” (teacher) *what* do you say “mostrar las imágenes (teacher) to show the images for the water... for not *stay* water in a city

S2: *cómo se dice* “que voy a gastar el agua” (teacher) *voy a gastar el agua cómo se dice*

S13: *y ahora te vamos a mostrar las imágenes*

S3: yes... *ya* no wasting water

S13: Ok

S19: And the problem is result ... eh hh *resuelto*?

S9: Result ... *resuelto*

S13: noooo ... *Ay Dios* Resolved... *eso... eso*

S19: Goodbye!

S13: Bye

S3: Bye

GROUP 5

S17: Hello, one day the superhero is... is *fly* and... *profe cómo se dice para su casa...* but eh hh....

S17: But you house

S6: Look this girl is hitting the tree

Sotf unrecognizable voices... secrets...

S17: *habla “xxxxx”*

S6: superhero... superhero

S17: what is happening here?

S6, S3: the girl is hitting the tree

S17: hey no hitting the tree... but the tree.... How do you say “nos dan” (teacher) *need have*... (teacher’s clarification) give *has* the air and you *is* hitting the.... Thee tree

S3: but I want to hit the tree!

S17: noooo... the tree with eh hh... you hitting the tree... you you... *es que es muy difícil*

S17: how do you say “morir” (teacher) you die!

S17: you die! ... Okay! Okay???

S3: OK!

S17: Bye!

S6: Bye!

S3: Bye-bye!

GROUP 6

S16: Hello... look the superhero is catching the TV

Audience: The superhero???. jajajajajaja

S10: *habber*...

S18: (robber)

S7: Robber its catching...

S18: the TV

S7: TV

S11: for the woman.... The woman say... the woman said to the superhero... is a robber catching the TV...

S18: don't catch the TV

S11: and the superhero said to the robber... eehhh ... cómo.... Cómo.... How do you say in English "por que haces eso" (teacher) why do you do... that.... And the robber no respecting to the superhero.

S18: and the robber go away

S11: Look a superhero... How do you say "tratar en inglés ... how do you say tratar en inglés" "tratar... osea volverlo a intentar" (teacher) and the superhero try again.

S10: and....yo no seguía

S11: ehhh....

S7: good.....goodbye?

S18: the end!

Appendix I

Second project transcription

GROUP 1

S12: Hello how are you?

E: fine thank you and you?

S12: I'm fine, I was thinking on a situation, what if the moon doesn't exist?

S14: no sleeping

S12: I agree (...) you "xxxxxx"

S8: I don't mmm pass (...) paso

S12: I don't agree

S12: "xxxxxx" what about you?

S5: the plants and plants die

S1: I agree

S12: okay, another situations please

I think that we (...) we (...) don't have (...) how do you say "sombra" (Teacher) shadow

S14: okay

S8: okay

S5: okay

S12: and what about you I need other situations and other (...) other (...) consequences

S14: nooo

S12: Explain me what are [unclear]

S8: No have water

S12: I agree because why? Hello?

E: [laughs]

S12: Bye-bye!

S5: Bye

GROUP 2

S17: Hello everybody

E: hello

S17: how are you today?

E: fine thank you and you?

S17: I think what (...) miss cómo se dice pasaba in English (teacher) what if the living the nonliving things are living things, "xxxxx"?

E: I think that the the backpack (...)

S17: (move)

E: move cómo se dice sola (Teacher) alone

S17: (leaving is leaving)

S17: and you "xxxxx"

S3: I think that the spoon give as the the the lunch and a [unclear]

S17: and you "xxxxx"

S6: I think the pencil (...)

S17: (siempre es lo mismo, no otra cosa)

S6: I think the bicycles

S17: (que no, acuérdate de lo del dibujo)

S6: the bicycles

S17: (no no (...) the toys move (...))

S3: (alone)

S17: (move and (...))

S3: (alone)

S17: cómo se dice lastimar (Teacher) and hurt

S6: the toys move and hurt

S17: Okay, and I think at the televisión play “cómo se dice cuando ella quiera” (Teacher) when it wants and (...) and (...) “xxxxx” you think at the is “como se dice pasar en la vida real” en la vida real (Teacher) to pass in the real life “xxxxx” (...) What you think that this pass on the real life

E: No le entendí (to the teacher)

S17: “xxxxx”

E: I think with the (...) I think with the (...)

S17: “xxxxx” rápido

GROUP 3

S16: Hello how are you?

E: fine thank you and you?

S16: so fine ehh (...) what if that the trees don't exist?

E: I (...) I (...) think that no have oxygen

S16: ehhh good ehh “xxxxx”

S15: I think that (...) don't have fruits

S16: ehhh very good (...) ehh how (...) what do you think “xxxxx”

S1: ehhh

E: (I think)

S1: I think

S15: (that the people die)

S1: that the people die

S16: ehh good ehh “xxxxx”

E: I think that no have oxygen

S16: (ya lo dijiste)

S15: and I think that no oxygen (...) that no oxygen no trees the people die

S16: I think that don't have food

S1: The people die

S16: “xxxxx”

S1: the people die

E: What do you think “xxxxx”?

S15: I think that the people need air

S16: I think that the people no eat fruits can die, bye- bye!

E: Bye- bye!

GROUP 4

S11: hello I'm "xxxxx"
 S19: hello I'm "xxxxx"
 S7: hello I'm "xxxxx"
 S10: hello I'm "xxxxx"
 S11: how are you?
 E: fine thank you and you
 S11: I'm fine. What if the plants **not** exist (...) what do you think?
 S19: I think the people can die (...) "xxxxx"
 S11: the people can (...)
 S19: die!
 S11: I gri
 S19: (I agree)
 S11: what do you think "xxxxx"
 S7: there is not food
 S11: I gri is good
 S7: yes!
 S11: what do you think "xxxxx"
 E: there are not plants
 S11: it's good I gri (...) I think the people die because there **are** not oxygen and plants
 S19: I think the people (...) the people don't have food (...) the people don't have food
 S11: I gri (...) gri it's good (...) I think (...)
 S7: don't people
 S19: (the people)
 S7: the people
 S19: (don't don't have house)
 S7: don't don't have
 S19: (don't have house)
 S7: don't have house
 S19: (the people cannot have a house)
 S11: because what? Because what?
 S19: because is not **madera?** Because is not **madera**
 S11: I gri it's good
 E: bye- bye!

GROUP 5

S10: Hello (...) my name is "xxxxx" eh (....) I have a (...) what if (...) the water **not** exist
 eh "xxxxx"
 S4: have not (...) have not
 E: have not ex **oxygen**
 S4: (have not oxygen for)
 E: for the human [unclear]
 S10: eh good eh "xxxxx"
 S4: I think have (...) not cannot the fish can not
 S10: breathe
 S4: breathe

S4: ehh “xxxxx”

S10: (no have water)

ES: (dile a la teacher cómo se dice tomar agua en inglés)

S4: (not have water)

E: no waa can (...) not an water

S4: (cannot drink water)

ES: drink

S4: drink water

S10: I think (...) I think (...)

E: the plants not oxi (...) oxi (...) eh hh

S10: the plants (...) oxi (...) oxygen (...) eh hh (....) bye-bye!

S4: bye-bye!

ES: bye-bye!

GROUP 6

S19: Hello

E: hello

S19: ehh what if the (...) if the frutis no exit

S2: Noo no no no animals

S19: animals no exist

S13: ah hh (...) the people (...) people cannot people cannot eat

S19: “xxxxxxx”

S2: Eh hh (...) farms eh h no eh h farmers eh h not can eh h

S19: not

S2: not exist (...)

S19: farms

S2: farms not exist

S19: Eh bueno

S9: Mmm the people not can adopt a animal

S13: Domestic animal

S9: domestic animal

S13: and people not using sweaters and (...) and (...) people is cold

S19: I’m great (...) great eh “xxxxx”

S2: Ah (...) eh animals (...)

S13: ¡No se me viene a la cabeza!

S2: Ah hh (...) [secrets]

S13: good-bye!

S9: good-bye!

S19: bye!

Appendix J

Third project transcription

GROUP 1

S18: Hello.... Let's go to mars... we need some special things... (laughs)... again....
 ES: Matches
 S18: what?
 ES: matches
 S7: matches,
 ES: bottle....
 S11: **water bottle**
 ES: Bottle water... tent
 S11: eh... I know we need eh... a rock a first **urd**.... **Cómo se llamaba?** (teacher) **que cómo se llamaba?**
 ES: **(yo que digo?)**
 S18: **(we are right)**
 ES: we are right
 S18: Let's go in a rocket
 S7: **siii.... Super eso!!!**
 ES: we arrive!
 S11: mmmm.... it's a good idea! Let's explore...
 ES: look there are water ice, I have a idea... take the matches and the water bottle....
 S18: matches and water bottle...
 ES: We are going to make water....
 S18: ohhhhhh....
 ES: Let's run!
 S7: **siiii..... esoooo...**
 S18: I'm hungry!
 S11: Let's go to the restaurant! (Laughs... Spanish words) What do you like today?
 S18: Iwant a hamburger
 ES: I want a.... cupcake
 S11: Here you are!
 S7: Thank you!
 S18: thanks
 ES: Bye- bye!
 S18: Bye- bye!
 S11: Good afternoon!
 ES: **ya!**
 S11: good – bye!

GROUP 2

S3: Hello... how are you?
 E: I'm fine and you?

S17: I'm fine!

S6: you like to go to Mars?

E: yes I like

S3: Leeet's Let's..... let's take the elements

S17: okay! We need a water bottle a... a...

E: a blanket

S17: a blanket...

S3: a blanket...

S17: and aaaa nif (knife) and a firss kay (first aid kit) a....

E: (a matches)

S17: a matches ... okay!

E: we go to Mars

S6: ya lo dijimos...

S17: okay... we ...we go to the restaurant..... Okay.... Good eehhh... Who do you like today?

E: a a hot dog

S17: Okayyyy.... Who do you like today?

S3: Water and sould

S17: okay.... who do you want today?

S6: a juice a.... a hamburger

S17: okay... here you are... here you are... here you are and here you are okay we are going to Mars!

S3: Let's leave!

S17: okay.... No.... in Mars.... Okay... we need

E: (a car... a car)

E: we need a car to the airopport

S17: okay... go to the airopport

S3: airopport?

S17: okay.... We need...

E: we need a rocket to fly to Mars

S17: okay... we ... we ... we it in the rocket

E: wiiiiii....

S17: you are in Mars!!!

E: yupiiiiiiiiiiii.... Yei...

S17: we to the slep (sleep).... "xxxxx"!

E: queeee ... espérate

S17: okay...

S3: good night!

E: good night!

S6: good night!

S17: okay....

S3: ya vámonos... ya vámonos!

S17: Okay... we need... we need food.... We need food.... Go to theeee....

S3: Restaurant

S17: Okay, sit down! Eat your food

S3, E, S6: thank you

S17: here you are...

S3: jamm.... Jamm ... jammm
 S17: okay... now
 S6: go to the planet.... Go to the planet
 E: **yo se prenderlos!**
 S17: okay...
 E: **No lo vas a prender.... No lo vas a prender.... No lo vas a prender...**
 S17: noooo.... Okay.... Go to the... go to the....
 E: how do you say ir a dar un paseo (teacher)
 S17: to the cold part..... okay.... Ups.... Okay Okay...it's cold... okay... we need a matches.... Okay.... Okay... okay...
 E: eh hh now... how do you say "encender" (teacher) now... put on the.... Put on the matches
 S3: fire
 S17: okay...okay... it's hot here!Okay
 S3: it was cold... but with the matches we are....
 E: hot
 S3: hot...
 S17: bye- bye!
 S3/ E / S6: bye-bye!

GROUP 3

S10: Hello! Let's go to Mars
 S4: what do we need?
 S10: have aaaa nooo we (...)
 S4: need
 S10: we need aaa (...) a blanquet (...) a water **borol** (...) and a [unclear] (...) eh hh
 S4: **¿sólo eso?**
 S10: and a (...) and a **maches**
 S4: Let's go to the (...)
 S3: **(take a bus)**
 S4: take a bus (...)
 S3: **(to let's go)**
 S4: to let's go to the restaurant
 S10: eh hh hello (...) eh hh how do you say in English [unclear] (Teacher) what do you want?
 S4: I like a (...) cupcake and a lii le...lemonade
 S10: okay (...) **y a tomar!**
 S4: thank you!
 S4: Let's go!
 S10: No! take take aaa (...)
 S4: a rocket?
 S10: take a rocket and to to the [unclear] (...) go
 S4: Let's take the (...)
 S10: blanket
 S10: how do you say "estamos en Marte" (teacher) we are **en** Mars
 S10: **Ley** take a blanket

S4: To sleep
 [Laughs]
 S4: Good afternoon?
 S10: Good afternoon!
 S4: (Acuestate!)
 S10: (nooo...)
 S4: Ehhh (...) go to the
 S10: Ehhh
 S4: Go to the (...)
 S10: Ehhh take the (...) a no que más (...) take the matches
 S10: Prepare the (...)
 S4: The food?
 S10: the food (...) prepare the food
 S3: Bye- Bye!

GROUP 4

S15: Hello lets go to Mars!
 S16: We need aaa (...) firs ai teet [first aid kit] a **chan** a rob [rope] a matches **y** a a water bottle
 S1: a water bottle [repeating a classmate]
 S16: and a tent
 S1: and a tent [repeating a classmate]
 S15: Ehhhh let's let's
 S16: Let's go
 E: Let's take a bus to go to the airport [speaking at the same time]
 S15: Ehhh then
 S16: Then (...) then take the rocket to go to Mars
 S15: **Esperate** (...) How do you say "avión" in English (Teacher) let's take the airplane to fly to the moon
 S1: yes
 S16: okay
 S1: okay
 E: woooo (...)
 S15: then let's (...)
 S1: look at the (...)
 E: Let's take a rocket to fly to mars [speaking at the same time]
 E: Yeeeeee we are in mars [speaking at the same time]
 S15: ehhh...Let's
 S1: Let's go a (...) (**let's play soccer**)
 E: Let's play soccer [E speaking at the same time one overlapping the other]
 ES: No I don't like!
 E: let's (...) [speaking at the same time]
 S15: play basketball
 S16: Okay
 ES: Okay
 S1: let's play [unclear] ...

S15: I'm hungry
 S1: I'm hungry
 S16: go to the (...)
 E: Let's go to the restaurant [speaking at the same time, overlapping one to another]
 S16: Ehhhh what do you want?
 S15: aahh I want hamburger and pizza
 S16: and you?
 S1: aaa hamburguer
 S15: (and pizza)
 S1: and pizza (...) Thank you!
 S15: thank you!
 ES: let's leave!
 S16: let's leave!
 La tienda imagiraria
 S15: ahh bueno yo imagino
 Pero eso lo habían dejado
 Ayy si (...) imaginario (...) tienda imaginaria
 S16: ahhh and sleep in the tent
 S15: Good-bye!
 ES: Good-bye!

GROUP 5

S12: Hello!
 S5: Let's go
 S12: Let's go to Mars
 S8: Okay
 S13: We need some special things
 S8: Matches, soga
 S12: a bottle water
 S14: and a blanket
 S5: [unclear]
 S8: come on to the airoport
 S14: in a taxi [laughs]
 S12: se le salió todo
 [laughs]
 S12: Let's go in a a airplane (...) to (...) to (...) to Mars (...) to Tailandia and then go in a rocket to Mars
 S14: Let's go to to to explore Mars
 S12: Let's play (...) basketball
 I'm hungry let's go (...) to the restaurant
 [laughs]
Más bien tu siéntate acá yo paso por acá (...) [laughs] siéntate
 S14: Where do you want to the (...)
 S12: noooo
 S14: Porque te iba a dar la palabra
 S14: A hamburguer (...) no ahhh si a hamburger

S5: yyy eehhh pizza y a y a hot dog
 S8: you you like a hot dog y a [cupcake](#)
 S12: ehh (...) Here you are, here you are, here you are
 [unclear]
 E: Umm.... Ummm... ummm... ummm
 S14: Let's go to sleeping
 [unclear]
 S12: Let's go to put on fire
 E: Okay [lots of laughs]
 S12: yaaa (...) así se hace fuego (...)
 S14: me quema me quema
 S12: Listo
 S14: Espera
 S12: ahora si ponemos (...)
 S14: ¡Espera!
 S12: pon fuego
 S14: noo [laughs]
 S8: No xxxxxx
 [unclear]
 S12: Ahora ahora lets go to sleep
 [laughs]
 S14: Let's go to planet
 S12: Bye-bye!
 S8: Bye-bye!
 S12: Bye-bye!
 S5: bye-bye!

GROUP 6

S19: Hello
 S9: fly to Mars
 S2: ehhh this is the elements are
 S13: aaahhh water (...) water
 S9: water bottle
 S13: water bottle aaaa
 S19: and a (...) [rob](#) [rope]
 S9: and a rob
 S9: and knife
 S19: a knife
 S2: matches
 E: and matches
 E: and a blanket
 S9: a tent
 S2: a tent
 S13: a tent
 S19: tent
 S13: y a

S19: go to Mars
 S2: (tú dices I am hungry)
 S13: I am hungry
 S9: Let's go to restaurant
 S2: yes
 S13: (Qué hacemos)
 S2: I am hungry!
 S19: Hello (...)why do you (...)
 S19: ehhh (...) why do you like
 S9: Me ahhh pit...pizza and soda
 S2: Me an spaghetti and pits and soda
 S13: Me hamburger and soda
 S19: Ehh your hamburguer and soda, your (...)
 S2: spaguetti
 S19: spaguetti
 S2: and soda
 S19: and soda your pizza and soda
 E: umm...ummm... umm
 S19: Let's go to leave
 S13: mmm it is delicious
 S2: Is delicious!
 S19: Ahhh... en el piso en el piso en el piso
 S2: ahh the blanket
 S13: The tent
 S2: the (...) the tent the blanket the water bottle and (...) and
 S9: The fores
 S2: eehh leaf robs [rope] and
 S13: Matches matches (...) matches! Matches!
 S2: and matches
 S13: The matches
 S19: Profe cómo se dice fogata (Teacher) put on fai [fire]
 S13: Fire? Okay!
 S2: Eh hh cómo se dice "prender fosforos en ingles" (teacher) ahhh put on the fire
 S13: put on the fire
 S19: Eh hh (...) eh hh next sleeping
 S2: let's
 S13: sleeping (...) [unclear]
 S19: levántate
 S2: Get up
 S13: get up
 E: Eh hh the breakfast
 S2: I am an eggs and orange
 S13: Do you have eat
 S9: Me a juice orange and sandwich
 S13: I want two (...) how do you say "panqueque en English" how do you say "panqueque en English" (Teacher)
 I want two pancakes and orange juice

S9: ohhhh

S2: jummm ... ummmm delicious

S13: Delicious

S19: Let's go the

S9: to [exploreit](#)

S2: Explore **the** mars

S13: explore

S19: Look!

S13: Okay

S19: ehhhhh

S2: Look is (...) the

S19: look ehhh (...) **profe cómo se dice vamos** (teacher) lets go to the end and the house

S13: Okay!

S19: Good-bye!

E: Good-bye!

Appendix K
Teacher's journal

QUESTION	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7
STUDENTS' BEHAVIOUR AND ENGAGEMENT	The students were concentrated, they were really interested in the topic, they started asking why I brought those pictures, they guessed the names. Then they were doing the activity as it was proposed. They paid attention, they were quiet and sitting on their places. They struggle to tell their ideas in English.	Students were really engaged since the beginning of the activity. They were participating, giving their opinions, recalling previous knowledge and making connections between environmental issues with the things they observed outside and they knew. They were well behaved, raising their hands and listening quietly.	The students were well-behaved, they looked interested in the activity, participating at the beginning, some of them were shy, some raised the hand but weren't able to speak. They were engaged during the group work. Four groups were working rapidly, they understood and followed the instructions, two of them seemed not to understand, they couldn't start drawing the superhero setting, just because one girl was organizing everything, they just drew a superhero, the other group was fighting.	At the beginning they were distracted, then when I read them the story they were engaged. They took some time to get organized in the groups. Some of them were not working in the groups, some of them were bored and wanted to finish the activity.	Ss were working in groups, they enjoyed the prompted situations and they asked for extra time to do their role plays. They were speaking and interacting in their groups. Quiet ss were not participating so much.	Ss were working quietly in groups, they were engaged, they performed their roles and they gave their ideas. By the end one student in each group was not really working.	Ss were attentive and interested in the presentations. However, they were paying attention to the mistakes the others made. They were laughing at the presentations.
OBJECTIVES ACOMPLISHMENT	The objective was accomplished, however, time was so short to provide them with sufficient vocabulary, regarding, verbs and adjectives to totally describe a superhero. They participated and said by their own what	Students identified and talked about current environmental issues and why they were bad people practices, they gave examples and analyzed them. However, due to time constrains it was not possible to give ideas about ways to stop those environmental issues.	The ss created and drew the superhero setting, they included the information worked previously during the warm-up. However, time was so short, just two groups could present their settings in front of the class. Even though five groups did an	The objective was accomplished some groups did a really good job, they created their stories, following the instructions and having the three specific moments. However, two groups didn't finish drawing. Some of them wrote	Ss were doing the role play about an environmental issue. However, some groups didn't solve the problem, or their answers were not so creative, they repeated the given model and example. They spoke in	Ss accomplished the goal, they created and tried to write a short story about a superhero, they were struggling and sharing ideas to set their stories. By the end all the groups had their presentations ready.	The students created stories, however they were so short, one participant was quiet and one of them was organizing and telling the others what to say (in one or two groups). They narrated what

	<p>some of the superheroes functions were. The high achievers were able to describe their favorite superheroes in detail, they used most of the vocabulary practiced in class. Lower achievers didn't participate.</p>	<p>Students drew very nice and interesting super heroes but they didn't finish characterizing them.</p>	<p>excellent job. They followed the instructions.</p>	<p>in spite of writing. The students presented very well-structured stories however they were almost like the one the teacher presented them.</p>	<p>English most of the time.</p>		<p>happened with the superhero but they didn't act out a real story. They did not have the characters clear.</p>
<p>STRENGTHS FOUND DURING THE LESSON</p>	<p>The range of vocabulary already known by the learners, the accurate expression of simple sentences with to be – difficulties with have/has. Students asked the teacher when they didn't know a word. Students were helping one each other, when they didn't have the answer or when they had forgotten a word.</p>	<p>Students were participating eagerly they were trying and struggling to express their ideas in English. Some of them were able to give a fluid explanation and ideas about environmental issues. The students were highly concentrated in the topic.</p>	<p>Ss had very good vocabulary they were remembering some info they got from their science class about places and settings. They conveyed complete short sentences about the settings. They included some adjectives such as big, beautiful to describe their settings at the end and without being asked to do it. They were good at talking about their settings.</p>	<p>The knowledge about the structure of a story based on their Spanish class, the vocabulary and the input given so far was very useful for them to do the activity. They were doing the activity, taking in mind the example provided them. High achievers look motivated and struggling to speak in English, some low achievers were trying. They ask, how do you say?</p>	<p>To provide them time to really speak about different situations made them to create a habit and to improve their confidence and speaking skills. Taking into account that the ss were not exposed in front they performed in a relaxed way. They helped one to each other. They provided their ideas, they were creative and they used strategies to express what they wanted. However, they made mistakes. They enjoyed the activity, they organized themselves. They did not fight. There were</p>	<p>The vocabulary they used in their stories, the grammar structures they already knew and used, the way they worked in groups one helping each other, giving ideas, listening. Any of the groups were fighting, they really did an excellent job. They shared a worked as a group.</p>	<p>There was a leader in the group who organizes everything. The ss created a story about any environmental issue. They had a beginning a plot and an end. They used some vocabulary and expressions learned during the projects. They were listening one each other; therefore, they showed an improvement.</p>

					generally one or two leaders who assigned the roles and guided the activity.		
DIFFICULTIES FOUND DURING THE LESSON	Some low achievers did not have enough vocabulary so they were coining new words in few cases. Time constrains. It was difficult for them to keep on the task when working in pairs or groups they were not trained to do so. So they started doing other things and speaking in Spanish. It was necessary to monitor and put them on track in the activity. Then, they realized they really had to do it.	Students had poor vocabulary regarding environmental issues, some of them (3) spoke in Spanish since they don't have the required vocabulary and skills to convey a whole sentence. Time was short to accomplish the objective, students couldn't do the last activity of the lesson. Social skills hindered better results. Some students were so selfish, egocentric and they wanted to do their will.	The ss kept speaking in Spanish when interacting in groups, The most talkative and high achievers were the ones who guided and performed the main role in the group, they spoke in English. However, low achievers did not seem to have improvements. They do not participate to much. They do not take risks. Dominant students, are mainly doing the presentations.	Students kept speaking in Spanish in their groups, they just interacted in English with the teacher or when she was listening to them. They say words alone. They did not have strategies to interact in English. Low achievers did not participate too much. High achievers are the main ones participating when presenting the results.	Time constrains, lack of expressions for interaction. Listening skills to focus on the same story. Low achievers were not interacting so much.	The ss were distracted by the recorders, some of them tried to speak on the recorder. It took them some time to get acquainted with the equipment. Some low achievers were quiet they didn't participate some much. In some groups one student was not really working, he or she was playing, he just provided his ideas.	The conversations were so short, there were long lapses of time without an intervention. The ss were so shy to speak and interact in front of the others. There was mainly a dominant ss in the group who was telling the others what to say. The students rely a lot on the teacher when they don't know a word in English, they don't ask too much for their classmates help.
MAIN KINDS OF INTERACTION (VERBAL EXCHANGES, CONTENT, MOTHER TONGUE)	Students struggle to speak in English, especially with the teacher, however among them they interacted in Spanish mainly.	Oral interaction between the teacher and the learners was completely in English. They really spoke in English, some of them with minor errors. However, when interacting in groups learners found it difficult to interact in English, their first attempt was	Spanish most of the time, low achievers tried to speak in English but then switch to Spanish they coined new words. They said English words alone or in a Spanish sentence.	Interaction in groups is mainly in Spanish, but when presenting the outcomes they spoke in English. They uttered sentences but most of them did not listen to the others, they did not answer	Ss struggle to speak in English, they use literal translations. They provided their new ideas mainly in Spanish and then they translated them to English. They helped each other to complete their ideas. They were worried	Ss really struggled to interact in English, they changed a few times to speak in Spanish. They coined some new words. In some cases they asked for help from the teacher in order to know unknwn words. They	Ss interacted in English, they didn't speak in Spanish, just to ask the teacher for a word. They invented new words to express their ideas. The ss used body language to guide others, they spoke

		always in Spanish, no matter how many times the teacher encouraged them to speak in English they immediately change to Spanish.		properly most of the time.	about speaking in English; nevertheless, they switched to Spanish immediately. They didn't provide too much explanations, they took for granted that the others understood them.	asked for ss ideas, they helped one each other. They were concerned about fulfilling the goal they said: "ve y preguntale más cosas a la miss", "you have to speak in English", "how do you say..."	in secret in Spanish. Most of the ss expressed their ideas and conveyed an understandable message.
COOPERATIVE WORK	Students were helping one each other, however some were reluctant to participate. A boy found it difficult to interact with a girl, until I pushed him to do it, since she was not his friend or maybe a boy. They didn't take advantage of the time. Ss in a group were fighting because one of them wanted to do what she wants, without paying attention to the others (girls), misunderstandings among them about the instructions	Students were really motivated fulfilling their roles, they were using the suggested expressions for that purpose. They worked quietly with their knees together. It was difficult for them to understand and follow the assigned roles at the beginning. Two students were fighting because a misunderstanding on the role and another was crying since he felt he was not part of the group; that he was excluded, but then he realized he was assigned another activity within the group. Students were hands on taking advantage of the time. They didn't do other kind of activities.	Ss were fulfilling their roles they were really performing their roles, they checked sentences in their cards, and used them to interact with their peers Ss were concentrated, they shared opinions and reached agreements. Two groups were struggling to make decisions, some of them had strong personalities and wanted to do what they thought and wanted, as a result they did not finish the activities on time. Nevertheless the other four groups really worked and helped each other they listened to their peers ideas and reached agreements.	One was supporting the other, telling them some words in English when doing presentations. Ss kept fulfilling their roles. Having some cards to draw and write helped them to organize the ideas for the story. They listened to others ideas, they organized themselves in the groups. The organizers were complying with their roles in a very good way. However, they were interfering with others participation. It was necessary to do clarifications about their role	The ss forgot about their roles in the group, however they interacted and participated in the role plays. When it was a writing task, they tried to follow it and fulfil their roles by reading the provided expressions. If it was a role play they performed other roles in the group which they themselves assigned	Ss were really working in groups, they were engaged. However there were mainly one or two students in the group who guided the activity and the others provided ideas or complemented. Students didn't fight, they were working and listening to the others to create their stories, they reached agreements. There were dominant ss who guided the others, the other two were so quiet and didn't interact frequently. One ss was not really working. (in 3 groups)	The ss forgot and in some cases changed their roles in the role play, so they were fighting because there were misunderstandings. There was one ss who didn't participate in the role play (in 2 or 3 groups).

PROJECT 2: WHAT IF...?						
QUESTION	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
STUDENTS' BEHAVIOUR AND ENGAGEMENT	The ss were interested on the activity and the topic, it was familiar for them, they behaved well, most of them were participating and struggling to find the correct answer.	The ss enjoyed the first part of the activity they were actively participating. They looked interested on the topic, they did the activities on time and with a good disposition.	The ss were interested in the topic, they looked active thinking and trying to give their answers. During the group work they were interacting and reaching agreements.	Ss got really engaged on the activities because of the topic, at the beginning they were interested, observing and asking questions about the dinosaurs' live. After that, they were discussing and giving creative ideas about possible consequences of the prompted situations.	At the beginning of the lesson the ss were engaged doing the activities in groups, but little by little, low achievers seemed to lose interest and got distracted, some of them played with their classmates. Nevertheless, when drawing and creating a poster they got engaged once again on the activity.	The ss were paying attention at the beginning of the presentations, most of them were interested on the topics and making comments on their presentations. However, some of them were distracted doing other things or playing with their school supplies.
OBJECTIVES ACOMPLISHMENT	The ss practiced some main verbs, however they did not have so clear what a verb is and how to place it in a sentence. Most of them had good vocabulary anyways. They reviewed the verbs in a funny way.	The session was devoted mainly to practice the present simple tense, how to structure it and use it. In affirmative and negative way. It was quite difficult since the ss got confused with other tenses like the present continuous. They didn't have clear the structure of how to make a good sentence. One group couldn't finish the activity.	The ss understood the proposed topic and the expression what if...? They were wondering and imagining possible consequences of the prompted situations. In fact they got the correct structure by reasoning and trying to speak in English. It wasn't necessary to explain them.	The students understood the meaning and use of the expression "what if" so easily. Thereby, they were able to create and came up with interesting and novel ideas in their groups.	Ss understood the activity, they created a novel situation in their groups to explain and share to the whole group. Though, most of the interaction was given in Spanish, high achievers keep using English for communication, some low achievers tried to give their opinions in Spanish too.	The ss did a short presentation about a hypothetical situation, they were interacting orally, giving their ideas.

<p>STRENGTHS FOUND DURING THE LESSON</p>	<p>The ss vocabulary, pronunciation, comprehension and eagerness to participate and to practice and learn new words in English. Some groups worked together they helped one each other and they shared their ideas easily. However, for some others it was so difficult to work as a team, so they did not get good results.</p>	<p>The vocabulary the students used during the activity, the writing and spelling of words, the pronunciation, the creativity and eagerness to learn English. The sentence construction in some of the groups. The group work in some groups who shared ideas and helped one each other</p>	<p>The way the ss understood the structure, their imagination and ideas, some of them really tried to speak in English. Their eagerness to participate. The topic really called their attention. Their production in terms of critical thinking skills.</p>	<p>The students' ideas, creativity and critical thinking skills. They were sharing their ideas and listening to others for complementing their own ones. The accurate use of some structures like can / can't, there is / there are for higher achievers. They also conveyed long sentences.</p>	<p>Students seemed to have a better grasp of the expression what if...? They use it confidently. They started imagining, sharing, giving opinions and creating very novel and interesting unreal situations. Most of the ss used the present simple tense and can to talk about the consequences with minimal errors. Students corrected their pronunciation mistakes among them.</p>	<p>The ss engagement creativity and ideas about hypothetical situations. The way one supported each other.</p>
<p>DIFFICULTIES FOUND DURING THE LESSON</p>	<p>They forgot they had to speak in English. It was so difficult for them like to change the ship to speak in English. Some ss were selfish and they didn't help others, they just wanted to solve the activity by their own.</p>	<p>Sentences structure. Group work skills, the interaction is mainly in Spanish.</p>	<p>Specific vocabulary needed to participate. Some of them did not struggle to speak in English.</p>	<p>Time for the session was so short, students couldn't finish the activity. There is still more practice needed in order to really understand the correct structure. Dominance of high achievers who managed, corrected and provided feedback to everyone in the group. Their egocentrism didn't allow them to listen to others ideas, they value their own ones more and reject their classmates if they do not agree.</p>	<p>Some groups struggled to imagine the possible consequences of the unreal situation they created. Some of them had difficulties to express their ideas since they did not have the specific required vocabulary. Thereby they relied on the teacher's help. Some ss didn't trust on their pairs help about how to say or write a word.</p>	<p>Low achievers were not able to express an idea or a complete sentence; thereby, high achievers were telling them in secret what to say, so they just repeat it. Dominant ss made the decisions for the group. Some ss were struggling to convey sentences in present simple tense. The lack of knowledge about very specific vocabulary to express their ideas.</p>

<p>MAIN KINDS OF INTERACTION (VERBAL EXCHANGES, CONTENT, MOTHER TONGUE)</p>	<p>The interactions were mainly in Spanish when working in groups. But when doing the activity and the exercises they did it in English.</p>	<p>The interaction is always in Spanish. There were some cases where they tried to speak in English but it happened when they were pushed to. When the teacher reminded them to. In very few cases ss interacted in English among them. High achievers mainly.</p>	<p>Interaction was mainly in Spanish. When working in groups some of them struggled to speak in English, the ones who had clever members with good English level and who proposed them to speak in English did it. Most of the groups were mainly asking to the teacher and translating what they wanted to say.</p>	<p>This time ss tried to speak in English in their groups and to complete the sentence what if...? According to the prompted situations. It seemed that having this short initial part promoted thinking and expressing their ideas in the L2. But at the end they switched to their mother tongue to interact among the group or to negotiate for other answers.</p>	<p>Group interaction was given in Spanish, the ss just changed to English to try to express an idea. The ss asked questions to the teacher in English, but then explained it in Spanish to the group.</p>	<p>Throughout the presentations the ss were speaking all the time in English they did a short introduction, then they kept telling their ideas and interacting in English with their classmates. They refused to speak in Spanish, just to ask to the teacher about any word they didn't know.</p>
<p>COOPERATIVE WORK</p>	<p>The ss looked motivated to perform their roles. Some of them really used the expressions and acted out the role helping, organizing and participating in the activity. For some others it was difficult since they were distracted and because of their English level. There were some natural leaders who always guided and organized the activity, mainly those who had good English level, they encouraged and motivated others to work or on the opposite they just wanted to solve the activity by their own. They didn't fight, but they</p>	<p>The ss worked well in groups, they shared ideas, helped each other. They tried to perform their roles. But they divided they work between the group members. There is not accountability for the final product.</p>	<p>It worked well, the ss were sharing their ideas and giving their opinions to create good answers to the prompted situations. However, in some groups they worked individually. Each one of them wrote a consequence for the prompted situations. There wasn't accountability for the group work. Some of them performed their roles, but it seems they forgot during the exercise how to perform it. Now they do not fight within the groups it seems they have learned how to work and to do the activities. Anyways they still remain on the</p>	<p>The ss worked cooperatively they were listening to their classmates ideas, some of them tried to complement or to provide a better alternative based on what they had heard.</p>	<p>The ss worked more cooperatively, they struggled to focus on their roles and to come up with a product by the end of the class. It seems they started understanding how to work as a group to get a good result. They did not fight. High achievers tried to guide and help low achievers.</p>	<p>The groups were working cooperatively, they were listening and helping each other. They took turns to speak, they asked and answered questions. They were worried about making a good presentation and having a good performance as a group.</p>

	divided the work in the group.		teacher to help them, they don't trust on the classmates or they are not used to do it.		
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PROJECT 3: "FLYING TO MARS"					
QUESTION	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
STUDENTS' BEHAVIOUR AND ENGAGEMENT	Ss were interested on the topic, they participated telling the info they knew about the solar system. They took turns to express their ideas. They were engaged drawing the assigned planet. However they didn't pay too much attention to the video. Some of them were drawing or playing with different objects.	The ss were interested on the topic, they were sharing their ideas, and analyzing the proposed facts in groups. They were working and behaving well.	Ss liked learning about tools for surviving. They were participating giving their ideas about the tools they already knew. They were concentrated working in their groups, doing the activities.	The ss were engaged in the activity, they felt at ease because they had a lot of vocabulary about means of transportation. Therefore, they were able to participate on the proposed activities. They liked drawing, talking and preparing a short presentation about the trip to Mars.	The students were motivated during the class activities, they liked talking about food and places in a city. They behaved well, they listened and they did the activities as a group.
OBJECTIVES ACOMPLISEMENT	The ss didn't pay too much attention to the video so they were not able to do the activities as it was expected. They were asking the teacher about the facts.	The students read and analyzed the statements. However most of them didn't pay too much attention to the video, therefore they didn't have the information clear in their minds, some of them were just guessing.	Ss understood the importance of some tools for surviving, they wider their range of vocabulary about them. However, they were saying the names in Spanish. They didn't practice too much the new vocabulary. They would	The objective was accomplished, the ss were able to think about at least four means of transportation they would use to fly to Mars and to do a short role play where they were flying to Mars by those means, they spoke in English.	The ss were concentrated on the activities, they spoke about the food they would find and eat in Mars they did a role play following the given instructions and criteria.

			need more practice to really learn all of them.		
STRENGTHS FOUND DURING THE LESSON	Ss liked the topic, they were interested, the ss had some pre-concepts about the topic so it was easy and engaging for them to talk about the planets and the universe. The variety of vocabulary used by them.	The ss understood most of the vocabulary, some of them had previous knowledge about mars and its facts, and therefore they were able to help in their groups. This time they were working as a group cooperatively, they focused on task. Even though there were still some leaders or dominant ss who guided the activity in each group. This time they didn't fight in their groups.	Ss engagement with the topic, they were eager to learn and participate, they were asking questions and giving their opinions about the selected elements, they were talking and analyzing the objects they would take to Mars in their groups.	The vocabulary range needed to comply with the activity. The creative ideas and participation in the dialogues. The use of structures and expressions in their presentations. The way one student supported the other.	The vocabulary about food and places in the city which allowed the ss to speak confidently and fluently in most of the cases during the role play presentation. The ideas variety and expressions used by them.
DIFFICULTIES FOUND DURING THE LESSON	The ss wanted to talk about the topic, but they did it in Spanish mainly; therefore, they were fighting when expressing their ideas. They weren't able to explain their ideas as a result they were reading from their posters.	The ss didn't pay attention to the video so some of them were guessing. The ss spoke in Spanish all the time, it seems there is a drawback in the process. When rehearsing in groups, they felt more confident so they were able to express better ideas than when they were presenting the final products in front of the T. The ss got blocked when they were in front of the audience, they felt ashamed and they forgot what they had or wanted to say. They still relied most of the time on the teacher when they did not know a word to say in English. They didn't ask to their partners. They did not know how to ask questions. It is necessary to provide more feedback regarding this	Their interactions were mainly in Spanish they just mentioned the vocabulary at the specific moments they required it. Time was so short to memorize all the words. Ss still have difficulties to work and organize the job in their groups.	The ss struggled to reach agreements, they listened to others ideas, but then they want to do their own will, they didn't still think as a group. As a result their conversations were disorganized and confusing, they said a lot of things but they didn't communicate a clear message.	High achievers tend to take the control over the conversation and presentation, diminishing the low achievers participation and ideas. Very few participation of low achievers. Ss didn't listen carefully to the others ideas, to keep the flow of the conversation. They just wanted to say something having a messy and confusing conversation. The ss rely on the teachers help to tell them some words and expressions.

		aspect, and how to provide extra explanations.			
MAIN KINDS OF INTERACTION (VERBAL EXCHANGES, CONTENT, MOTHER TONGUE)	Spanish, it seems they forgot they had to speak in English. When presenting the planets to their classmates they did it easily in English.	When interacting in groups the ss spoke in Spanish. They were analyzing the situations and trying to reach agreements.	Interaction was mainly in Spanish, they did not ask for help to their classmates, they still relied on the teacher. They understood what to do but they interacted in their mother tongue, they reached agreements in Spanish, assigned roles in that language. They use spanglish.	While talking in groups and preparing their short role plays the ss spoke in Spanish, some of them gave their ideas in English. During the presentations they spoke totally in English. Some of them coined new words or told them in Spanglish.	The ss spoke in Spanish while preparing their role plays, some ss spoke in English during the group work. When presenting the role play they spoke in English, they struggled and used different strategies to give the message across. When talking to the teacher they did it in English but among them in Spanish. The ss worked as a group, they felt comfortable and it seems they got used to working with the same friends.
COOPERATIVE WORK	Ss were in a jigsaw which was good, because they shared the info and made some corrections in the expert groups. Then they went back to their original groups and they were more confident to present and explain about their planets. They had some difficulties taking turns, since we changed roles and some of them still didn't know what they were in charge of.	The ss changed the roles and they were trying to get their new jobs. They were working in groups it seems they have got used to do it. They did not argue too much and they solved the activities on time. Just one group was still disorganized. There were some leaders identified in the groups. They were working in a better way; they felt more comfortable.	Most of the groups worked autonomously they were able to assign the roles and to work without problems. However, there were misunderstandings and problems because some students wanted to do what they thought was ok. There were some dominant ss who organized and led the work. Some groups still fought, they couldn't reach agreements, but the leader guided them in a proper way. Their product was good, they worked and finished the activities on time.	The ss were motivated working in groups, they shared their ideas and were eager to participate. All the ss in the group participated. They were listening and complementing or arguing based on others ideas. One helped the other when they forgot or didn't know how to say something in English.	It seemed that by that time they knew well each other and they tried to complement and help among them to give a good result or product. The students knew their roles, but very few of them were constantly performing it in the group.

Appendix L
Student's interviews
First project

QUESTION	STUDENT	
What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?	T	¿Qué fue lo más difícil de hablar en inglés?
	S3	ayyy....cuando hicimos el cuento fue muy difícil hablar en inglés
	S3	Porque algunas veces no entendíamos algunas palabras y teníamos que preguntarle... teníamos que preguntarte.
	T	Y a ti xxxxx, ¿Qué fue lo más difícil de hablar en inglés?
	E	Cuando pasamos allá e intentamos hacer... renovar la historia.
	T	¿Qué fue lo más difícil, contar la historia? Y ¿Por qué?
	E	Porque casi no teníamos las palabras y nos equivocábamos mucho.
	T	xxxxx, que fue lo más difícil
	E	Hablar en inglés, porque algunas veces no sabemos cómo escribir las palabras en inglés.
	T	Y tu xxxxx, ¿qué fue lo más difícil?
	S4	Cuando presentamos el cuento que nosotros hicimos, porque no sabíamos que decía, y porque no sabíamos cual palabras, como se llamaban las palabras.
	T	Y tu xxxx, ¿qué fue lo más difícil?
	S7	Para mí no se todo era divertido, las cosas eran divertidas, ahh todo fue chévere nada fue difícil.
Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?	T	¿Te gusto trabajar en grupo con tus compañeros?
	S7	Sí, porque ellos me ayudaban un poquito pero yo me sentía bien con ellos, ellos me ayudaban a veces cuando que, cuando no decía las palabras bien y me decían tranquila no te estreses.
	T	¿Te gustó trabajar en equipo con tus compañeros?
	S4	Si / Porque me ayudaron a... a decir cosas.
	T	xxxxx, ¿te gustó trabajar en equipo con tus amigos?
	E	Si / porque me dieron ideas / Porque también me ayudaron a hablar en inglés y ya.
	T	xxxx, ¿cómo te pareció trabajar en equipo?
	E	Chévere porque me colaboraban me ayudaban.
	T	Xxxxxx
S3	Me pareció muy lindo porque me gustaban mucho los trabajos, las actividades eran muy lindas, muy chéveres.	
Did you speak in English all the time with your classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?	T	¿Hablaste en inglés todo el tiempo con tus compañeros cuando estabas haciendo las tareas del proyecto?
	S3	Más o menos / Porque algunas veces no entendíamos tantas palabras y no sabíamos cómo decirlas.
	E	También más o menos porque tampoco sabíamos tantas palabras.
	T	Xxxxxx
	E	¡Yo también! / Porque tampoco sabíamos, teníamos que preguntarte muchas veces cuales que palabras como se decían y como se escribían.

	S4	También más o menos / Porque es que tocaba decirte a ti que... que como se escribieran cosas
	T	Okay y xxxxx?
	S7	Uy yo porque, más o menos, porque yo no entendía las palabras de mis amigos que decían, entonces me tocaba hablarles un poquito en español, pero las demás palabras si las entendía, y bueno ellos me dijeron esto significa tatata y estoy aprendiendo.
<p>Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?</p>	T	¿Le pedí ayuda a mis compañeros cuando no sabía decir algo en inglés?
	S7	Si / (te ayudaron) / si, pues algunas veces.
	T	xxxxx, ¿pediste ayuda a tus amigos cuando no sabías decir algo en inglés?
	S4	Si, (y te ayudaron) / si
	T	Xxxxxx
	E	Si / Me decían que hacer cuando a mí se me olvidaba lo que tocaba hacer y también me ayudaban a escribir y a decir cómo se pronunciaban las palabras.
	T	Y xxxxx, ¿pediste ayuda a tus amigos para decir las cosas?
	E	Sí, más o menos / (y si te ayudaron) / si, me ayudaron
	T	Xxxxxx
	S3	Ehhh, un poquito porque a veces no sabía palabras, porque yo se ingles pero muy poquito, entonces no entiendo algunas palabras y otras si las entiendo.
	S7	Pero ella sabe harto de inglés.
	S3	Porque mi papá sabe inglés y me habla en inglés.
<p>How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager, resource man, explainer) dentro del grupo?</p>	T	¿Cómo le pareció desempeñar el rol asignado en el grupo (resource-man, encourager, organizer or explainer)?
	S7	Genial, ehh unos hacían unas cosas, otros hacían otras cosas, entonces en mi grupo todos decíamos tú haces tatata, tú haces tatata y tú haces tatata y bueno a mí me dijeron has tatata pero un día uno dijo ayyy yo quiero ser el tuyo y yo dije no tú haces el tuyo y cuando le dijimos que significaba resource-man él se puso recontento y dijo no bueno ya no te lo cambio.
	T	¿Y tú?
	S4	Chévere porque me tocaba explicar a los demás que hacer.
	T	xxxxxx, ¿cómo te pareció ese rol que te tocaba hacer?
	E	Divertido
	T	¿Y lo pudiste hacer?
	E	Más o menos / Porque a veces no colaboraran, a veces no colaboraban.
	T	Y ¿Por qué no colaboraban?
	E	Porque a veces no le explicaban a, a veces no hacían lo que tenían que hacer en el rol.
	T	¿xxxxx?
	E	Más o menos porque algunos amigos no, no dejaban hacer casi nada, entonces...
	T	Santi otra vez, cómo te fue haciendo tu rol?
	E	Más o menos, porque algunos amiguitos no cumplían, no dejaban hacer tantas cosas, ósea estaban casi to... ellos solos todo.
T	¿Ellos querían hacer todo?	

	E	Ellos querían hacer casi todo, pero casi no dejaban a otros.
	T	Y ¿xxxxx?
	S3	Más o menos porque a veces no decíamos nada, no explicábamos nada y no decíamos que tocaba hacer si no entendieron, entonces a veces no lo hacíamos, porque, no decíamos tantas palabras que nos tocaba decir.

QUESTION	STUDENT	
What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?	T	Listo, entonces, me van a contar ¿qué les pareció más difícil de hablar en inglés?
	S8	Ehhh cuando no sabíamos algunas palabras y pasábamos al frente
	T	Okay, ¿tu?
	S16	Cuando (...) cuando estábamos trabajando en grupo
	T	¿Qué fue lo más difícil de hablar en inglés?
	S1	Saber (...) saber lo que hablo en inglés
	T	¿Y por qué? ¿Por qué será lo más difícil (...) que crees?
	S1	No se / Creo que (...) porque es difícil sería por (...) por el ingles
	T	Si pero ¿por qué es difícil hablar en inglés?
	S1	Pues saberse las palabras
	T	Y a ti ¿cómo te pareció hablar en inglés?
	S9	Difícil, porque era difícil hacer las palabras para que salga bien el cuento.
	T	¿Y a ti?
	S2	Más o menos / Porque las palabras que hacíamos para que el cuento esté listo
Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?	T	¿Te gustó trabajar en equipo con tus compañeros?
	S2	Si / Porque disfrute que (...) disfrutamos de digamos crear donde estaba el superhéroe, donde... donde. Que paso... si algo malo o algo bueno, quien llamaba después al superhéroe.
	T	Y a ti ¿cómo te pareció trabajar con los compañeros en grupo?
	S9	Bien / Porque hacía los planes, los hacíamos en equipo y los hacíamos bien
	T	Muy bien ¿Cómo te pareció trabajar en equipo a ti?
	S1	Bien / Porque trabajábamos en equipo, todos trabajamos juntos y todos creamos las ... las palabras del superheroe
	T	Y tú xxxxxx?
	S16	Ehhh más o menos / Porque siempre peleaban y no hacíamos casi nada.
	T	Ahh okay ¿Y tú?
	S8	También más o menos, porque xxxxx era la única que escribía y a veces nos dejaba escribir pero muy poquito
S8	Entonces ella daba a veces las ideas / y a veces nos dejaba dar las ideas.	
Did you speak in English all the time with your	T	¿Hablaste en inglés todo el tiempo mientras hacíamos las actividades?

classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?	S8	Más o menos / Porque a veces no sabía cómo se pronunciaban las palabras en inglés.
	S8	Y entonces le pregunté a mis amigos y ellos me ayudaron
	T	Y tu xxxxx ¿hablaste en inglés todo el tiempo mientras hacíamos los proyectos?
	S16	Algunas veces / Porque... porque (...) porque era difícil trabajar a veces con el grupo.
	S16	y no sabíamos cómo se decían algunas palabras
	T	Okay y tú ¿hablaste en inglés todo el tiempo?
	S1	Ehh casi ... a veces / Ehhh...porque a veces entender a mis amigos
	S1	y también saber las palabras que yo digo
	T	¿Y tú?
	S9	Ehhh (...) Yo hablé todo el tiempo en inglés
	S9	Ehhh (...) algunas porque algunas eran difíciles
	S9	Entonces nos turnábamos / nos decíamos como eran las palabras y nos decíamos que podía ser.
	T	Y tú ¿hablaste todo el tiempo en inglés o no?
	S2	Ehh ...Mitad sí / Porque a mi... trataba de pensar cómo se decían las cosas en inglés como eran que se decía para (...) para contar la historia en inglés.
	Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?	T
S2		No / Porque (...) estaba tratando de acordarme como se decían las cosas
T		¿Y tú?
S9		No / Porque ellos ya sabían bien las palabras
S9		Y algunas yo no las entend... algunas yo no sabía
T		Okay entonces ¿Qué hacías?
S9		Les preguntaba
T		Ahhh les preguntaba ¿a quién a los amigos? Okay. ¿Y tú?
S1		Ehh (...) si (...) a veces cuando estábamos haciendo yo no sabía una palabra, entonces trataba de (...) como se (...) trataba de si se dice (...) si se dice así o se dice (...) o así no, entonces trate de decirlas.
T		Okay muy bien y xxxx
S16	Ehhh no / Porque todas las palabras que decíamos en la historia y que dijeron ya las sabía.	
S8	Si porque algunas palabra yo no las sabía entonces "xxxxx" era la única que las sabía, entonces yo le preguntaba a "xxxxx"	
How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager,	T	Muy bien, listo y la última pregunta, ahora sí. En el equipo teníamos un rol encourager, explainer, organizer and resource-man, ¿cómo fue hacer ese rol? ¿Si lo hice bien o veces lo hice o no lo hice o como estuvo?
	S8	Algunas veces / Porque "xxxxx" casi siempre decía las palabras y no nos dejaba decir casi nada.
	T	Mmm... okay bueno ¿y tú?

resource man, explainer) dentro del grupo?	S16	Algunas veces / Porque (...) porque (...) porque estaban creando, y mientras (...) unos no se ponían de acuerdo y se ponían a pelear y casi no pude y trate de organizarlos pero no (...) no pude porque siempre peleaban
	T	Okay "xxxxx" y ¿tú?
	S1	Medio medio, traté que mis amigos me entendieran pero a veces no me entendían y (...) como era (...) que no me entendían.
	S1	Fue un poco difícil, pero a veces entendían mis palabras
	T	Y como te fue haciendo ese rol?
	S9	Bien / Ehhh (...) porque les decía tienen ideas, así!
	T	Estuviste haciendo tu rol, y ¿"xxxxx"?
	S2	Bien también / Porque yo miraba el papelito por atrás y miraba por acá.

Appendix M
Student's interviews
Second project

QUESTION	STUDENT	
<p style="text-align: center;">What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?</p>	T	¿Qué fue lo más difícil de hablar en inglés?
	S3	Pues no sé porque no me acuerdo entonces algunas cosas me salían difíciles y tenía que esforzarme mucho para aprender más y yo le digo a mi papá y él me explica
	S7	Cuando no sabía yo como que no sé decir y entonces pues a veces mis compañeros me ayudaban y a veces no sabían también me decían que si le preguntaba la profe y yo les decía pero qué pasa si ella me regaña porque yo no sé hablar eso en inglés entonces decían ve ve ve
	E	Lo más difícil fue que a veces no sabía pronunciar algunas palabras y me tocaba preguntarle a mis compañeros pero también mis compañeros a veces no sabían lo que yo preguntaba
	S6	Que algunas veces me pasaba lo mismo de xxxxxx y entonces después le empezamos apurar y nadie sabía alguna palabra estaban todos apurados
	E	Lo más difícil para mí es saber las palabras en inglés porque como no sabía entonces le preguntaba a xxxxx a xxxxx y ellos me decían que era
<p style="text-align: center;">Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?</p>	T	¿Te gustó trabajar en equipo con tus compañeros?
	E	Chévere mis compañeros me molestaban un poquito xxxxx no quería cómo hacer nada sólo miramos entonces xxxxx decía yo no escribo yo no escribo yo quiero dibujar entonces yo le dije a xxxxxx que ella tenía que escribir porque ella no como que ella no quería porque quería hacer algo más fácil
	S6	Un poquito difícil porque xxxxx nos gritaba si nos equivocamos a muchos les gritaba
	E	A mí me gustó trabajar fue chévere me gustó, me gustaron todas las actividades que hicimos excepto cuando nosotros nos equivocamos y xxxxx nos grita y ya.
	S7	Bien porque a veces xxxxx me decía que tenía que trabajar siempre varias cosas pero ella casi cómo que no aportaba tantas cosas y cuando no hacía tantas cosas porque yo decía xxxxx haz tú las cosas porque yo siempre hago las cosas y ella me decía no porque tú casi nunca haces y yo quedé como....
	S3	Chévere pero xxxxx nos gritaba mucho hasta no sabía algunas palabras en inglés / porque no sabíamos palabras y como que pensaba que él era el único que sabía pero todos sabemos porque todos podemos aprender algún día
<p style="text-align: center;">Did you speak in English all the time with your classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?</p>	T	¿Hablaste en inglés todo el tiempo durante las actividades del proyecto?
	S3	No todas las veces porque en algunas veces hablaba en inglés y no me entendían y yo trataba de hacerlo pero no me entendían entonces les tenía que ayudar a mis compañeros como xxxxx veces no entendía entonces cómo es mi amiga yo le explicaba
	S7	No porque primero no sabía cómo decir casi todas las palabras segundo porque a veces mis compañeros no me entendían y tercero era porque tenía miedo de que si así se dice la palabra o no.
	E	No tanto porque no sabía que decir y a veces xxxxxx me ayudaba porque era casi la que más sabía inglés en el grupo y a veces ella no sabía algunas palabras y ya.

	S6	Algunas veces también entonces no sabía algunas palabras en inglés entonces no me acordaba entonces como hablabas entonces algunas veces cuando no me acordaba de las palabras entonces hablaba un poquito español
	E	Fue un poquito difícil hablar en inglés porque xxxxx y xxxxx como no explicaban bien no los entendía me gritaban un poquito entonces no les entendía casi y entonces por eso por eso no hablo tanto inglés
Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?	T	¿Le pediste ayuda a los compañeros cuando no entendiste algo o cuando no sabías una palabra en inglés?
	E	Si algunas veces / Le pedí a xxxxxx
	S6	Yo a veces le pedía a xxxxxx y a xxxxx
	E	Igual que xxxxx pero a veces no lo sabían y ya
	S7	A veces les pedía porque como te digo no sabía palabras pero a veces comenzabas a decirlas y a veces ellos se equivocaban y me gritaban
	S3	A veces pedía ayuda a xxxxx porque sabía un poco pero cuando le pregunté sleep a ver si sabía entonces él me dijo algo que no era entonces yo le dije no, no es así porque es que yo no me acordaba pero después sí me acordé cómo era y él lo dijo mal entonces el me gritó y siempre soluciona con gritos
How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager, resource man, explainer) dentro del grupo?	T	¿Cómo te pareció desempeñar el rol que tuviste en el grupo acuérdate si fuiste organizer, encourager, cómo te pareció hacer ese rol esa tarea en el grupo?
	S3	Me gustó ser organizer porque tenía que organizar y me gustó mucho pero veía xxxxx que hacía cosas muy chéveres y decidí después ser lo que era xxxx y me gustó mucho como el organizer y me encantó
	S3	Un poco difícil y un poco fácil porque a veces sí sabía cómo organizar pero xxxxx me decía no, no yo primero después xxxxxx y yo ay ay ay
	S7	Pues me dio medio porque a veces yo no te veía a ti cuando entregabas las hojas y me gritaban para que fuera allá y un día xxxxx me empujó para que fuera allá
	E	Bien yo fui a organizer y fue difícil porque xxxxx se peleaba por ser el primero y dejaba a xxxxxx de última y xxxxxx se sentía un poco mal entonces fue medio fácil y medio difícil y ya
	S6	Yo tuve que hacer de encourager y fue un poquito fácil porque algunas veces muchos se peleaban y no me dejaban decir palabras se empezaron a pelear y muchas veces y entonces eso era lo que pasaba
	E	Mi rol era no me acuerdo pero xxxxx yo era el que decía qué quién hacía tal cosa entonces xxxxx empezó yo quiero pintar entonces yo le dije que tenía que escribir porque ella casi nunca ha escrito siempre la dejaban para dibujar y para esas cosas entonces por eso y ella me dijo que no

QUESTION	STUDENT	
What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?	T	¿Qué fue lo más difícil de hablar en inglés?
	S1	Tratar de entender a mis amigos en las palabras de inglés unas que decían que yo no sabía que eran y me parecía muy difícil
	S10	No sé.... no sé
	S4	Lo más difícil fue hablando en inglés
	S10	Es que mis amigos me entendieran
	S4	Cuando me equivocaba alguien me corregía

	S13	Lo más difícil fue que todos me entendieran porque a veces yo decía unas palabras y xxxxx decía sí, sí significa eso y yo no que significa lo otro pues por eso
	S12	Lo más difícil de hablar en inglés que cuando mis amigos se equivocaron no sabían la palabra y yo los corregía, ellos decían que significa eso y pues no me entendían lo que les corregía entonces era lo más difícil corregirlos
Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?	T	¿Cómo te pareció trabajar en equipo con los amigos?
	S1	Chévere porque conocimos unas nuevas experiencias y nos comunicamos en inglés y fue muy chévere
	S10	Complicado porque un amigo siempre se reía por todo entonces pues era muy difícil estar en ese grupo.
	S4	Fue chévere cuando hicimos las presentaciones porque... pero lo que no me gustó fue que cuando xxxxx se reía / en la presentación estábamos diciendo porque vamos a ir al zoológico y él decía si vamos a la playa
	S13	Pues chévere también me gustaron las presentaciones y también pues sí me pareció chévere pero... pero como a veces se distraían un poco entonces mejor dicho si me pareció chévere y también porque tenía a xxxxx ahí y es el más chistoso de la clase con xxxxx y xxxxx entonces por eso me parece chévere
	S13	Más o menos porque no me entienden a veces en inglés pero si bien
	S12	Pues más o menos porque mis amigos no me entendían no sabían qué era lo que estaba diciendo y se ponían a gritar y decían cosas absurdas decían palabras que no que no existían decían como "cachutata" muchas cosas que no existían y yo por Dios nos pasábamos la hora hablando hablando no sé en qué idioma
Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?	T	¿Le pediste ayuda a tus compañeros cuando no entendías algo o cuando no sabías alguna palabra en inglés?
	S12	Pues sólo una vececita de resto yo corregía a todos los demás me corrieron porque yo no sabía cómo se decía esa palabra, no me acuerdo bien y me corregían sólo una vez, me trataban de corregir pero me corregían mal
	S13	Pues no, no me corregían yo los corregía a ellos porque ellos decían como let's go to the un nombre no sé qué raro y después yo dije no no se dice así se dice zoo entonces yo los corregía a ellos.
	S4	Un poquito porque cuando alguien decía mal yo era la única que corregía porque nadie se atrevía a corregir
	S10	A mí me corregían sólo un poquito, pues porque...porque ... qué porque ponía un poquito de atención entonces no entendía algunas palabras
	S1	Pedía ayuda cuando no entendía una palabra o cuando no sabía una palabra cuando yo no sabía una palabra y no sabía qué decir y ya
How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager, resource	T	Ultima pregunta, se acuerdan que tenían un rol en el grupo ¿cómo les pareció hacer ese rol fácil o difícil?
	S1	Difícil / encourager / fue un poco difícil porque tenía que corregirlos a todos a veces no corregirlos era un poco difícil porque tenía que hacer una cosa y la otra fue muy difícil
	S10	Pues a mí me pareció más o menos porque me tocó explainer y pues él explainer toca que escuchar bien y todo eso entonces como casi no escuchaba pues y no escuchaban mis opiniones pues por eso
	S4	Mi rol era resource-man/ chévere / traía las cosas y ya

man, explainer) dentro del grupo	S13	Me pareció chévere porque pero también un poco difícil porque como xxxx estaba detrás de mí de la silla entonces él me empezó a decir cosas y yo no podía poner atención y obviamente los tenía que organizar y ellos hablaban y hablaban y hablaban y pues los trate organizar pero más o menos pude
	S12	Pues un poco difícil porque a mí me tocó explainer y siempre xxxx estaba jugando ahí con xxxxx con unos lápices a unos perritos, igual que xxxxx y xxxxx y entonces jugaban así y yo les decía pero presten atención entonces y xxxxx era igual era así distraído yo era la única que prestaba atención entonces me tocaba decirles chicos toca hacer esto pero y ellos bla bla bla bla presten atención y ahí sí me ponían atención difícil.

QUESTION	STUDENT	
What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?	T	¿Qué fue lo más difícil de hablar en inglés?
	S14	Algunas palabras nadie me había dicho yo no sabía y algunas palabras para mí eran difícil saberlas en Inglés.
	S15	Lo que más me pareció difícil de hablar en inglés fueron las palabras que yo nunca sabía cómo decir en inglés entonces a veces me tocaba decirle a xxxxx cómo se decía o a xxxxx.
	S17	Bueno a mí me parecían algunas palabras difíciles yo no conocía entonces... entonces xxxx te decía a ti y después no sabía qué decir... entonces le preguntaba a algunos amigos pero ellos no sabían tampoco.
	S17	Entonces xxxxx cogía salía rápido corriendo y te decía a ti
	S11	Algunas palabras que tampoco sabía y como a mí casi no me ayudaban bueno xxxx me ayuda un poco pero xxxxx y xxxxxx se la pasan jugando entonces nos iba mal un poco y también cuando osea las palabras que no sabía y entonces cuando era la hora de pasar... nosotros como que se ponían a cambiar las palabras en inglés y formaban haciendo cosas todas raras.
	S5	Bueno lo más difícil de hablar de inglés fue... fue una son las palabras que yo qué bueno que yo no sabía pero como xxxxxx y xxxxx me ayudaban y también fue un poco difícil la mayoría de las palabras pero le decía a unos pero como había tanto... no escuchan por tantos gritos y ese fue el motivo
Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?	T	¿Cómo les pareció trabajar en equipo con los compañeros?
	S5	Regular porque... porque yo me quedaba pensando en otras cosas en vez mordía la cartuchera incluso también jugaba con la cartuchera y luego vi una araña y luego estaba distraído con esa araña y no sé y por eso fue regular.
	S11	Regular porque es que cuando estamos pensando sobre What if? como te dije que xxxxx y xxxxx se la pasaban jugando entonces xxxxx y yo pensamos las cosas y les preguntamos a ver si ponían atención... que si...que de que era lo que estábamos hablando y no contestaban nada entonces por eso fue regular.

	S17	Regular porque xxxxx estaba muy distraída siempre hacía así y jugaba con los borradores que tenía en la cartuchera también xxxxx un poquito pero xxxxx sí está un poquito más atento pero no hablaba casi nosotros le decíamos y él no sabía qué palabra era y yo y xxxx éramos los que más trabajamos pero uno tenía que decirte a ti para que xxxxx prestara atención
	S15	A mí me pareció regular porque es que a veces xxxxx gritaba muy fuerte a veces no nos prestaba atención y xxxxx no estaba atento casi siempre estaba jugando con xxxxx, a veces xxxxxx nos regañaba y por eso me pareció regular.
	S14	Regular porque xxxxx primero jugaba con la cartuchera y cuando no jugaba con la cartuchera no estaba poniendo atención miraba para otro lado y no nos ponía atención a nosotras.
<p>Did you speak in English all the time with your classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?</p>	T	¿Hablaste en inglés todo el tiempo durante el proyecto?
	S14	Un poquito... mucho, pero no tanto pero porque algunas palabras no las conocía entonces me tocaba decir las en español.
	S15	En todo el proyecto pero a veces me tocaba decirle unas palabras susurrando una amiga.
	S17	No casi porque no entendieron las palabras y me tocó decirle a xxxxx pero ella tampoco decía y le decíamos a xxxx y xxxxx y no y ya.
	S11	Más o menos porque es que cuando estábamos hablando en inglés cómo xxxxx y xxxxx estaban molestando entonces y nos hacían confundir en inglés con español.
	S5	Bueno no porque... porque yo seguía distrayéndome y seguía mordiendo la cartuchera y no ponía atención y porque... y como no ponía atención no entendía unas palabras entonces a mí me tocó participar y cómo había tanto grito no escuchaba mucho no escuchaba bien.
<p>Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?</p>	T	¿Le pediste ayuda a tus compañeros cuándo no sabías alguna palabra en inglés o cuando no entendías?
	S5	No, no me acuerdo.
	S11	Si algunas veces sí pero no me contestaban ósea sólo me contestaba xxxxx pero después xxxxxx se metía a jugar con ellas y no me contestaba y te preguntaba a ti.
	S17	Si tuve ayuda porque es que no entendía unas palabras y le decía a xxxxx y a todos ellos entonces si pedimos ayuda.
	S15	Yo a veces le pedía que me dijeran una palabra para decir pero a veces ellos necesitaban que yo se las dijera.
	S14	A veces le pedí ayuda a xxxx pero primero le pedí ayuda a xxxx porque a veces no sabía unas palabras, xxxxx tampoco entonces le preguntamos a xxxxx pero xxxxx no escucha.
<p>How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? Cómo le pareció desempeñar un rol específico (organizer, encourager, resource man, explainer) dentro del grupo</p>	T	Siguiente pregunta se acuerdan que cada uno tenía un rol en el equipo, ¿cómo les pareció desempeñar ese rol, fue fácil o fue difícil hacer ese rol?
	S14	Pues bien, a veces cumplían lo que yo les decía pero sólo a veces / organizer / facil porque a veces cuando yo les decía un momento por favor entonces ellos decían si / me hacían caso.
	S15	Bien...bueno regular porque es que a veces xxxxx decía que yo no era el organizer y pues le decía a xxxxx que él era el organizer me confundía pero yo sabía que yo era así que sí fue fácil.
	S17	Si me pareció chévere aunque xxxxx algunas veces peleaba de que ese era el rol que le tocaba a ella pero no me tocaba a mí / entonces decidimos que cada uno tiene una tarjeta y a mí me tocó la que tenía.
	S17	Organizer /Si

	S11	A mí también igual como xxxxx pero también me pareció muy chévere porque me tocaba organizarlos porque me tocaba organizar/ Mas o menos me hacían caso.
	S5	El primero fui organizer / bueno regular porque yo seguía distraído / No me acuerdo si hice el rol, pero me decían que los organizara y creo que ya, y tú los organizaste o no, creo que los organicé una vez pero la mayoría de veces seguía distraído.

QUESTION	STUDENT	
	T	¿Qué fue lo más difícil de hablar en inglés?
What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?	E	Lo más difícil de hablar en inglés fue que habían algunas preguntas que no entendía y tenía que preguntarle a otros amigos, como decirles, what if that the trees are alive...
	S2	Lo más difícil fue que en What if fue difícil que... que nos inventamos qué podría.... inventar las frases como the animals that not exist fue difícil.
	S16	Más o menos / fue un poquito difícil aprenderme todas las palabras nuevas que aprendimos y What if y tocaba hablar un poquito duro.... intentar muchas veces decir la palabra porque no me acordaba.
Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?	T	¿Te gustó trabajar en equipo con tus compañeros?
	S16	Más o menos porque siempre peleaban nunca se ponían de acuerdo sólo de vez en cuando y dibujaban todo lo que quisieran.
	S2	Me pareció bien sólo que algunas veces empezaban a jugar y de resto pero hacíamos los proyectos bien.
	E	Más o menos porque algunas veces hemos peleado pero ya nos está yendo un poquito mejor y ya el grupo está dando opiniones y ya no peleamos entonces antes cuando estaba en el grupo nadie daba opiniones coloreaban los que querían el monitor que decía tu coloreas, tu coloreas estaba distraído y pero bien y el organizer estaba distraído y ahora ya hemos mejorado.
Did you speak in English all the time with your classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?	T	¿Hablaste todo el tiempo en inglés con tus compañeros durante la realización de las actividades del proyecto?
	E	Casi siempre pero cuando otro amigo me preguntaba como se dice esto en español yo... cómo significa esto en español yo tenía que decirselo para saber qué significa.
	S2	A mí pues casi siempre porque para qué para que nuestro grupo a veces pudiera decir como para que no juguemos más y para que pudiéramos hacer la tarea y yo no sabía cómo decirlo en inglés y a veces otras cosas las decían español.
	S16	Casi siempre porque a veces gritaban mucho y no sabía cómo decirles que hicieran silencio en inglés y... como en inglés tratar de que se porten bien y a veces cuando no sabía decir una palabra no me acordaba porque a veces tocaba hablarlo en español a los otros para que entendieran.
Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no	T	¿Le pediste ayuda a tus compañeros cuando no entendías algo o cuando no sabías una palabra en inglés?
	S16	No porque yo casi todas las palabras que usamos ya las sabía sólo cuando aprendimos nuevas yo las aprendía.
	S2	Yo al comienzo del proyecto no entendía muy bien.... entendía muy bien entonces mis amigos me ayudaron y ya pude... y de resto del proyecto sí pude.

entendía algo o cuando no sabía decir algo en Inglés?	S6	Cuando comenzó el proyecto no sabía cómo se decía viajar y un día que estuvimos en el proyecto la profesora me dijo "travel" y yo pregunté qué es "travel" y la profesora me dijo viajar y entonces desde ahí desde ese momento cuando yo tenía alguna pregunta le preguntaba, si mis amigos no sabían le preguntaba a la profe pero si mis amigos sabían les preguntaba ellos.
How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager, resource man, explainer) dentro del grupo	T	¿Cómo les pareció hacer el rol en el grupo, cómo les fue haciendo ese rol en el grupo?
	E	A mí me fue un poquito difícil porque todos me preguntaban cómo se decían las palabras y hay veces que yo no sabía y me hablaban todos al tiempo y no entendía las palabras que me decían entonces yo les decía espérense un momento primero me pregunta uno después me pregunta otro y ahí fui entendiendo cómo es que uno era un organizer.
	S2	Fui como el resource-man creo... no creo que era el encourager y me pareció como más o menos porque no sabía casi como hacer un encourager y en esa parte fue aprendiendo cómo era ser un encourager
	S16	Más o menos porque casi no sabía ser encourager y no me quedaba tiempo no me acordaba de leer las palabras y también porque no entendía mi rol tanto / de vez en cuando... no creo que no pregunte.

Appendix N
Student's interviews
Third project

QUESTION	STUDENT	
<p>What was the most difficult thing of speaking in English? ¿Qué fue lo más difícil de hablar en inglés?</p>	T	Me van a contar ¿cómo les pareció este proyecto?
	S19	Me pareció chévere porque fue en grupo y (...) no no más
	T	¿Qué fue lo más fácil de hablar en inglés, fue fácil o fue difícil hablar en inglés con los compañeros?
	S19	Más o menos... porque no sabía algunas palabras / y tampoco sabía cómo... como digamos... como... hay
	S10	Yo también no sabía
	S12	Fácil / porque yo sabía casi todas las palabras y no me tenían que ayudar yo era la que tenía que ayudar a los otros y fácil.
	S10	Fácil pues porque (...) porque entendía las palabras que decían mis amigos y pues fácil.
	E	Fácil porque (...) porque me pareció fácil hablar con xxxxx, xxxxx y xxxxx y también más o menos porque a veces no me entendían y me tenían que corregir algunas palabras.
<p>Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?</p>	S1	Fácil / porque yo los entendía a ellos y ellos me entendían a mí y ósea los tres a veces yo casi no sabía las palabras pero cuando ya íbamos a poner lo de Mars ya me fue mucho mejor me aprendí todas las palabras y ya.
	T	Segunda pregunta ¿te gustó trabajar en equipo con sus compañeros?
	S1	Sí porque todos nos entendíamos no peleábamos por eso me gustó que no peleamos cada.
	E	Sipi / porque nos ayudamos en el grupo y podemos aprender en grupo
	S10	Un poquito difícil / porque había un niño que siempre molestaba entonces un poquito difícil.
	S12	Más o menos /porque un compañero se quedaba así mirando al aire todo el tiempo haciendo pistolitas y así aburrido y no hablaba y nos tocaba a todas decir en coro xxxxx todo el tiempo.
<p>Did you speak in English all the time with your classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?</p>	S19	Pues chévere / porque casi no teníamos tantas equivocaciones porque lo que no me gustó es que casi no hablaban y no ya.
	T	Tercera pregunta ¿hablaste en inglés todo el tiempo con tus compañeros mientras hacíamos los dibujos y las actividades con los compañeros?
	S19	Ahorita si estaba hablando en inglés como cuando estábamos haciendo esta cosa (la presentación) ahí está hablando casi en inglés y en la presentación a veces hablaba en español.
	S12	Más o menos / porque cuando me da risa no puedo seguir hablando en inglés me da mucha risa muy chistoso y sigo hablando es en español es que me da mucha risa cuando se me cayeron los fósforos.
	S10	A mí más o menos / porque me tocaba al niño que molestaba a explicarle en español entonces (...) entonces por eso
	E	Más o menos porque a veces xxxxx nos gritaba a xxxxx, xxxxx y a mí
E	Más o menos porque a veces yo no sé qué decir y no alcanzamos a decirte que no alcanzamos a decirte... como se dice o escribe.	

	S1	Cuando íbamos a hacer la presentación hablaba inglés pero a veces cuando mis amigos no me entendían tenía que hablar en español y a veces cuando no me sabía la palabra
Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?	T	Okay, siguiente pregunta ¿le pedí ayuda o algún amigo me ayudó cuando yo no sabía decir algo en inglés?
	S1	A veces, casi siempre no (...) / a veces / cuando yo no sabía pero yo sí sabía a veces.
	E	A veces cuando yo no sabía una palabra me decían
	T	Y te decían bien o no te decían bien
	E	A veces se equivocaban (...) cómo Let's go to...
	S10	pues, pues yo sí corregía a mis amigos algunas veces porque otra vez xxxx no ponía atención y me tocaba explicarle
	T	y tus amigos te corregían cuando decías algo mal en inglés o no
	S10	No...no me corregían
	T	¿Y tu ayudabas a tus amigos cuando ellos no sabían algo?
	S12	Si a mí era la que le tocaba ayudar pero los demás cuándo yo no sabía una palabra ellos tampoco la sabían, parece que yo era la que más sabía inglés del grupo porque cuando yo les preguntaba ellos se quedaban ahí pensando y como que se quedaban 5 minutos ahí y trabados, entonces yo era la única que ayudaba
S19	Yo pues no me corrigieron pero cuando vino ayer, cuando no vino ayer xxxxx me tocó explicarles a los demás porque estaban confundidos	
How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager, resource man, explainer) dentro del grupo?	T	Okay muy bien y la última pregunta ¿cómo les pareció el rol se acuerdan el rol encourager, organizer?, ¿cómo te pareció esta vez, estuvo bien o estuvo mal fue fácil o difícil?
	S19	Pues a mí / el segundo explainer y chévere.
	S12	Pues no tan chévere / resource-man / pues a toda hora me tocaba explicando los materiales pero es que también me tocaba explicar mucho como si fuera el explainer porque mis amigos no sabían entonces no pude casi realizar ese rol.
	S10	Me parece un poquito difícil porque es que casi no entendía las palabras y yo no entendía que hacía entonces por eso.
	E	Resource-man / chévere porque a veces porque no me necesitaban mucho.
	S1	Explainer /me gustó era chévere en eso casi no poníamos atención siempre poníamos atención en la tarea no importa si era explainer, sólo hacíamos la tarea y no importaba si era organizer
	T	¿No les importaba el rol?
	S1	Si nos importaba pero ellos casi no ponían atención a (...) a cómo se llama (...) al rol

QUESTION	STUDENT	
What was the most difficult thing of speaking in English?	T	Me vas a contar ¿cómo te parece hablar en inglés con tus compañeras fácil o difícil?
	S6	Un poquito difícil porque algunas veces se confundían algunas veces se reían y como que empezaban a hablar en español para corregirle a uno tanto.

¿Qué fue lo más difícil de hablar en inglés?	S11	También un poquito difícil porque nos equivocamos muchas veces y porque cuando nos corregían nos corregían era en español y no en inglés.
	S13	Sí también un poquito difícil porque a veces no me entendían o sea yo les decía la palabra que tenían que decir pero yo les ayudaba pero ellos no sabían qué significaba en Inglés.
	S3	Un poquito difícil / porque cuando no sabíamos palabras entonces corregían mucho en español y algunas veces nos sentíamos mal porque cada vez que te corrigen te sientes como mal...entonces por eso.
	S4	También un poquito difícil porque no sabíamos unas palabras y te teníamos que decir a ti.
Did you like working in groups with your classmates? ¿Le gustó trabajar en grupo con sus compañeros?	T	Muy bien segunda pregunta ¿te gustó trabajar en grupo con tus compañeros?
	S4	Sí porque era divertido y no peleábamos.
	S3	Muy lindo porque todos se ayudaban y todos, todos éramos felices y todos estábamos bueno a veces preguntábamos, pero estar en grupo es muy lindo porque tú puedes estar con compañeros.
	S13	Muy chévere porque a veces eran chistosos a veces se peleaban pero después se disculpaban y seguíamos haciendo lo que teníamos que hacer.
	S11	Chévere porque las cosas eran más fáciles y cuando nos equivocamos nos podríamos ayudar.
	S6	Sí porque algunas veces digamos se peleaban mucho y después se disculpaban de nuevo sino que pasaba era qué nos ayudábamos mucho éramos como buenos amigos y eso.
	T	¿Y todos los amigos del grupo participarán en las actividades?
	S11	Pues sí a veces no y a veces sí
	S13	Pues a veces no porque a veces no venía alguien se perdía la clase por estar en el baño como xxxxx hoy.
	T	¿Todos participaron xxxxx de tu equipo en todas las actividades que pusimos?
S3	Casi porque algunos no participaban y otros sí o sea otros mandaban se sentían tristes un poco porque mandar es muy desagradable para los demás.	
S4	Unos no porque...porque es que no venían y unos estaban en el baño y se perdían algunas actividades	
Did you speak in English all the time with your classmates while doing the project activities? ¿Habló en Inglés todo el tiempo con sus compañeros durante la realización de las actividades del proyecto?	T	Siguiente pregunta hablaste en inglés todo el tiempo durante las actividades de preparación para el proyecto Flying to Mars?
	S4	Más o menos / porque no sabíamos todas las palabras.
	S3	También más o menos / porque a veces sabíamos las palabras pero no nos acordábamos cómo se decían entonces yo creo que para mejorar eso hay que practicar más ser más pilos y no olvidarse.
	S13	Sí un poquito más o menos porque yo les decía algo pero ellos no entendían entonces para mí era muy difícil poder decirles en inglés entonces por eso me tocaba explicarles en español.
	S11	Más o menos también porque... o sea yo les explicaba algunos de mi grupo no entendían entonces me toca volverles a explicar pero en español, entonces después cuando ya estábamos en la actividad se les olvida y dicen otras cosas y lo dicen en español.
S6	Era un poquito difícil porque algunos (...) entonces pasaba que nos reíamos y empezaban a reírse algunas veces y algunas veces no nos corregían y se equivocaban y nos decían en español.	

	T	¿Pero tú hablaste en inglés todo el tiempo o no?
	S6	Más o menos / porque es que era como muy difícil y algunas palabras no, no las enseñan pero algunas veces no nos ayudaban a decir las palabras y así.
Did you ask for help when you did not understand something or when you did not know how to say something in English? ¿Le pidió ayuda a sus compañeros cuando no entendía algo o cuando no sabía decir algo en inglés?	T	¿Le pediste ayuda o ayudaste tus amigos cuando no sabían alguna palabra en inglés?
	S6	Si algunas veces casi todas las veces no / por ejemplo como digamos cuando estábamos en el de flying to mars en una de esas me equivoqué...yo le dije a uno que me ayudara y no me ayudó.
	S11	Pues yo sí los ayudaba pero ellos no me ayudaban / es que ellos no saben algunas palabras o sea (...) se saben menos palabras que yo la única que me corregía era xxxxx.
	S13	Sí también yo les tenía que explicar yo les ayudaba pero ellos no me ayudaban a mí porque ellos sabían que yo les daba las ideas y les decía cómo hacerlo y todo y si no sabían una palabra también me decían a mí como se podía decir y eso.
	S3	También porque a veces yo tenía que corregirles porque casi todos no saben inglés pero algunos sí como yo, porque mi papá aprendió inglés y siempre me enseñó entonces se un poquito de inglés y los demás no, entonces tenía que corregirlos un poquito.
	S4	A mí también me tocaba corregirlos porque...cuando ellos leían ellos lo decían mal y yo les estaba corrigiendo
How did you feel about playing a specific role (organizer, encourager, resource-man, explainer) in the group? ¿Cómo le pareció desempeñar un rol específico (organizer, encourager, resource man, explainer) dentro del grupo?	T	La última pregunta ¿cómo te pareció el rol que te tocó hacer en este proyecto?
	S4	Chévere/ organizer / si
	S3	Tenía el rol de encourager / me parece chévere pero también me molestó un poquito porque yo no era encourager sino que era explainer entonces después todo el grupo me dijo que yo no era explainer sino que era encourager entonces me sentí mal porque yo no era.
	S13	Sí chévere / pero no tan chévere porque yo no tenía ese tipo de encourager, o sea no necesitaba que yo les dijera sigue y todo eso en mi grupo casi no necesitaban / yo sólo les explicaba yo era más explainer que encourager.
	S11	Chévere mi rol era organizer y tampoco necesitaba que...que los organizarán y esas cosas, pero algunas veces sí me toca organizarlos.
	S6	Me tocó con explainer y algunas veces no me dejaban hablar por eso es que no era tanto explainer entonces pasaba que yo cada vez les decía que silencio y muchas cosas y ellos no me ponían atención se quedaban peleando ellos.