The Development of Oral Production in a Large Fourth Grade Class through the

Implementation of Cooperative Interactional Task-Based Lessons

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Declaration
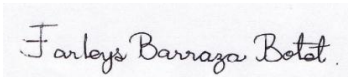
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Abstract

This qualitative research study was carried out at the Colegio Corazonista in Bogotá. The selected population was formed by 33 children from fourth grade whose English level was A1. As a result of the thorough observation of the group, two key issues were identified, namely the lack of oral production and the constant usage of the native language in English classes. Although students had been learning English for more than 3 years, they were not able to engage in communicative encounters. However, they had memorized forms and structures of the language adequately well to develop reading and writing skills. This situation had become a concern of the community in general being a reason for carrying out the current action research. Consequently, this study aimed at determining the impact of cooperative interactional task-based lessons on the development of oral production. This research study also intended to enhance autonomy in the target population through cooperative work. Finally, the research design was guided by the foundations of task-based approach in order to plan the lessons that included similarities with real-life situations so that students could easily accomplish target communicative goals (Skehan, 1996). The development of this project was based on the study of the characteristics of cooperative work and interactional tasks.

Key words: English as a Foreign Language, EFL, oral skills, action research, task-based approach, cooperation, interaction.

Resumen

Esta investigación cualitativa fue desarrollada en el Colegio Corazonista en la ciudad de Bogotá. El grupo seleccionado estuvo conformado por 33 estudiantes pertenecientes a grado cuarto cuyo nivel de inglés es A1. A través de observaciones se identificaron dos situaciones problemáticas las cuales fueron la falta de producción oral y el uso constante del español en las clases de inglés a pesar de haber estudiado la misma por más de 3 años. Este grupo de estudiantes mostraron poco compromiso en comunicarse haciendo uso de la lengua extranjera a pesar de haber memorizado estructuras y formas de la lengua inglesa de forma adecuada mediante el desarrollo de las habilidades de lectura y escritura. La comunidad Corazonista en general consciente de esta situación promueve la ejecución de la presente investigación acción cuyo objetivo principal fue el de determinar el impacto de la implementación de prácticas de aprendizaje cooperativo y tareas interactivas en el desarrollo de la producción oral. Así mismo, se pretendió promover autonomía a través del trabajo cooperativo. Finalmente, el diseño de investigación para la planeación de las clases fue guiado bajo los principios del enfoque basado en tareas comunicativas donde se fomenta la inclusión de situaciones comunicativas propias de la vida real para preparar a los estudiantes en el alcance de sus objetivos comunicativos (Skehan, 1996).   Así mismo, este proyecto se basó en el estudio de las características del trabajo cooperativo e interacción.

Palabras claves: inglés como lengua extranjera, habilidades orales, investigación acción, enfoque de tareas comunicativas, cooperación, interacción.

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Chapter 1: Introduction

1.1   Introduction to the study

Nowadays English teachers rely on a variety of approaches, methodologies and strategies to support successful learning of the foreign language. With the implementation of a task-based approach (TBA hereafter) in this project, it was expected that students could develop their speaking skills by efficiently communicating in their foreign language. In order to ensure the production of comprehensible speech, oral communication was promoted and put on through contextualized practice offering personalized content; this applied linguistic knowledge was aligned with the requirements of the school language curriculum. Furthermore, this project sought to overcome the problems associated with traditional grammar-based approaches to language teaching, in which the study of the forms was the main focus of teaching.

In general, the teaching and learning of English in Colombia has been for a long time "equated with linguistic and grammatical accuracy" development (Tello, 2006, p.169) in which the "curriculum may favor the written language…with a focus on grammar rather than on oral communication" (Cohen & Fass, 2001, p. 44); this approach would be usually caused by the teacher's lack of confidence regarding their fluency in English and training in assessing learners' oral production. Consequently, it has negatively affected learners' motivation and attitude toward learning English. This phenomenon was evident in the selected population for the current research project, where students' interaction was also reduced because of the lack of opportunities to participate. Moreover, the large number of students in the classroom has influenced on the selection of a teaching approach that allows teachers to control students' participation in English classes at the Corazonista School. Consequently, the target objectives set in the units of study and lessons activities for fourth graders have been limited to the

demonstration of the ability to produce oral and written sentences, containing specific grammar structures explained by the teachers.

Promoting communication does not necessarily mean that grammar must be relegated. On the contrary, it is crucial to demonstrate that meaning and form coexist in authentic communication and it should be reflected in the way English classes are designed. According to Macias (2011) the Colombian trend of replacing grammar focus with meaning focus revealed that students did not only demonstrate a lack of knowledge of linguistic forms but also an inability "to cope with a simple communicative situation after several years of classroom instructions" (Velez, 2003, p. 191). For that reason, it has been essential to adopt an approach that could allow incorporating both components and promoting students' active participation in English lessons.

1.2   Rationale of the study

In terms of the context selected for this research study, it was determined that the fourth graders at the School Corazonista experienced major difficulties in oral production due to the absence of opportunities to interact and the emphasis on the study of grammar structures. As in many other similar programs, teachers' roles and beliefs has influenced negatively the development of students' speaking skills due to teacher-centered classes and strong emphasis on written exercises. Therefore, it emerged a possible solution which focused on promoting active student-student interaction in a real language context that would allow students incorporate their previous linguistic knowledge of the language. According to Nunan (1989) communicative tasks allow learners to interact and produce utterances focused mainly on giving a comprehensible message; hence, such authentic language tasks are a vital component of English language practice.

This research project sought to implement TBA in order to promote oral skills and reinforce linguistic knowledge in fourth graders while they were working on tasks that were relevant to them. Ellis (2006) affirmed that grammar should be integrated into communicative activities and that explicit explanation of grammar alone is likely to result in delaying the development of fluency and accurate communication. Accordingly, interactional task-based lessons within a cooperative work framework became the main components of the intended strategy to improve oral communication so that students would recognize English as a useful tool relevant to their lives as opposed to merely a course that they must complete as an academic requirement.

This project also integrated cooperation as a significant contributor to increasing the frequency of speaking interaction among students, promoting students' responsibility and fostering autonomy in their English learning process. According to Johnson and Johnson (1991), cooperation increases motivation, what in turn, encourages students with low English production increase their participation and overcome their difficulties. Additionally, by working in pairs or groups, it is expected that weaker students learn from more experienced peers and strengthen their confidence while using the target language which enable learners to assume a more active role in language learning.

1.2.1 Needs analysis and problem statement

Throughout the first period of the 2014 academic year, the fourth-graders' English language performance seemed to be inadequate and characterized by constant overreliance on L1. In addition, learners showed difficulties in structuring oral utterances, and their attitude toward activities demonstrated a lack of initiative to participate. Consequently, these phenomena

became a deep concern for the researcher and stimulated her interest in investigating what factors caused this problematic situation in their language learning process.

To understand the problem better, the researcher conducted a needs analysis (through the implementation of a questionnaire and an interview, Appendix B) in order to determine the factors that influenced students' performance in the foreign language. During the analysis of students' needs, the researcher was able to identify learners' concern about their lack of knowledge of the language (mainly vocabulary) which was considered an impediment that prevented them from participating in English language classes. Students commented that they usually forgot vocabulary or they did not know the pronunciation of the words. They also stated that English was a difficult subject.

Additionally, students' emotions negatively impacted their initiative to express themselves in the foreign language. Students expressed that they felt fear of making mistakes and being judged by their teacher due to their inadequate performance in English. They also indicated that speaking in front of their classmates made them feel embarrassed due to lack of vocabulary and mistakes in pronunciation. That was the main reason for avoiding oral participation in front of the class.

At the same time, the researcher determined, based on students' feedback, they had preferences toward group work and pair work. During interviews, students mentioned that they needed more opportunities to practice speaking and that they preferred working in groups or pairs when they could share comments and ideas with their peers. Likewise, they thought that working in groups facilitated the learning process because group work offered opportunities to help each other and to correct one another's mistakes.

Therefore, it is believed that the strong focus on grammar these students had experienced for approximately three years contributed to the delayed development of their speaking skills, principally because the learners had not yet found the connection between the theoretical knowledge and its application. They were unable to activate the knowledge of grammar rules and apply it in order to communicate effectively in English even on very basic topics using elementary grammar structures. In fact, students had been mainly taught with emphasis on memorizing forms and structures of language to develop reading and writing skills as it is suggested in the goals and objectives set in the syllabus. Evidently, learners did not have enough opportunities to use the language for communicative purposes either inside or outside the classroom.

Consequently, the research study attempted to introduce the students to a cooperative interactional task-based strategy to enhance oral production through the implementation of authentic language activities mirroring real-world language situations aiming at specific communicative goals. Cooperation can facilitate learning by fostering student's "accountability for their own learning and motivation" (Olsen & Kagan, 1992, p. 8) to help others succeed in the language learning process. Hence, the study aimed at teaching cooperative learning strategies as means to raise awareness of the importance of exploring, negotiating, encouraging each other to overcome shyness and lack of confidence. Furthermore, such process would lead to the development of learners' responsibility and foster learners' autonomy on their own learning.

1.2.2   Justification of problem's significance

The whole school community should benefit from the implementation of this action research study because of its emphasis on overcoming a general problem identified in fourth graders at the school. Firstly, students will be able to communicate in the target language by

applying the knowledge they have previously learned. At the same time, they can be placed on

the A2 level that corresponds with the established Common European framework (Council of

Europe, 2001). Second, teachers will be the facilitators of learning strategies designed to help

students accomplish communicative goals. At the same time, giving more opportunities for

students to participate in the learning process will allow them to transcend from passive learners

to active ones, which in turn might promote the development of communicative skills. Third, the

school will benefit from curricular adjustments that might enrich the planning and

implementation of language classes. Moreover, promoting cooperative work and active student'

participation might facilitate the management of a large class. Finally, cooperation can foster

engagement and motivation that might lead toward autonomy and the development of creativity

while making decisions related to the development of the tasks.

1.2.3   Strategy proposed to address problem

The reported research project intended to overcome students' oral production limitations

by providing them with lessons that include interactional tasks and cooperative work. For Skehan

(1998), "tasks can be used to channel learners towards…accuracy, complexity, fluency in

general, or even occasionally, the use of particular set of structures in the language" (p. 97).

Hence, tasks might facilitate the connection between the learning of linguistic knowledge (one of

the main concerns at the current school) and the development of oral production through

activities that provide learners with opportunities to communicate.

The cooperative learning approach has been considered for this study since it promises to

increase students' participation. According to researchers such as Tan, Sharan and Lee (2006)

cooperation is "a set of classroom teaching methods where students work...to help one another

study an academic subject" (p. 4), in this case, the English language. Furthermore, cooperative

work might be helpful to transform classes from teacher-centered to student-centered as well as to motivate students to engage in communicative practice.

In order to implement the said cooperative interactional TBA as a strategy to overcome difficulties in producing comprehensible speech, it was necessary to determine how it might be smoothly integrated in the current and future syllabus of the institution where the project took place. Richard (2001) outlined that every curriculum should have clear goals specifying what is expected in the short and long term, and how it might impact society. In this context, cooperative interactional task-based lessons targeted specific long-term EFL outcomes, namely the development of oral and linguistic competences, which aim at enabling students to communicate with people outside the classroom, changing their perception toward the usefulness of learning the English language.

Besides, the success of this project relied on the fact that the implementation of the proposed strategy would encourage the usage of authentic language through contextualized tasks and provide intrinsic motivation toward foreign language learning. Hence, the results of the analysis of students' preferences, needs, and difficulties should be combined with students' feedback in order to design engaging learning tasks. Involving students in the design process should help them understand not only how important their participation is in the completion of the tasks but also in the designing of activities that are relevant to them. With all this in mind, the following question and objective underpin the development of this study.

1.3   Research question and objective

The research question of this study was "How might the implementation of cooperative work and interactional task-based lessons help students to develop their oral production in English in a large A1 elementary class?", and the corresponding objective was to determine the

impact of cooperative learning and interactional task-based lessons on the development of oral production in A1 elementary learners.

Accordingly, the specific objectives were:

- To examine how A1 learners' oral production is fostered through the implementation of cooperative learning and interactional task-based lessons.

- To identify how cooperative learning practices might influence learners' autonomy.

1.4   Conclusion

As it was discussed above, the TBA offers a way to face the aforementioned challenge related to the development of speaking skills without relegating linguistic knowledge. The designing of such tasks requires taking into account students' needs, age, preferences and pace of learning. Moreover, it was highlighted the inclusion of the cooperative learning component as an opportunity to strengthen social skills and foster autonomy through a healthy practice of group work. Those factors are expected to influence the success in teaching and learning of English. The reported research study was focused on setting real-life language goals and objectives to promote oral production, acquisition of linguistic knowledge in context, and motivation of learners to assume an active involvement in language learning tasks.

Through the research report the reader will find the following sections: Chapter Two discusses the theoretical framework of this action research project, including the constructs of cooperation, task-based approach and interaction. It provides theories and updated research related to this study. Chapter three focuses on methodology and explains the type of study, the context, the participants, the ethical consideration, validity aspects, the data collection instruments and the procedures. Chapter four presents the pedagogical intervention and its implementation. Chapter five describes the data collection methods used to analyze the

information as well as the findings obtained from data. Finally, chapter six provides a conclusion

based on the findings of the research project as well as the limitations, pedagogical implications

and optional topics for further research related to this study.

Chapter 2: Theoretical Framework

2.1   Introduction

Previously, the researcher has shown the benefits of the development of speaking skills in

school context. In order to provide reasonable grounds for the design and implementation of this

action research study, it is necessary to examine the relevant language learning theories related to

TBA, interactional tasks, and cooperative work.   With previous constructs, it is expected to

present a teaching methodology that helps the target population to overcome their language

difficulties and change their attitude toward language classes.

2.2   Definitions

2.2.1   Task-based approach

Task-based instruction is introduced as a work plan that might help learners develop their

speaking skills to cope with real communicative encounters (Ellis, 2003). Consequently,

learners should be encouraged to focus on communicating in English and accomplishing

language outcomes taking into account the parameters that real world conversational routines

encompass. According to Ellis (2003):

> A task is a work plan that requires… learners to give primary attention to meaning
>
> and to make use of their own linguistic resources, although the design of the task
>
> may predispose them to choose particular forms. A task is intended to result in
>
> language…to the way language is used in real world. Like other language
>
> activities, a task can engage productive or receptive, and oral or written skills and
>
> also various cognitive processes. (p.16)

From this perspective, connecting tasks to real-life situations helps engage and motivate

learners to speak English applying the linguistic knowledge they already have but also

emphasizing the intention of communicating a realistic and contextualized message. The

implementation of real-world communicative tasks might thus encourage interaction and peer

work resulting in meaningful learning and increased interest in communicating using the target

language. Furthermore, it fosters learners' active participation in the learning process.

According to researchers such as Ellis (2005), Nunan (2004), Bygate, Skehan, and Swain (2001),

Willis (1996), task-based instruction is nowadays one of the most salient approaches used

worldwide since it fosters students' active participation through the development of tasks that

require interaction among them. Considering the problematic situation of the population under

study, it was necessary to offer a classroom environment where learners feel comfortable and

confident to express their ideas and address their needs and real expectations.   The definition of

Nunan (1989) further stresses that the task-based lessons have as main purpose to involve

learners in situations that encourage them to communicate in their L2. For Nunan (1989):

> The communicative task is a piece of classroom work which involves learners in
>
> comprehending, manipulating, producing or interacting in target language while
>
> their attention is principally focus on mobilizing their grammar knowledge in
>
> order to express meaning rather than form (p. 10).

It is essential that students apply their linguistic knowledge through activities that

promote communication so that students might be understood not only in the English class but

also in real-world situations (Nunan, 1986). Meaning and form should complement each other in

order to build language and contribute to developing communicative competence.

Additionally, task-based approach emerges from the interest of engaging learners in an

experiential learning where the inclusion of students' real-life experiences could be key to

motivate learners to participate actively in language classes (Nunan, 2009). In this action

research study, it was fundamental to enhance learners' active participation in the development

of the tasks and in their language learning process in order to achieve the expected language

goals. For Kohonen (1992):

> Experiential learning theory provides the philosophical view of learning as a part
>
> of personal growth. The goal is to enable the learner to become …responsible for
>
> his or her own learning. This process means a gradual shift of the initiative of the
>
> learner, engaging him or her to bring in personal contributions and experiences (p.
>
> 37).

In the implementation of the study, the key aspect of experiential learning, i.e., "learning

by doing" (Nunan, 2004, p.12), fostered the learning process, the tasks offered learners more

opportunities to interact among themselves and reinforce linguistic knowledge by bringing in

personal contributions. The meaningful contextualization of activities is required when the

purpose is to enhance students' willingness.

According to Larsen-Freeman (2001) for students to learn meaningfully, they need to be

taught using a methodology that "embraces a more communicatively oriented approach, starting

with a communicative activity such as a task" (p. 256) so that it leads to the use of grammar

forms and vocabulary to accomplish authentic communicative goals. Nunan (2004) stated that

"the language of the classrooms is unnatural by design, and that teachers have to provide learners

the kinds of practice opportunities that do not exist outside the classroom" (p. 22) in our context

so that they can be prepared for the out-of-class real-world application of the foreign language

when needed.

Consequently, in planning the task-based lessons two main assumptions highlighted by

Feez (1998) were taken into consideration, such as the designing of tasks "thinking that learners

might need this knowledge to achieve real life goals" (p. 17) and a gradual level of tasks' difficulty taking into account learner's previous experiences, their language knowledge, and the availability of peers' or teachers' support to undertake the tasks. Additionally, Vygotsky's contributions related to social interaction were taken into account when planning the tasks since he reiterated that learners' development should not be separated from cultural and social contexts. In other words, in this study it is expected that learners' internalize what it is worked in the English class after a strong external social stage in which learners provide each other assistance and guidance while working on the problem solving tasks (1962) . For Vygotsky, individuals learn skills, concepts and psychological tools while sharing actively with more skilled persons. Hence, the tasks were planned to offer scaffolding in the form of activities that provided students opportunities to learn vocabulary, expressions, and cultural aspects from more acknowledge peers. Models on how to approach a conversation that would simulate real-life situations (known as interactional routines) were also planned. All this aimed at fostering interaction among the learners to generate meaningful learning of the target language.

2.2.2   Interaction

With this in mind, interaction becomes the second key construct of this project and an essential component of a language class design. It requires the participation of two or more individuals with common learning and communicative purposes related to the task accomplishment.

In this study, interaction is seen as a strategy that promotes the active involvement of the students to develop and complete a given task; negotiation, manipulation, and cooperation are crucial elements that interaction encompasses. Different authors have referred to interaction in

classroom environments, such as Moore (1993) who identified three types of interactions,

namely: learner-content, learner-instructor, and learner-learner interaction. According to Moore

(1993), learner-content interaction refers to the relationship between student and all the

information studied through different materials used in the English class. Thus, students have the

opportunity to infer, share thoughts about the assigned topic, recognize the vocabulary,

structures, and content they might use, and recall those elements (i.e. vocabulary, structures, etc.)

to accomplish the tasks. Learner-instructor interaction takes place when students' performance is

supported by teacher's feedback and communication with the teacher; hence, the connection

created between them is crucial for learners. The last is learner-learner interaction in which they

have the chance to negotiate, debate and in general, communicate and support each other as

equal participants. This research project was focused mainly on learner-learner interaction so

that participants could enrich their language by cooperating with peers and engaging in peer-to-

peer communication.

        For Rhode (2009) learners' engagement with the interactional practices results in a better

understanding because they can apply their knowledge. According to Flottemesh (2000)

interaction contributes not only to the quality of the language learning environment but also

increases learning opportunities. Rovai and Barnum (2003), and Wiley (2006) agreed that

interaction is a strategy that enriches the learning process because it enhances students' active

participation and cooperation in order to build their knowledge. In other words, negotiation and

socializing that take place during interaction might foster students' language production. Mackey

(1999) also emphasized that interaction, resulting from language tasks, gives learners a chance

not only to practice what they have learned but also to understand the language elements that

were previously unclear to them. Indeed, during interactive practices learners could rephrase,

repeat, and reorganize utterances to ensure comprehension of the language (Picca, 1994). More input leads to more opportunities to produce output (Swain, 1985, 1995) and helps learners to "notice features of the target language" necessary to convey a clearer message (Mackey, 1999, p.558). It promotes learning from others when students try to create a comprehensible output. Likewise, Yu (2008) stated that "interaction in the EFL classroom can facilitate the development of student's communicative competence" (p. 48). Therefore, interaction is seen in this study as a strategy to provide learners with opportunities to use L2 and promote social knowledge building by working in teams which contributes to overcoming individual's language difficulties. According to Yu (2008), "the role of classroom interaction is mainly cooperative negotiation and co-constructive work for L2 learners to their language development and self-development" (p.50). Hence, interaction was incorporated as a channel to foster performance in L2 and enable learners to communicate in the world outside the classroom since interactional tasks enhance the usage of basic language common in real-life routines (Seedhouse, 1999). However, Seedhouse (1999) warns to use tasks that do not limit learners' language production. Taking this into account, the research study aimed to demonstrate that learners would be able to develop their speaking skills through interactional task-based lessons by encouraging them to select the vocabulary and forms that help them best to express their insights without limiting them on the usage of specific bank of words.

Finally, Bygate (1987) stated that the interactional routines (incorporated into the interactional tasks in this study) allow teachers to teach learners how to organize a conversation in order to ensure the correct and logical development of a real conversation. Furthermore, learners were encouraged not to limit their production to the drilling of specific dialogues modeled in the class but to incorporate vocabulary, forms and utterances learned in previous

courses by negotiating and interacting in their groups. Such approach was applied to prepare them to deal with future communicative encounters where it is necessary to manage logical organization of the parts of a conversation.

In terms of the integration of interaction in large classes, it was essential to examine the importance of cooperative work to increase students´ participation in their own language learning process and, at the same time, help others to overcome their difficulties. Hence, cooperative work was the third key construct in the study.

2.2.3   Cooperative learning

Tan, Sharan and Lee (2006) defined cooperative learning as a set of classroom teaching methods where students have the possibility to work in small groups to help each other study an academic subject. The main characteristic of cooperative work is that it allows students to work actively by supporting each other what in turn can contribute to the transformation of a teacher-center class into a student-center class. In this light, language learning can be enhanced by active involvement of the students in the development of the classes' tasks or activities. For Johnson, Johnson and Holubec (1994) language learning is facilitated when students face the challenge of sharing with peers in a comfortable environment. Likewise, Johnson and Johnson (1994) pointed out that learning is promoted when students have opportunities to exchange their ideas, share materials and talk to each other about a topic without distracting others. Thus, cooperative work helps students concern not only their own individual process but also classmates' progression which recreate an atmosphere of achievement, as mentioned by Johnson and Johnson (1989) and by Johnson, Johnson and Holubec (1994). Consequently, before the implementation of cooperative work, learners must be conscious of their roles in their own learning process and their influence on their classmates' progress.

Furthermore, Johnson and Johnson (1989) and Johnson, Johnson, and Holubec (1998a) stated five factors that characterize successful cooperative practices in the classrooms. The first factor is positive interdependence; learners raise awareness of the benefits of working in groups, such as successful results in terms of subject learning. This implies the setting of a positive and mutual learning goal. The second element is individual accountability; individual students should demonstrate how they have progressed while working with their peers. The third is face-to-face promotive interaction which encourages individuals to help others overcome their difficulties by assisting, teaching and valuing their efforts. The fourth element is a social skill that enables teaching learners to be a leader, make decisions, and solve problems so that they can succeed as a group (Johnson & Johnson, 1997). The last element is group processing that takes place when learners have the opportunity to reflect on their behavior and participation in the group; they must determine an action plan that contributes in the improvement of cooperative practices.

Hence, cooperative work becomes a strategy that helps students with low language level as they have an opportunity to learn from more experienced learners. Students can also strengthen their social skills when they explain or teach what they know to their peers. In fact, through the interaction with others and working with more skilled classmates, students with difficulties would receive feedback and support, which helps them clarify issues and understand better the language (Gillies & Ashman, 2000).

Johnson and Johnson (1994) outlined that one of the challenges for teachers is to become a facilitator in the learning process which implies to teach learners strategies to accomplish their tasks on their own. Consequently, cooperative learning helps increase students active participation and, at the same time, transform the role of the teacher. The focus of teacher's

attention should be on monitoring, supporting students and evaluating students' progress in the usage of language. Teachers' role also involves reminding learners the importance of sharing among them so that they might foster their autonomy as they learn English.

To conclude, the implementation of cooperative work in this study aimed at having an impact on student's language learning. Various authors have stated the following advantages of promoting cooperation:

- Students learn better, especially low achievers, due to the possibility of receiving assistance from more experienced peers (Yager, Johnson, & Johnson, 1985; Johnson, Johnson, Ortiz, & Stanne, 1991);

- Leaners can strengthen interpersonal skills (Michaelsen, 1992);

- Students develop a sense of social responsibility (Vermette, 1988) and of mutual respect (Pate, 1988) toward others' points of view and ways to approach the tasks;

- Students' self-esteem increases and their attitudes toward the subject matter and its learning is more positive (Shachar & Sharan, 1994; Johnson & Johnson, 2002).

Moreover, students are expected to contribute to the improvement of target language usage of their classmates by working together. Hence, this study sought to determine how cooperation and interaction might help learners to achieve common established goals, overcome possible difficulties, and increase students' participation in their learning process.

Before implementing cooperative work, it is necessary to consider its different types and select the one that matches the needs, characteristic and purpose of the research project. Johnson, Johnson, and Holubec (1998b) described three types of cooperative learning, such as: formal cooperative learning group, informal cooperative learning group, and cooperative basic group. In formal cooperative learning groups students are arranged to work on specific assignments and

they remain together until the task is accomplished. Informal cooperative learning requires students to be active for short periods of time; students must achieve a learning goal together. Cooperative base groups are more stable; students work together for a long-term and its purpose is to support each other and increase each member achievements in the school life.

After analyzing the variety of cooperative group formation, formal cooperative learning group suited the purpose of this study. Therefore, it is relevant to look in more depth at how to apply this type of cooperative group. According to Johnson and Johnson (1999) in formal cooperative learning groups, teachers should:

- Make a number of pre-instructional decisions. Teachers present the objectives and give instructions about groups' arrangements, roles of learners and the materials to be used.

- Explain the task and its positive interdependence. Students are taught the strategies to accomplish the tasks by implementing cooperative work. The teacher also gives the criteria to be successful.

- Monitor students' learning and provide assistance when necessary. A key aspect is that he/she encourages learners to work together in an effective way.

- Assess students' learning and help students understand how well their groups functioned. Learners reflect on their performance as member of the group and they determine "how they can improve in the future." (p. 69)

To sum up, incorporating cooperative work in the language classroom allows teachers and learners to transform their roles. Cooperative work reaffirms the benefits of student-centered classes in the improvement of students' performance, use of target language with the expectation that it also might contribute to enhancing learners' autonomy.

2.3   State of the art

Ten salient research studies were found matching this study and pertaining constructs. Carless (2002) conducted a study called "Implementing task-based learning with young learners" in which he focused on the importance of promoting the usage of the target language while implementing task-based lessons where students had the opportunity to interact with classmates and to recognize the teacher just as a facilitator of the learning process. This research pointed out the need of motivating students to participate and state their expectations related to language usage. Moreover, it sought to accomplish the learning goal and the involvement of learners during group work, which resulted in participants developing confidence to make oral contributions while they enacted different roles. This study dealt with three significant challenges in the implementation of task-based lessons, such as: noise/ indiscipline, the use of mother tongue, and the extent of pupil involvement. In this respect, the cooperative work strategy was applied in the reported action research study to help overcome difficulties pertaining to the characteristics of the group, and the large size of the elementary language class.

For Hoobs (2012) the development of oral tasks can be enriched when learners are given the opportunity to compare their products with native speakers' final products or samples of a real conversational routine. He encourages the planning of oral tasks where learners can interact without being limited by a tight linguistic focus which could affect the development of fluency. In addition, the usage of models that recreate a real-life routine might provide learners with features that represent real-world usage of language; however, it can also be distracting for low level learners. Furthermore, grouping plays an important role since more skilled learners can provide support to less advanced learners. Learners can then have the opportunity to identify the variety of communicative moves that lead to successful interaction and they might copy them to

increase their lexical range available for a given situation. The comparison of students' final products with native products or advanced products facilitates learning and improves the results of interactional tasks. In this study learners were encouraged to use their linguistic knowledge freely to not affect fluency in the performance when interacting. Additionally, comparison and analysis of their final products provided learners with the opportunities to identify weakness and aspect that needed further work.

Regarding the advantages of implementing cooperative learning strategies in the development of oral production, Rhenals and Molina (2014) observed that learners' motivation levels influenced their attitude toward the class. They also agreed that motivation can be increased while working cooperatively since this social strategy provides learners with opportunities to share and support each other' ideas. Besides, they found that working cooperatively helps to foster self-confidence which creates better and more comfortable atmosphere and, in turn, improves oral communication practice. These assumptions were taken into account in the study in order to help learners overcome their shyness and to promote active participation in the language class. As it was mentioned before, increased sharing and peer support might promote learner's motivation, which can reduce other affective barriers such as the lack of confidence in learners' own abilities.

According to Naughton (2006), training learners on cooperative learning strategies and patterns of effective interaction while working in teams have positive effect in the development of oral production in L2. Through her study Naughton determined that learner-learner interaction led to the social construction of knowledge about foreign language and peer support during the process was essential. Cooperation was defined as the approach that helps to promote a positive behavior among learners in the building of knowledge. He also observed that it was

crucial for the teacher to model strategic interaction and provide support so that learners could gradually progress toward the autonomous learning. To sum up, oral interaction has been identified as a powerful way of learning from others in cooperative work when individuals' cognitive progress is the goal for the whole group. This study definitely highlighted the importance of training learners in the management of cooperative work strategies so that they could achieve their goals by working autonomously. Moreover, to promote positive results, learners must be opened to learning from each other and supporting each other in their language learning process.

Peterson and Miller (2004) carried out a research study called "Comparing the quality of students´ experiences during cooperative learning and large-group instruction" in which learners were taught through lectures and cooperative work tasks alternatively. This study focused on analyzing learners´ perceptions of their two different experiences. It was determined that the quality of the experience was greater during cooperative learning. Authors outlined that cooperative learning with undergraduate students led to greater cognitive involvement, greater activation, higher levels of motivation evidenced in higher engagement and more optimal levels of challenge in relation to skills. Large group instruction was seen as necessary to provide learners with principles, information and guidance necessary to achieve successfully the group work tasks. The importance of teachers´ new role was also pointed out; they were responsible for designing challenging tasks that require learner´s to use their own skills to maximize the involvement in the tasks. Monitoring was used to evaluate the real level of involvement of lower achieving learners, and to identify their progress and weaknesses while working cooperatively.

Johnson, Johnson, Roy and Zaidman (1985) focused their research study on observing the oral interaction within cooperative learning and categorizing every statement made by students.

Five key collaboration dimensions were described: exchanging task-related information, elaborating information, encouraging each other to learn, disagreeing with each other's conclusions, and engaging in non-task comments and sharing personal feelings. The data indicated that achievements were more related to vocalizing task-related information than listening to collaborators vocalize. Low achieving students' performance seemed to benefit from vocalizing task-related information and be hurt by questioning information about the area of interest. Specifically, disagreeing with other members' conclusions seemed to raise low achievers' performance. Medium achieving students' performance benefited the most from expressing their feelings about the work of the group. On the contrary, high achievers' performance was strongly related to providing task-related information, directing the achievement of other group members, and seeking more information about the area being studied. Taking into account previous assumptions, learners working cooperatively must be challenged to work on tasks that do not only focus on seeking information about the area under study but also enhance reflection on the aspects that contribute to the success or failure of the group performance. This procedure should aim to raise learners' awareness of their roles and how it could contribute in the achievement of the language goals while working cooperatively. Talking and reflecting about feelings and task-related information should be also presented as important factors of cooperative work since it allows to develop more unity and support among peers.

Gagné and Parks (2013) focused their study on children scaffolding while developing cooperative learning tasks. They realized that working cooperatively allowed children to assist each other and provide scaffolding strategies which contributed to acquiring new linguistic knowledge (i.e. vocabulary, pronunciation, grammar). To achieve such positive results, it was

crucial for the teachers to encourage learners to help each other complete the tasks by relying on each other's strengths and to assume the role of facilitator by training learners in the use of cooperative strategies. This study demonstrated that cooperative language tasks can increase learners' chances to interact and their abilities to provide peer scaffold as learners engaged in task completion. With the implementation of this type of tasks it was expected that learners become more autonomous and self-confident in the language learning process as they rely not only on their skills, abilities, knowledge but also on their peers.

According to Diaz (2014) the development of interaction activities and the implementation of social strategies contribute to the improvement of the speaking skills since learners are given more opportunities to use the second language, contextualize and learn from their peers. While working on the interactional activities learners could apply social strategies to clarify and verify information related to vocabulary among other language aspects. As they had more chances to practice the usage of the language, they could engage in communicative encounters by trying to transmit clearer messages as did their more fluent peers. Consequently, the usage of different social skills helped learners to overcome their lack of self-confidence and their unwillingness to participate in English classes. In this case interaction language tasks were used to foster the usage of the second language, help overcome communication barriers among learners and train them in the usage of social skills which could help to strengthen individuals' skills while working autonomously.

Similarly, Molberg (2010) posited that oral interaction is influenced by learners' linguistic self-confidence and their motivation to participate in a communicative encounter in the classroom. The study found that oral interaction production was positively impacted by high linguistic self-confidence, lack of anxiety and high motivation. The research concluded that if

tasks were designed to appeal to learners, it increased learners' willingness to interact orally. If

students are motivated to interact with peers, there will be more opportunities to overcome

linguistic problems and face communicative situation not only in the classroom but also outside.

With regard to the advantages of implementing interactive group in the language

classroom, Garrido (2012) found that this methodology helps to increase students' time on task,

boosts their attitude toward language learning and keeps students' expectation high. The results

of the study focused on how communication can be enhanced in such a way that learners do not

only increase their rate of participation but also they correct each other under an environment of

solidarity and cooperation. Through the implementation of this methodology students' frustration

or lack of confidence could be overcome. Students also had the possibility to express themselves

applying previous knowledge connecting it to real-life experiences. These observations

acknowledged that interactive groups offer the possibility to transform a teacher-centered class

into a student-centered class where learners become enthusiastic to participate and learn.

2.4   Conclusion

The theories and salient studies related to the constructs of this research study pointed out

the importance of different factors such as a comfortable environment in language classes,

motivation, students' perception about their own progress, contextualization of tasks, learners'

active involvement, students' confidence, and social skills in language learning especially if it is

expected that learners' engagement in communicating increases. Accordingly, cooperation

became a significant strategy for learners to overcome not only their language difficulties in oral

production but also their affective needs which influence their commitment to interact and

undertake the language activities. Consequently, there is a need to prove if the cooperative

interactional tasks based-lessons might motivate learners to participate actively in classes using

the target language.

   The next chapter explains in detail the research design of this study.

Chapter 3: Research Design

3.1   Introduction

In order to carry out this qualitative action research study it was necessary to design and apply a variety of instruments such as questionnaires, interviews, teachers' journal, and audio recording that allowed the researcher to analyze the pertinence and possible impact of the proposed strategy in the context which will be described in this chapter. Furthermore, a piloting stage, a pre-implementation, while implementation and post implementation stage were planned and undertaken to collect data.

3.2   Type of study

Qualitative research embraces methods that attempt to understand people social and cultural reality. According to Denzin and Lincoln (2005):

> Qualitative research is a situated activity that locates the observer in the real
>
> world. These practices turn the world into a series of representations including
>
> field notes, interviews, conversations, photographs, recording, and memos to the
>
> self. Qualitative research study things in their natural setting, attempting to make
>
> sense of, or to interpret, phenomena in terms of the meanings people bring to
>
> them. (p. 3).

The reported study was a qualitative research project and it followed the methodology of action research (AR) due to the researcher´s involvement in the teaching practice.

Action research is seen as a systematic study that combines changes in the context of study and reflection leading to the improvement of the teaching practice (Ebbutt, 1985). The research study aimed at identifying the causes of the target group's difficulties related to oral production and the possible strategies to overcome them. For Kemmis and McTaggart (1992) the

improvement of the teaching practice and the changing of the dynamic of the classroom depend

on the engagement to "plan, observe, and reflect more carefully and rigorously on everyday life"

(p. 10). Action research is a powerful approach for intervening in the real classroom situation.

Cohen and Manion (1994) define AR as "a small-scale intervention in the functioning of the real

world and a closed examination of the effects of such an intervention" (p.186). The key purpose

of AR is to improve and reform the process of teaching and learning; in this case, it is to improve

the practice in the foreign language classroom taught by the researchers. In this study, AR is used

to address students' problems with producing oral utterances in English and to examine the

possible effects of cooperative interactional task-based lessons in a large elementary group with

limited speaking skills.

Zubber-Skerritt (1996) posits that to cause improvement or change in the social practice

into the classroom is the main goal of any AR. Accordingly, the researcher aimed to go beyond

her own classroom and provide the school community with an English teaching methodology

that would encourage students not only to participate actively in the learning process but also to

communicate in real-life situations and thus go beyond the mere academic purposes. The

practitioner also aimed to provide learners with more opportunities to interact and learn from

each other by acting as a facilitator in the teaching environment during the AR process.

3.3   Context

The research project was conducted at the Corazonista School located in the North of

Bogotá. The school Corazonista is a private institution with strong Catholics beliefs. It offers to

its students an emphasis in the learning of English as a Foreign Language. Additionally, they

included in their curriculum the study of science in English in order to reinforce language skills

through a content-based approach. Students from first to fifth grade have 5 hours for learning

science and 5 hours for learning English. The action research project was implemented with fourth graders.

3.3.1 Participants

The population of the research study was formed by thirty three (33) students, nineteen (19) boys and fourteen (14) girls, from fourth grade whose age average was nine to ten years. Most of the students in this class had studied in this school for more than three years in which they had been taught English as a foreign language. In addition, students had learned science in English from first to fourth grade as a strategy to provide them with more opportunities to improve their English.

Students' English proficiency level corresponded to A1 according to the Common European Framework. Two of them lived abroad in an Anglophone country and one of these two learners tested at a higher level (A2). In general, the target group needed to reinforce their speaking skills for communicative purposes; developing task-based lessons became the methodology to encourage participants to interact and work cooperatively. Therefore, it was necessary to design and implement tasks that could help to train students to assume more active roles in their learning process and enhance their commitment to learning goals and, consequently, their engagement in the different activities in English classes.

In terms of the students' linguistic needs, it was observed that students' lack of active vocabulary interfered in their oral production. Students were able to understand the words when listening to and writing them but they were unable to recall them when trying to communicate. This combination of factors generated a breakdown of communication and recurrence to native language during EFL classes. Moreover, students experienced difficulties with sentence structures although they had been taught with a strong focus on grammar.

With reference to their affective needs, most of the students avoided speaking activities and had a low rate of spontaneous participation. They felt embarrassed when speaking in English and they worried about making mistakes and being ridiculed by their classmates. For that reason it was necessary to encourage students to participate and to provide them with an environment of confidence where they could participate freely.

Lastly, students were more focused on the accurate usage of the language than on fluency. They considered that English learning is important for traveling and increasing learning opportunities abroad. Most of the learners had traveled to Anglophone countries but they had not been able to communicate as they expected. They claimed that lack of knowledge of pronunciation interfered with their language production regardless of their familiarity with the words and ability to use them in writing. Consequently, they worried mainly about improving their vocabulary and their pronunciation. In conclusion, it was necessary to help learners to activate vocabulary and teach them strategies to learn even more words reducing constant translation from and into Spanish.

3.3.2   Researcher's role

For Hambling (1997) "AR involves a process of teaching, observing, developing materials, adapting them and improving them in an ongoing cycle" (p. 27). Hence, the role of the researcher of the study was the one of participant observer; she actively participated as teacher and researcher, reflecting on herself as well as other people engaged in the same context. Following Burns (1999), the researcher, acting as participant-observer, became an active member of the context by participating in the class activities. She adopted an active role of a teacher without losing objectivity. Additionally, the researcher assumed the responsibility of instrument

designer to collect data, apply data collection procedures, reflect on results, connect those to the

theories, and share the results by the end of the process.

3.3.3   Ethical considerations

This research project followed the ethical conduct guidelines of AR that include the key

principles of responsibility, confidentiality, and negotiation. Consequently, professional

integrity and the interest of the subject were met (Hitchcock & Hughes, 1995). Participants were

informed about the aims, objectives, and methods of the research project. Parents and students

were given consent letters that clarified their right to decide whether to participate or not and

they ensured that confidentiality and anonymity would be maintained (Appendix A). The consent

letter was first given to the principal in order to obtain his permission to develop the research

project, to present consent letter to the participants, and to apply the instruments to gather

information (Appendix A).

3.4   Data collection instruments

The techniques for collecting action research data were generally qualitative (Nunan,

1989), reflecting the primary purpose to critically investigate and to focus on finding a

methodology that would change practice within the context of the teaching situation. This section

describes each one of the instruments implemented during the length of the research project

(before and after the pedagogical intervention) to gather information about students' perceptions

on the development of cooperative interactional task-based lesson and their impact on their oral

production.

3.4.1   Description

3.4.1.1   Interviews

For Burns (1999) "Interviews are popular used means of collecting qualitative data that can be integrated as a classroom activity or a task" (p. 118). Consequently, it became an instrument to investigate and collect data about the learners' insights and perceptions in the area the researcher was exploring.

3.4.1.2   Semi-structured interview

Semi-structured interviews were organized with help of open-ended questions which provided flexibility. For Burns (1999) semi-structured interview enables "interviewee's as well as the interviewer's perspective to inform the research agenda,… gives rise to a more equal balance in the research relationship" (p. 120). Furthermore, the implementation of semi-structured interviews in this study aimed to examine students' general perception about English learning process, to identify students' preferences related to class development (individual work, group work, pair work), and to have students describe freely their difficulties in the learning process.

3.4.1.3   Questionnaires

Wilson and Mclean (1994) describe questionnaires as "a widely used instrument for collecting survey information providing structured, often numerical data….and administered without the presence of the researcher" (p. 6). The questionnaire's characteristics matched with the needs of the researcher who aimed at obtaining reliable information from each one of participants reducing the possibilities of being influenced by others' opinions. The numerical data obtained from this instrument facilitated the testing of the researchers' hypothesis related to the English language performance and lack of initiative to participate.

Self-administered questionnaires were used; they were presented in a structured form with open-ended questions. These questionnaires provided plentiful results related to students' insights about their oral production, needs, and preferences for foreign language class development. The reasons for implementing this type of non-observational technique for data collection were to obtain information about students' perception toward interactional tasks, to identify the factors that influence the usage of Spanish during English classes, and to recognize their preferences related to the development of the activities (individual work, pair work, and group work).

3.4.1.4   Audio and video recording

These are techniques used for capturing the actual oral interactions and precise utterances. They were very valuable resources of accurate information on patterns of interactional behavior which may not be obvious or easy to catch during the actual teaching process. Recording can be also used to obtain general observations of the classroom or to focus on specific concerns such as pair work interaction and the amount of learners' speech generated though particular activities.

The audio and video artifacts collected during the study provided information about students' progress or current oral proficiency level. After collecting the information, it was necessary to analyze learners' language in terms of the usage of English for communicating a message.

3.4.1.5   Transcriptions

They allowed the researcher to scan particular classroom´s interactive experiences and transform insights into the data. Consequently, transcription of students' interactions enabled the researcher to arrive at a detailed analysis of the communication among students, the strategies

they implemented to accomplish the tasks, and to determine their usage of the language while interacting.

These transcriptions also aimed to collect short samples of students' spoken language used to complete the tasks. The usage of recordings allowed the researcher to ensure "precision of the observation that can be made" (Heritage &Atkinson, 1984, p. 4) in the context of study. Thus, transcripts helped to minimize the influence of personal perceptions or biases.

3.4.2   Validation and piloting

One of the bases of the qualitative research study is to provide reliable findings about the area of interest and with those results contribute to the improvement of practice. Burns (1999) emphasizes that "validity is an essential criterion for evaluating the quality and acceptability of research" (p. 160). For this reason, it was essential to design and use the various data collection instruments such as interviews, audio recordings, questionnaires and observation notes in the way that ensured trustworthy data which all related to the issue under investigation. For Fraenkel and Wallen (2003) "the conclusions researchers draw are based on the information they obtain using these instruments" (p. 158). Thus, the validity of the study relies on the quality of the data obtained from the various instruments and how they help answer the main research questions. The study used a rigorous methodology to find solutions to help the specific population overcome their language difficulties.

The process of data collection is summarized in the following chart:

Table 1. Data collection process

STAGE	INSTRUMENT	AIMS	TIME
Needs analysis	Questionnaire They were carried out individually. Questionnaires were designed in Spanish taking into account students' English language proficiency level (A1)-(Appendix B)	To gather data about students' perceptions toward interactive classes and focus on grammar classes. To identify factors that influence the usage of Spanish in the English classes, and their preferences related to grouping and students' role in the classes.	March 2013
	Focus group interviews Students were divided in four groups of 7 and one group of 6 students. .Each interview lasted 10 minutes approximately. (Appendix B)	‌To collect data on students' general perception about English learning process, preferences related to class development (individual work, group work, pair work), and student's difficulties in English learning process.	April 2013
Piloting stage	Questionnaires and Interviews (Appendix B)	To test each item and evaluate if they were clearly worded or easy to understand. This process also helped to identify appropriate scaling. It aimed at avoiding ambiguity.	July 2013
Stage 1	Observation notes The researcher wrote notes in her journal to record information related to students' attitude toward the training exercises that required group work and task-based activities.	To write and account of what happened in the classroom (related to group work, sequence of the tasks, and interaction among students in their groups). It took place while training students, before the pedagogical intervention.	August 2013
	Questionnaire It was designed in Spanish with open-ended questions.	To gather information about preferences of the students and to choose topics for the tasks.	
Stage 2	Audio-video recordings A recorder or a video camera was used. Then, the researcher transcribed the data to make the corresponding analysis of students' language.	To analyze student's interactions and oral responses. The researcher focused the analysis on students' language to convey meaning. It took place during the pedagogical intervention.	September 2013
Stage 3	Questionnaires and Interview They were written in Spanish due to the low English level of the students. Structure interview The researcher arranged groups of 7 students. Each interview lasted 12 minutes being carried out in groups.	To know students' attitudes and opinions toward group work, cooperation, and the interactional tasks. To determine the advantages and disadvantages of cooperative interactive task-based lessons.	October 2013

3.4.2.1 Pre-stage

During this stage the principal, parents, and students were informed about the project, its aim, objective, and their right to decide whether to participate or not. The consent letters were given to the participants to obtain the permission. The researcher ensured to explain to the participants the process of data collection.

3.4.2.2   *Pre-implementation*

During this stage the students were trained so that during the pedagogical intervention they would be able to deal with the different components that the methodology included, such as, cooperation, task-based lessons development, and interaction (role setting). The observation notes helped the teacher to gather information about possible weaknesses and strengths for the pedagogical intervention. During this stage, the researcher anticipated problems and planned possible solutions.

3.4.2.3   *While-implementation*

This stage was completed in a period of four weeks in which the participants were involved in different interactive tasks that promoted oral production and cooperation. For every week students had five sessions of a fifty-minute class. Taking into account that the aim of the pedagogical intervention was to overcome the difficulties of the population in terms of oral communication, the usage of recordings provided information related to students' progress and difficulties. Transcripts facilitated the process of learner's language analysis.

3.4.2.4   *Post-implementation*

After conducting the pedagogical intervention, it was necessary to collect data related to student's insights regarding the advantages and disadvantages of the suggested methodology. Moreover, students were asked to evaluate their progress related to constructs involved in the research project. The data from questionnaires, the interview, recordings, teachers' journal and self-assessment formats were triangulated to ensure validity to the research.

3.5   Conclusion

The research design of this study allowed the researcher to support the suggested teaching methodology since its main objective was to answer to the participants' needs identified

after applying the instruments described above. The researcher's role, ethical considerations, and data collection instruments were determinant factors when designing, planning the pedagogical intervention, and analyzing students' performance and insights.

The following chapter will display how the pedagogical implementation was carried out reflecting theory into practice.

Chapter 4: Pedagogical Intervention and Implementation

4.1   Introduction

This pedagogical implementation was underpinned by TBA, and it had been designed to overcome the difficulties related to the lack of oral production identified in the target population. As it was mentioned above, there was a big concern about applying adequate strategies to help a large EFL class attain the target learning goals related to oral interaction. Furthermore, the researcher aimed to foster oral interaction through TBA while transforming a teacher-centered class into a student-centered class, which in essence, required the implementation of cooperative learning strategies.

4.2   Vision of language, learning, and curriculum

4.2.1   Vision of language

In this study language is seen as means to communicate in natural and common situations of daily life where it is necessary to have a communicative goal. The researcher found that the selected TBA approach allows teachers to provide students with a context for using the target language. According to Willis and Willis (2007), students can learn to speak in English while negotiating meaning and struggling to choose the language in order to express their ideas. Consequently, the tasks provided learners with a context for further use of content studied and motivated them to put effort into producing comprehensible language and to eventually create utterances that are both accurate and fluent.

For Lightbown and Spada (2006) students should ideally be led to communicate from the beginning of the lessons so that they can "get it right at the end" (p.137) which can be accomplished by implementing TBA because this approach might enhance cooperative learning in a way that learners can correct and scaffold each other while working on the task. Students

can then first focus on communicating their message rather than the structural aspect of their utterances, which they can attend to at a later time. Mackey (1999) agreed with Long (1996) who suggested that student-student interaction also increases learners' opportunities to acquire the needed input. Both authors stated that students can adjust their message while speaking so that the listener can understand it. Consequently, group and pair work became a strategy to enhance communication in L2 and foster peer-correction.

4.2.2   Vision of learning

Learning is recognized as the result of students' active involvement in the language tasks and activities in which motivation and contextualization of content play vital roles. For this reason, this study relied on cooperative work as it was conceived as the key aspect that can contribute to the transformation of the class into a student-centered one where more experienced students might encourage weaker students to speak in the target language. Moreover, it was seen as a strategy to help reduce teacher talking time and increase student-student interaction, what in turn, would allow students to personalize even more the target language. Interaction was enhanced in this study throughout all the tasks by letting learners take roles during the tasks development. Thus, students could reduce their dependency on the teacher and participate actively in their learning process by taking responsibilities in their target tasks. For Shachar and Sharan (1994), and Johnson and Johnson (2002) the implementation of cooperative work can also positively impact the students' motivation toward the learning of the subject. Moreover, cooperative learning might strengthen students' confidence (Storch, 2002) and reduce inhibition, which was another problem observed in this group. Through cooperative work practices students have not only more opportunities to learn from each other but also to reflect on their strengths

and aspects to continue improving. By the end of each lesson, students self-assessed their performance while implementing cooperative strategies in their groups.

4.2.3   Vision of curriculum

The main concern of the school has been to foster oral communication among learners inside and outside the classroom without relegating other skills or competences. Therefore, this study considers that the curriculum of the school should focus on setting specific goals that emphasize on the strengthening of speaking skills. Moreover, students' active involvement in language learning processes should be reflected on the syllabus of the English course and its units of study. Accordingly, for the pedagogical intervention communicative goals were set and the lessons were designed including interactional tasks which simulated speaking routines carried out in real life. For Bygate (1987), interactional routines allow to present the logical order of typical real-life conversations such as phone conversations, interviews, and other communication situations. This type of routine enriched the pedagogical intervention and the syllabus since students were encouraged to use the language not only to deal with social or service routines but also to learn and teach to others about specific aspects involved in daily conversations.

This type of tasks aimed at not only enabling students to communicate with people outside the classroom but also changing their perception toward the usefulness of learning the target language and their linguistic components. All this was aligned with the requirements of the current language curriculum in which grammar-based approach is one of the main focus of teaching. As it was mentioned previously it was not expected to relegate the linguistic competence, instead of that, the researcher pretended to provide evidences that the coexistence of

meaning and form in authentic communication can be reflected in the language tasks that are designed for the English classes.

4.3   Instructional design

4.3.1   Lesson planning

When planning the lessons, the teacher-researcher selected a lesson plan format used for the In-Service Certificate in English Language Teaching (ICELT) which is a standardized format used in the masters' program at Sabana University and follows the parameters established by Cambridge University. This is a format that allows the teacher to describe the target population, the aims for the class and the teachers' objectives related to the improvement of her own teaching practice. It also provides a framework to present the targeted language items and skill (in this case speaking skill), to incorporate the materials necessary for the lesson, and to create the learners' profile by outlining their needs and how they will be addressed through the class. Then, the teacher can present the tasks, their aims, and the types of interaction; she also suggests alternative activities to develop taking into account the difficulties learners might experience. During the implementation, the teacher-researcher's main purpose was to promote the use of cooperative learning strategies that allow students to overcome their speaking difficulties; these are registered in the profile added in the lesson (Appendix E).

In terms of the structure and development of the lessons, they had to include components supporting the rationale of the lessons and its objective for increased students' oral interaction. Consequently, the three lessons embraced an eight-step process:

- The teacher introduced the topic of the class and elicited from learners the goal they would achieve by the end of the lesson. Through the whole class activity, students shared

ideas to set the final objective of the lesson and the possible application of it in a real-life context.

- Students' scaffolding was achieved through the development of a variety of activities such as brainstorming, seek and match activity involving short interactional routines, a reading activity, a listening activity, image descriptions, or pair discussions based on a question. The objectives were to practice vocabulary and scaffold learners to undertake the task.

- Students were arranged in groups matching weaker and more experienced learners. They formed groups by themselves after they had recognized the importance of working with other people than their best friends. The grouping was also managed through games so that learners did not perceive the teacher as the one enforcing the grouping decisions.

- Students received the instructions about the task. They were reminded to take a role (chair person, writer, language consultant, and reporter) as a strategy to distribute responsibilities. Besides, visual aids were always displayed on a screen to remind the instructions and to provide a model to follow (Appendix E)

- Once in groups, they made their own arrangements to work on a free planning stage to accomplish the task. However, when the teacher noticed students experienced difficulties she would suggest language and ideas to be incorporated in the development of the task (a guiding stage). Learners were advised to register main information related to the task on which they would work.

- Then, they recorded their products by using video cameras or voice recorders. Their products varied from reports to dialogues or a combination of routines. The use of

recording gave them an opportunity to practice multiple times until they felt comfortable with their product.

- In the post-stage, the teacher worked on an overall group assessment. In this stage learners had the opportunity to comment on the aspect they should improve. Additionally, the whole class could comment on their peers' final product. This peer feedback focused on the use of language and helping each other in producing a clearer and more accurate message.

- Students filled in self-assessment cards weekly. The purpose was to foster students' reflection on their performance by taking into account the goal set per class and their role while working cooperatively (Appendix F). This process was carried out to encourage learners to assume a reflective role which helped them to identify areas that still needed improvement; reflection is the first stage to learners becoming more self-regulated (Schunk, 2001).

At this stage, the materials played an important role since they helped the researcher to create similarity with real-life language situations and experiences. They were incorporated in the lessons to allow learners to "use the language and achieve communicative purposes" (Tomlinson, 2010, p.94). As the main focus of the lessons was to foster oral interaction, materials had to ensure that learners could face the challenge of elaborating (Swain, 2005) and "eliciting meaningful and comprehensible input from their interlocutors" (Tomlinson, 2010, p. 94).

Consequently, materials were developed following some principles stated by Tomlinson (2010) such as:

Make sure that output activities are designed so that the learners are using

language rather than just practicing specified features of it; design output

activities so that they help learners to develop their ability to communicate

fluently, accurately, appropriately, and effectively; try to ensure that opportunities

for feedback among learners take place immediately after their output activities

(p. 94).

Materials also worked as aids for learners to work autonomously. Some of those used in

the classroom were:

- Images taken from the web which allowed to present vocabulary such as verbs, feelings,

  foods, among others. This was combined with questions which were made to encourage

  learners to use the vocabulary or to make predictions about the topic they would work.

- Audios worked as stimulus for learners to interact. They also provided a context to use

  the language presented in the lesson.

- Videos were resources that generated further use of language in discussions, descriptions

  and explanations. Besides, they worked as models for the preparation of final products.

- Flash cards allowed the teacher to present and/or recycle vocabulary. They were used

  through seek and match games in which students had the opportunity to interact and

  practice short dialogues. Additionally, these cards added variety to the process of

  grouping.

- Power Point presentations allowed to remind instructions and were used as a resource for

  learners to have a model to follow if needed.

4.3.2   Implementation

The pedagogical intervention stage was preceded by the learner training stage, necessary for students to be exposed to negotiation and continuous cooperative work strategies. This stage helped the teacher to anticipate possible problems and solutions when planning the classes for the pedagogical intervention. In addition, during the learners' training period, the teacher administered a questionnaire to gather information on students' preferences related to the tasks they would be interested in (Appendix C). According to requirements of the language curriculum, students had to be able to manage future, past tenses and vocabulary related to food and past experiences.

The teaching practice intervention was planned to be carried out in twenty one hours during the fourth term of the school program. It was divided into three main lessons and each one took seven hours which were necessary to scaffold students for the presentation of a final product. Each final task had to provide data about the impact of implementing interactional tasks. Moreover, these tasks also served as the assessment of learners' current ability to interact orally and apply the vocabulary and grammar forms required by the fourth term language curriculum. The book-based curriculum specified all components, such as, grammar (as main component), vocabulary, and skills of each unit that formed the syllabus of the course. Nevertheless, the researcher had the freedom to enrich the teaching and learning process by developing tasks that allowed learners to connect content with their real-life situations. The purpose was to attain students' attention and increase their motivation toward language classes (Appendix D).

4.4   Conclusion

The twenty-one hours invested in the pedagogical intervention and implementation allowed the researcher to identify the benefits of working cooperatively and student-student interaction while planning and performing their language tasks. The target population became acquainted with their role as English learners and recognized the benefits of the group and pair work for developing speaking skills. The implementation of cooperative strategies helped the teacher to become a facilitator and increased the opportunities for monitoring learners' progress in the use of the foreign language. In the next chapter will be discussed in detail the impact of the pedagogical intervention in the target population.

Chapter 5: Results and Data Analysis

5.1   Introduction

The data analysis chapter aims to describe the procedures carried out in order to analyze

the data collected through the various instruments such as audios, questionnaire, interview, self-

assessment, and video recordings; they were designed and applied to obtain evidences on the

effect of implementing interactional tasks and cooperative learning strategies in the classroom.

Furthermore, the conducted data analysis focused on supporting the theoretical framework of this

research study and the theory that emerged after answering the stated research question:

➢ How might the implementation of cooperative work and interactional task-based lessons

   help students increase their oral production in an A1 elementary class?

5.2   Data management procedures

The data collection started with the use of self-assessment sheets which provided students

with some criteria related to the use of cooperative learning strategies and the goals set by them

(Appendix F). The learners were asked to check the goals they thought were achieved and the

aspects of cooperation used when developing the tasks. The information included in the self-

assessment was in Spanish to avoid misunderstanding or misinterpretations, given the students

current English level. By the end of each lesson, students had the opportunity to self-assess their

performance in the class. Additionally, the instrument was managed as a post-lesson activity so

that students could reflect on their final products, which were recorded, and the aspects that

influenced their success or failure in their oral practice.

After implementation took place, questionnaires were distributed to obtain data related to

the students' perception of their cooperative work and the impact of language tasks on their

speaking performance. The information was also managed in Spanish to invite students to

expand on their ideas (Appendix G). By the end of the implementation, the researcher noticed

that students' responses to the written instruments were limited and at times unclear to the

researcher analyzing the data. For further clarification of the data, the researcher decided to carry

out a semi-structured interview in groups (Appendix H). They were recorded and conducted in

Spanish so that the students could feel comfortable to express their insights.

Regarding the teacher's data, she used a journal to register how students performed while

developing the tasks. This instrument was updated continuously during the implementation

process and was helpful for the researcher, especially when trying to identify the factors that

influenced the success or failure of students when working on the tasks. The researcher

maintained distance from the data after being registered in the journal which contributed to

assuming a more objective point of view when analyzing data and reducing the potential bias.

The researcher realized the need to organize data by the research question. For Cohen,

Manion and Morrison (2007), this approach allows the researcher to reduce data by focusing on

answering the research question. These authors state that this type of data management procedure

helps researchers maintain the relevant data and ensure coherence with the research question of

the inquiry without losing the main aim of it.

5.2.1   Validation

Validity was ensured by applying various data collection instruments, analyzing data

collected from the 33 students and cross checking it. The use of various instruments enabled the

researcher to avoid conceiving bias. According to Cohen, Manion, and Morrison (2007) the

researchers must be tolerant and open to accept what is really emerging from data. Additionally,

triangulation was achieved by gathering multiple perspectives on the situation being studied. For

Burns (1994) "triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid" (p. 272).

5.2.2   Data analysis methodology

Grounded Theory (GT) was the data analysis method selected for this qualitative research project since it allows researchers to identify language issues taking place in the target class by gathering information from the participants (Glaser, 1996). For Strauss and Corbin (1994) GT is a methodology used to develop theory based on and emerging from collected data. It implies that the researcher reviews data and generates theory avoiding forcing data to fit existing theories (Glaser & Strauss, 1967). Moreover, their willingness to formulate new theory should be evident due to Grounded Theory (GT) aims to find answers to specific problematic situations related to the impact of cooperative interactional tasks in the development of speaking skills instead of adopting categories. Hence, the researcher applied coding techniques (open, axial, and selective) in order to categorize data that guided toward the identification of phenomena related to the area under study. This implied the development of systematic procedure including grouping of data, naming, conceptualization, categorization taking into account similar patterns, and displaying.

5.3   Categories

5.3.1   Introduction

In terms of the stages involved in the analysis of data, the researcher focused on a five stage procedure outlined by Burns (1999) which is divided into: data assembling, data coding, data comparison, interpretation building, and findings reporting.

5.3.1.1   *Category mapping*

The researcher assembled data taken from questionnaires, self-assessment materials, and interviews in different spreadsheets created in Microsoft Excel ™. This helped to organize data

and decide which codes emerging from collected data in each instrument could be compared. Besides, data collected through teacher's journal was used to support or to contradict data obtained from learners.

Meanwhile, color coding process was carried out for highlighting in vivo codes found in learners' oral and written insights related to the questions asked per each instrument. Coding led to the assembling of data, in which the researcher arranged the fragments focusing on finding the answer to the research question. Besides, the researcher transcribed learners' oral tasks in order to analyze the language phenomena resulting from the development of interactional tasks. A Word document allowed the researcher to add comments not only about the learners' interaction skills but also about the group dynamics during the recording of the tasks. Hence, the analysis of the data became clearer and more structured which allowed codes and categories to emerge (Ezzy, 2002).

Open coding, axial coding and selective coding made up the process to identify codes and categories that supported the answer to the inquiry's research question (Cresswell, 1998). This required a deep analysis of data taken from thirty-three respondents that formed the population of study. The large amount of data led the researcher to select at random a group of sixteen respondents in order to avoid lack of sequence in the analysis process because some participants were absent by the time data collection was conducted. During the open coding process, the researcher identified a list of seven indicators that were repetitively appearing in data and were directly related to the constructs investigated in the research study. Those initial codes were: Interaction opportunities, demand of practice, asking for clarification, peer-correction, and shyness overcoming.

The axial coding process allowed the researcher to determine the relationship between the initial codes extracted in the open coding phase. After comparing and analyzing the data rigorously, there were no more variations and the researcher identified two main categories emerging from data (Glaser, 1996).

5.3.1.2   *Identification of core category*

The use of selective coding techniques allowed the researcher to further filter the data and arrive at conclusions. Flick (2004) observed that "the successive integration of concepts leads to one or more key categories and thereby to the core of the emerging theory" (p. 19). The following chart shows the organization of codes and the two final categories. After that, the researcher presents and supports the findings with excerpts (Appendix I) taken from the applied instruments.

Table 2. Categories and codes

GENERAL QUESTION	CATEGORIES	CODES
➢ How might the implementation of cooperative work and interactional task-based lessons help students increase their oral production in an A1 elementary class?	**Overcoming language difficulties** (listening, lack of vocabulary, pronunciation) that affected participation.	Interaction
		Demand of practice
		Asking for clarification
	Peer support emergent from cooperation helps learners to develop speaking skills and reduce shyness.	Peer-correction
		Overcoming shyness

5.3.2   Analysis of categories

5.3.2.1   *Description of categories*

Two main categories emerged from the procedure described above. Consequently, the researcher decided to focus the second part of this chapter on explaining in depth each one of the categories and their corresponding codes.

Category 1: Overcoming learning difficulties with help of cooperative work

This category emerged from learners' need of producing and understanding oral information in English. Key aspects that lead toward the selection of this category were the emphasis on creating opportunities for constant practice and the necessity of increasing interaction among peers. This category emerged after linking three codes which are *interaction, demand of practice, and asking for clarification*. The first code deals with learners' usage of vocabulary and structures learned in previous courses in simulated common interactional routines. The development of typical interactional routines in real-life, such as casual encounters or interviews allowed learners to manage a sequence of a conversation (Bygate, 1987). It contributed to reduce fear to use English and to be inaccurate. It also trained learners to face future encounters with more confidence focusing on transmitting a message.

The second code is related to the emergent need of learners to ensure an accurate usage of vocabulary and grammatical structures they studied and practicing them with peers before the production of their final interactional tasks. The third code deals with the constant engagement of learners to make sure the members of the group perform properly. Weaker learners show commitment to communicate but also to incorporate what they learned from more experienced peers.

Code 1: While working cooperatively learners have the opportunity to

interact with their peers.

A closer look at the data indicates that elementary learners believe that the interactional tasks increased their opportunities to interact with their peers and share their knowledge about the target language. Additionally, the development of interactional tasks influenced on the motivation of learners to interact with peers and use English for communication. The

development of the tasks also allowed them to reinforce, practice, improve their vocabulary, and prepare them for future communicative encounters. They highlighted that this methodology helped to reduce fear of using English inside and outside the classroom due to numerous opportunities for sharing knowledge with peers, for planning, playing roles, and for rehearsing. All those factors ensured the successful achievement of the task goals in most cases.

Findings confirmed that the tasks that simulate real-life speaking routines tend to facilitate the transferability of content (vocabulary, grammar, pronunciation) to real-life conversational routines (Widdowson, 1983). Learners believe they are more confident to speak in English outside the classroom since they participated actively in the interactional tasks that were useful and authentic.

The following excerpts with answers to "Can you communicate in English outside the classroom?" support these findings.

S 1: "si con todo lo de la clase yo tengo más experiencia al usar las palabras y lo uso fuera hasta en el english day. "

S2: si ya puedo decir lo que hago, las recetas, los sentimientos cuando tenemos trabajos en grupos nos comunicamos la causa es la diversión, el año pasado me reganaban porque hasta me dormía. (Taken form the interview)

S 2: pues yo sí porque no te aburres y puedes aprender de los demás porque además me parece chévere y cuando estas interactuando con amigos aprendes más"

S11: Ahora entiendo mejor...aprendo de los ejercicios por que hablo más en las conversaciones (Taken from the qualitative questionnaire)

Moreover, the researcher reported in her journal some attitudes of learners while working in interactional tasks, such as the usage of note taking strategies for planning and their commitment to perform in English. Learners commented that working with more experienced learners also increased their chances to learn more and overcome difficulties without feeling fear

to be judged as it happened in previous courses. In particular, weaker learners seemed more

confident when interacting since they adopted a more active role in the class.

> *It is very interesting that the group four was engaged in the activity and in making sure that all the members could participate no matter the mistakes they could make. Although they make some mistakes, they demonstrated their planning. It attains my attention that S 1 usually uses a notebook to write the lines that each member of the group had to learn in order to make the presentation. Taking into account the interview, it is evident that S2 is convinced that she will be able to learn English while working with S1. She trusts that her friend knows many things and that she can teach her and helps her to overcome her difficulties.*

Code 2: The demand of practice while working cooperatively in the

interactional tasks.

During the implementation, learners developed a variety of interactional tasks that

provided them with the opportunities to practice and rehearse obtaining a higher quality product.

The following excerpts demonstrate students´ insights:

> *S6: Por ejemplo cuando uno tiene la cámara grabando al principio uno se estaba enredando con unas palabras pero con la practica ya la usamos y es como si habláramos en español.*
> *S7: ah...cuando yo trabajaba con S8 yo decía ...I am going y el noo...es I went entonces chévere porque practicaba y ahora participo más y me gusta más la clase*

Data showed that learners had the need to demonstrate their progress in the usage of

language and to ensure others could understand what they intended to communicate. Besides, the

yielded data provided convincing evidences that the implementation of cooperative strategies

helped to foster face-to-face interaction among peers and encouraged them to care about others´

learning (Johnson**,** Johnson**,** & Holubec, 1998a). The members of the teams taught others what

they knew in order to achieve a common goal. Participants found that this type of tasks and

group work strategies were helpful because they could plan, practice, and overcome difficulties

of vocabulary with peers' help and assistance.

> S3: Los amigos le pueden corregir las palabras que tenemos mal ... porque yo con S4 siempre me
>
> equivocaba en pasado y decía el verbo en futuro o normal entonces en cada práctica que hacíamos a él
>
> le tocaba que me corrigiera hasta que me lo aprendiera bien. (Taken from interviews)
>
> S 5: En la pronunciación cuando uno practica con los compañeros como se dicen las palabras y hasta
>
> lo escribes.

 In this sense the usage of video recording provided the opportunity to start again if

necessary until learners felt the tasks could be accomplished and meet the key requirements.

> S10: Si porque como uso los videos aprendo mejor, cuando encuentro los problemas los corrijo y
>
> porque le puedo entender más a los que me hablan en inglés.
>
> S11: Si porque en las grabaciones nos ayudamos y los trabajos en grupo nos permiten aprender
>
> palabras que no sabíamos.
>
> S12: Si porque aprendo más, practico más, y me intereso más. (Taken from questionnaires)

The teacher journal also helped to compare and contrast students´ insights ensuring

reliability. The following excerpt of the journal was related to the analysis of the tasks' sequence

of a group of students in which a more experienced learner encouraged another individual to

practice every single word of her speech. This dynamic positively influenced the performance of

the shy learner who counted on his friend's support to improve his pronunciation, which in turn

helped to strengthen his/her confidence and encourage him/her to assume a more active role in

the class.

> *S13 was the student that felt more confident in the group and at that point she had coordinated what to say and encouraged the group to overcome any difficulty especially of pronunciation and long pause (lack of vocabulary). S13also trained S14 before recording the tasks; she made her practice every single word of her speech. I have to make emphasis that they were best friends in the class and it definitely helped S14to run more risk in English class. S14 had a shy personality but she was committed to develop the tasks what helped her to be more active in English class and it had positive results. By the end of the third task she was more relaxed and she demonstrated more enjoyment. In this sense, the girls friendship helped to balance the group being evidence of cooperative strategies influenced since the more experience language learner helped the weaker one to clarify doubts and taught her how to do it better.*

Moreover, the researcher made an analysis of the self-assessment instruments where learners commented that cooperative work practices increased their opportunities to learn due to the frequency of interaction. Learners claimed that cooperative interactional tasks allowed them to overcome their language difficulties due to practice demand and corrections coming from learners with higher English proficiency level.

> *Aprendí de mis compañeros.*
>
> *S 14: Si, S13 me enseno cosas que no sabía antes de grabar los videos*
>
> *S 15: Si, aprendí de S13 porque cuando tenía errores ella me ayudaba explicándome de forma más sencilla.*

Code 3: Asking for clarification led to overcoming language difficulties.

The gathered data suggested that while working cooperatively weaker learners had opportunities to clarify doubts related to the instructions given by the teacher and the usage of grammar structures and vocabulary, especially pronunciation. Additionally, learners developed a communicative strategy called "cooperative strategy" in which one speaker asks another for help to complete an utterance, indicate the meaning of a word using mimics or translating to his/her mother tongue (Faerch & Kasper, 1983). After analyzing and transcribing the oral performances, the researcher realized that learners helped each other to build sentences or complete them.

This co-operation strategy in communication is evident in some of the transcripts of videos produced, especially by two groups of learners. The highlighted phrases show how the more experienced learners helped peers to complete some sentences orally. During the oral interaction, the learners used hesitations and physical signs to ask for peer's help with recalling words and completing ideas without recurring to the usage of their mother language. It was also evident how more experienced learners corrected their peers´ mistakes.

Salo: Hello Canada! First we are going to do some questions for sarita. This is er…. our strawberry…..

Nichole: ….chocolate fest (on the back)

Salo: chocolate fest. Could you read the ingredients?

Sara: off course … white chocolate, strawberry, bananas, marshmallows, and sprinkles

Salo: procedure….first we are going to melt the chocolate, get sticks, put the marshmallow, banana, strawberry in the stick, fourth heat the chocolate, five cover the stick with chocolate

And at the end…

Nicole. Add sprinkles. (On the back)

Salo: Thank you!!

Nicole: Now, we are going to make some questions to other guest.

Hello! I am happy to be here and know the chocolate fest… I am sorry…I will be back

Uhmm this is very delicious…how do you make it? I mean….the sprinkle are great…Ok thanks for inviting me

Salome: (No answer) Thank you for watching this video. Bye (In this part the learner did not count on a person that could help her to give an answer because Nichole was involved in the dialogue.

Group 5. Video 1 (S13, 14, 6)

> S1: Hello Laura.., I am going to do a party. Do you have a special dish?
>
> S6: Yes, a sandwich??
>
> I am going to buy the ingredients
>
> S10: (on the back: tu no coges nada ...no cojas nada)
>
> S6: Ok bread, tomatoes, lettuce, cucumbers, and salami and.....
>
> S10: (on the back...onion) ehh... do you... do you...?? (On the back: no the recep...)
>
> S1: And Onion. Do you remember the umhhh recets?
>
> S10: (on the back: recipe)
>
> S6: let me call the chef
>
> S 10: Ok welcome to Mary Jose foods...today résaip (recipe) is the sandwich
>
> The ingredients are tomato, cheese, onion, lettuce, bread and there are different steps
>
> Ehh first there are different type of bread...today we choose the French bread, the first step is cut the bread , the second is chop the vegetables, the third is slimmer and the fourth is organize and the sixth is taste and enjoy your food. This is the final product and you can eat with soda.

Group 3. Video 1 Chef (S1, 6, 10)

Furthermore, the researcher could determine that weaker participants found a strategy to overcome their language difficulties while communicating. Those difficulties resulted from a lack of vocabulary and avoiding the tendency to recur to Spanish as they would in the past. The data suggested that working cooperatively allowed learners to ask for help and thus overcome language difficulties.

The following excerpts show learners´ insights about how cooperative learning strategies helped them increase their speaking oral production because they could count on peers to clarify their doubts and teach them. Although, some learners continued using Spanish, they found cooperative work helpful to learn even more.

In order to obtain data to support previous statements, learners were asked:

"Do you feel comfortable when working in pairs or groups?"

S1: "por ejemplo no me sé una palabra en ingles el amigo te la puede decir"

S 2: "si porque si hay dudas se pueden resolver con el compañero yo me siento cómodo porque uno aclara dudas y corrige"

"Do you like working in groups? Explain."

S6: Si porque interactúo más con mis compañeros y puedo aclarar mis dudas

S 16: Si porque así puedo cooperar, porque también puedo preguntar lo que no sepa.

S 15: si, porque nos desenvolvemos la lengua y si no se puedo preguntar y puedo aprender más.

"Do you use Spanish in classes? Explain."

S6: A veces cuando no entienden lo que digo

S26: A veces me enredo y me toca escribirla en español o decirla

S2: A veces si no me sé una palabra la digo mezclada en español e inglés

Category 2- Peer support emerged from cooperation and interaction.

This second category pinpoints the scope of this phenomenon in the increase of learner's oral production. Two codes emerged from data which are *peer-correction and overcoming shyness*. The first code is related to the development of a strategy used for learners to reduce inaccuracies in pronunciation, usage of vocabulary and grammar structures. The second code is the result of promoting the use of English in the classes among learners.

Code 1: Peer correction as peer support when learning English

During the pedagogical intervention, constant interaction and oral communication created opportunities to reinforce meanings and forms (Ellis, 2006). When students were planning and assessing their final task products, they could not only identify their weaknesses in pronunciation and usage of grammar structures but also correct some of them with peers´ guidance. This was

very valuable for weaker learners who started feeling more comfortable when performing their final task because they had already verified with their peers that the message they wanted to transmit would be clear and comprehensible for listeners.

To the question "Are the tasks developed in English classes useful for you? Explain." learners answered:

> S11: Si, para saber más palabras sin cometer errores, así puedo aprender vocabulario
>
> S14: Si porque no me equivoco tanto, mejoro hablando inglés y puedo ayudar a mis compañeros.
>
> S 26: Si, porque aprendemos vocabulario, nos fijamos en nuestros errores y nos fijamos en que nos quedó mal o que nos hace falta por aprender. (Taken from questionaires)

However, the researcher agrees with Long and Porter theory (1985) in which they posit that learners are not more or less accurate after working in smaller groups instead of in a large class. During the development of the pedagogical intervention learners continued showing limited accuracy in their oral performances. Nevertheless, it was evident that the constant usage of the language helped reinforce certain forms and vocabulary of the interactional tasks, which was an achievement. While working cooperatively, learners found as a benefit that they could overcome some language difficulties due to the numerous opportunities to rehearse, talk, interact, ask for help, and receive immediate feedback from learners with higher English proficiency level. The following excerpts support previous statements:

Question: "Do you think that working in groups is beneficial for you? Why or why not?"

> *Group 1: El beneficio es que uno se divierte aunque cometa errores y se hace sencillo*
>
> *Group 2: Me ha servido para corregir los errores porque a veces uno dice cosas y otros le recuerdan como es*
>
> *Group 4: Si, por ejemplo un día estaban diciendo "escul" así con la e y yo les decía que no....que sin la e*
>
> *Group 5: En la pronunciación de los pasados uno pronunciaba la e y la d y los amigos le decían que no se pronunciaba así... que si sonaba pero no mucho. Eso me ayudo al vocabulario y a la facilidad porque uno se siente bien con los compañeros* (Taken from interviews)

Question: "Have you noticed an improvement in your speaking? What was the cause if any?

> *Group5: He mejorado mi vocabulario porque una vez grabando no sabía cómo decir salchicha correctamente y de repente salió S13 y me dijo como se decía*
>
> *Group 3 : Si, ahora conozco y uso más vocabulario, ya puedo tener más oportunidades de hablar en Inglés y la pronunciación más que todo ...digamos que hay cosas que se reforzaron porque hay quien te corrija por ejemplo yo decía I go y era I went.*
>
> *Group 1: ahora es uno más consiente que hay cosas que así no se dicen.* (Taken from interviews)

Furthermore, the implementation of cooperative learning strategies and its success depended on groups' formation. When groups were balanced with experienced learners and weaker learners, the weaker ones received assistance from their peers and corrections opportunities emerged as it was outlined by Johnson, Johnson, Ortiz, and Stanne (1991). When learners were not distributed strategically to mix stronger and weaker learners, difficulties to approach the task, plan, and to perform the final product occurred due to the lack of organizational strategies, leadership, and commitment to face the challenge.

To sum up, the practice of cooperative learning strategies raised learners´ awareness of the benefits of constant interaction among peers. They realized that while working cooperatively,

they could count on someone who encouraged them to play a more active role in their learning

process and found that friends´ support was the basis to accomplish the goal set for each task.

According to Tan, Sharan and Lee (2006), peer support comprises both giving feedback on

others´ performance in terms of accuracy and also encouraging each other to continue practicing

to overcome their own difficulties. Besides, peer support was a factor that helped the current

population to reduce their fear to use English to communicate despite their weaknesses.

Following excerpts demonstrate learners' feedback about working in groups:

> *Aprendo de mis compañeros*
>
> *Sí, me corrigen lo que digo mal*
>
> *Si, cuando haciendo una actividad y me equivoco*
>
> *Depende del grupo en el que este, si saben más si*
>
> *Si, por ejemplo en la pronunciación*
>
> *Cuando digo una palabra mal ellos me corrigen*
>
> *En este task si porque ya ellos manejan más el ingles*
>
> *Sí, porque no sabía decir salchicha y me ayudo un compañero* (Taken from self-assessment cards)

According to the data displayed above, learners observed an improvement in

pronunciation and use of some grammatical forms as a result of immediate peer correction.

Moreover, they emphasized that quality of peer correction varied from group to group, often

depending on the balance of weak and stronger learners. Finally, they observed that working in

groups and receiving feedback from peers was enjoyable regardless of the mistakes they

continued making.

Code 2: Overcoming shyness.

The findings stressed that working cooperatively provided learners with more

opportunities to use the language due to the creation of a more comfortable atmosphere which

was especially beneficial for shy learners. According to the learners' feedback, working on the

speaking tasks cooperatively contributed to reducing fear to make mistakes. This dynamic definitively influenced learners' motivation to use English to communicate not only in the development of the class but also in communicative encounters outside the classroom. This was a result of learners´ positive perception about their progress in the language learning process which also positively impacted their confidence.

For Hammer (2001) cooperative practices increase students´ talking time and maximize learning opportunities. This phenomenon emerged during the development of the research study and benefited shy learners who could count on a more personalized assistance to find answers to their questions. This group of learners experienced reduction of fear of being corrected because they realized it was a normal process that occurred in communication.

The researcher gathered information through the interviews related to learners' insights about cooperative work.

> Group 1: *Trabajar en grupos es beneficioso porque en otros años el estudiante X no participaba y era callado totalmente que uno no sabía que él estaba ahí, ahora ya participa y se le ha quitado la timidez.*
>
> Group2: *Es beneficioso porque a veces te sientes más confiado trabajando con el amigo que así individual…porque cuando la profe nos preguntaba algo a mí me daba pena… y yo estoy más confiada con amigos. Y pues ya tú sales al frente y si te da pena es mejor tener un compañero al lado que te ayuda a coger ganas.*
>
> Group 3: *si porque ya no te sientes presionado y unos se puede equivocar y no se siente tanto. Esto me ha ensenado a perder la pena…antes no podía hablar…era muy tímida*

The researcher also perceived that by working in groups learners assumed social responsibility as the members of the groups engaged in helping their shy peers. According to Vermette (1988), one of the benefits of working cooperatively is that learners develop a sense of social responsibility which is confirmed in this study through the roles that group members

assumed while working cooperatively. Leaders usually were the more experienced learners who encouraged the shiest ones to talk in front of the cameras.

The usage of video recorders decreased the feeling of fear to make mistakes and helped shy learners to feel more confident since they had the opportunity to rehearse until the task could be accomplished properly.

The following excerpt from teachers' journal supports the statements above.

One of this participants whose name is X, she defined herself as a shy person during the interview. However, in the three videos she was the one that talked for more time. She seemed so enthusiastic and she used the vocabulary worked in the units making a few mistakes related to the use of verb to be (is/are).

Student Y who is the girl that does not appear in the video was the leader of the group and she encouraged all the time students x and Z to talk in front of the camera. While Maria Alejandra is recording, she tends to give clues to her friends and make corrections. She acts as a real director.

Finally, collected data indicated that learners liked developing the interactional tasks by working cooperatively because it offered some benefits such as overcoming shyness, self-confidence development, and reduction of fear to participate. The following excerpts are taken from the questionnaire.

S14: porque dejo de tener pena, me corrigen y me divierte

S17: porque me siento más seguro

S4: porque ya no me da tanta pena a la hora de usar el inglés porque me siento en confianza

S9: Si porque aprendo más, pierdo le miedo que me da y no me aburro

S19: si, puedo ser menos tímida, puedo expresarme y aprender.

5.3.2.2   Core category

The core category of this research study aims at giving an answer to the stated research question. The identification of the core category entailed the application of the open, axial and selective coding in which the researcher reduced the information to the following answer:

Peer support emergent from cooperative learning practices motivates the members of the group to use English and overcome the language difficulties (related to coping in a conversation, lack of vocabulary, pronunciation) in English class; by working together students adjusted their utterances contributing to the production of clearer oral messages that could be useful for future communication opportunities. All this helps learners feel more confident and engaged to participate in real-life communicative encounters using English.

Hence, working in groups led to the development of a sense of social responsibility where most of the group members contributed in the learning process of others. This benefited weaker learners who were encouraged to communicate in spite of the mistakes they were making. Contextualization of tasks was another aspect that contributed to the increase of motivation and commitment of learners to use English. The answer to the question was based on the main categories and indicators (codes) which were explained in detail above.

5.4   Conclusion

Grounded Theory was the approach used to analyze and triangulate data in the study. The emergent categories were illustrated with data taken from instruments which supported the researcher's conclusion. It was affirmed that most of the learners found it enjoyable and beneficial to work cooperatively on the interactional tasks because it contributed to the overcoming of some language difficulties related to the use of vocabulary and emotional factors such as shyness and lack of confidence. These benefits, however, depended on the creation of a

comfortable atmosphere that helped reduce fears of making mistakes and receive feedback for the improvement of language usage. Peer support evidently played an important role during the implementation stage since learners tended to encourage each other to speak in English. Cooperative interactional tasks did not only help motivate learners to learn English because of the similarities of the tasks to real life situations but also to overcome personal barriers which affected language learning. This methodology impacted learners' perceptions about their ability to speak in English.

Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

The aim of this study was to determine whether the teaching of cooperative learning strategies and the implementation of interactional tasks-based lessons could impact positively on the development of students' oral production in English. Based on the findings presented in the previous chapter, the researcher can conclude that there were some significant changes in students' performance and attitude throughout the term they were exposed to TBA in a cooperative environment. The most relevant finding is that this teaching-learning strategy contributed to creating a comfortable atmosphere that encouraged learners to use the English language without major constraints. Besides, this project led to specific conclusions based on the results displayed in chapter five.

6.2   Comparison of results with previous studies' results

Cooperative learning strategies help to overcome the lack of learners' participation in English classes. Learners felt more motivated to participate in the class because they could rely on their peers' help in case they would make any mistake, misunderstand task guidelines, or get stuck during the planning or presentation of the task outcomes. In other words, learners felt they were not alone but supported by peers; the fear to speak was overcome because students realized that the improvement of their speaking skills depended on their commitment to interact with peers, communicate and assume a more active role in English classes. It supports a similar study which found that participants' higher level of engagement with the class depended on the higher level of motivation which can be achieved while promoting cooperative learning practices (Peterson &Miller, 2004).

While working cooperatively learners also develop a sense of community and responsibility in their learning process. This becomes one of the most significant findings since learners changed their perception about their classmates, teachers and the way language could be learned. As a result, they perceived each other as a source for generating learning and they reduced their dependency on teacher's continuous support to overcome difficulties. Findings revealed that learners could correct each other and the more experienced learners were opened to teach the weaker ones what they knew. This conclusion supports findings from a number of different studies in which cooperative language tasks increased learners' chances to scaffold each other in different language aspects where it was crucial to encourage learners to change their perceptions about their roles in their group to accomplishment their learning goals (Gagné & Parks, 2013; Diaz, 2014; Garrido, 2012).

Moreover, the implementation of interactional tasks and the use of cooperative learning strategies help overcome the lack of confidence and shyness (Rhenals &Molina, 2014). This type of tasks allowed learners to rehearse as many times as necessary until they ensured that their oral utterances were sufficiently clear. Besides, the learners received from their peers immediate feedback, help, and corrections that reduced weaker learners' fear to be judged or evaluated negatively by the teacher. Additionally, the study showed that students' lack of confidence and shyness is the result of a false perception learners had about what they would be able to do in English classes, which was formed based on previous courses experiences; this perception originally affected learner's motivation to speak in English. These findings also support previous research in which students' motivation resulting from the active involvement in the class through group work influences positively in the development of learners' confidence to use the target

language. This study emphasizes the importance of using of group work as a way to approach

language tasks autonomously and successfully (Carless, 2002).

Thus, the cooperative learning strategy and the interactional task-based lessons contribute

in the transformation of a teacher-centered class into a student-centered class. Learners had more

opportunities to participate actively in all the stages of the class, such as planning, monitoring,

and assessment. With these tasks, learners were prompted to assume roles, make decisions

related to the way to approach the task, and reflect on the aspects that influenced the success or

failure while working in groups. Learners did not only learn about the language but also about

the way they could develop their speaking skills, by taking into account the characteristics of the

group, in particular the class size. Thus, the methodology that emerged from this study helped to

transform the perception that learners had about their roles in their English classes.

Furthermore, autonomy can be promoted and developed by working cooperatively. It is

also necessary to strengthen learners´ self-confidence by fostering peer support which is crucial

while working cooperatively (Naughton, 2006) given that learners´ low levels of confidence

affect their motivation and enthusiasm to develop the tasks on their own. Teachers must realize

that leadership, decision making, and conflict management must be taught so that learners can

face these challenges on their own (Johnson**,** Johnson & Holubec, 1997**)**. This conclusion also

confirms Naughton (2006) claim that fostering learner's interaction help to increase learning

opportunities due to the knowledge social construction and decrease learners' dependency on

teachers' continuous assistance toward the gradual achievement of autonomy.

Finally, teaching English by implementing interactional tasks increases learners'

motivation due to their connection with real-life situations, which in turn impacts their

commitment to produce clearer oral utterances to face future communicative encounters

successfully. Learners that were motivated and interested in using the target language for future

encounters became more engaged in the accurate use of English.

6.3   Significance of the results

The implementation of cooperative learning strategy presented a number of advantages

such as the transformation of a teacher-center class into a student-center class, especially when

working with large groups of beginner learners like the fourth grade students at the Corazonista

School. Additionally, the planning and development of interactional task-based lessons allowed

learners to prepare for common real-life routines. The fact of connecting the tasks with attractive

topics increased learners' motivation to participate, practice, and transfer new language skills to

real-world communicative encounters. The proposed approach generated opportunities to

change learners' perceptions about their performance in English and their abilities to

communicate resulting in improved self-confidence. Likewise, the fact of interacting with

friends, helping each other, working for common goals created a friendlier atmosphere where

learners felt comfortable to communicate in English despite any accuracy or fluency errors.

The implementation of this methodology requires that teachers start analyzing what the

real needs and interest of their learners are, so that classes can be more appealing and meaningful

for learners. Moreover, it is necessary to change teacher´s perceptive toward language teaching

and allow real-life language practice incorporating student-student interaction while acts as a

facilitator. This approach has a strong potential to address the linguistic, cognitive and affective

needs of language learners.

6.4   Limitations of the present study

One of the main drawbacks of the project had to do with the groups' arrangements; it had

to be taken into account that the groups needed to be balanced with weak and more experienced

learners in each group. At the beginning of the implementation stage, it was necessary to foster

unity and raise awareness about the benefits of working cooperatively because some of the more

experienced learners neglected the weaker learners' opinions and showed preferences to work

with close friends or to work individually. During the study, the researcher had to facilitate

forming of the groups so that the weaker learners could take advantage of working with peers

who could provide feedback or support when necessary. In order to do this, constant teacher's

monitoring, observation and reflection were essential. Most of the differences in final outcomes

were based on the effectiveness of grouping. When the groups were not balanced, the weaker

learners felt demotivated which affected their commitment to speak in English. This issue also

influenced the application of metacognitive strategies and academic skills.

Another drawback was related to time management which affected the development of

the activities planned to promote peer feedback. Although the teacher could implement the

pedagogical intervention during a four-week term, the training stage required more time than

expected since learners were used to work individually and some learners had a negative

perception toward team work. This meant that some of the lessons had to be re-developed

during the training stage as the learners required more practice in interactional tasks and in the

reinforcement of rules in order to avoid misbehavior. It mainly affected the development of

activities planned to promote peer feedback and socialization of final products during the

pedagogical implementation. Likewise, most of the learners became repetitive when filling the

assessment charts because they required more practice and modeling in peer and self-assessment

during the implementation which affected the data collection stage. For that reason, it was

necessary to carry out interviews in which learners could reflect more under teacher´s guidance.

6.5   Further research

Future research is recommended to determine the impact of cooperative work in the production of more accurate oral utterances. Such research study might have to incorporate, for instance, more training on peer assessment and focus on determining how the implementation of peer assessment might influence learners' accuracy. Further investigation is also needed to evaluate how combining cooperative work and the use of a language corpus focused on the management of daily routines can affect the development of speaking skills. This would complement the current study and contribute in the fostering of self-directed learning as a way to develop autonomy in language learning in beginner learners.

A second trend for upcoming research in this field is to reflect whether metacognitive strategies might influence the implementation of cooperative work and interactional tasks. This assumption emerged from the limitations found in the current research study, in which it was evident that unbalanced groups faced difficulties in planning, making decisions related to the tasks and in self-assessment of their progress. Learners should be aware of the strategies and methods that help them achieve their learning goals while they progressively become ready to make adjustments and decisions pertaining to their own learning process.

6.6   Conclusion

For the researcher, these findings prove that cooperative learning strategies and interactional task-based lessons can positively influence the development of oral production, especially when working with large classes which is an issue that must be faced and overcome in most of Colombian public and private schools. The proposed approach proved to motivate learners to learn a foreign language in a class that goes beyond the study of grammar. Instead, learners are able to recognize language learning as an opportunity to access information, learn

about other cultures and become autonomous learners. It would contribute to the achievement of the actual goals set in the Colombian National standards for English learning which focused on preparing learners to communicate in the foreign language.

Moreover, to develop effective ELT processes it is necessary to raise learners´ awareness of their actual roles in society, including experimenting, creating, suggesting and supporting each other. It implies that learners should be taught to self-direct and monitor their learning process, which also prepares them to be stronger problem solvers. This might be one of the challenges not only in local and national contexts but also in international contexts.

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Appendix A. Consent letters

Bogotá, 12 de marzo de 2013
Hno.
José Omar Hoyos
Rector
Colegio Corazonista
Asunto: Carta de consentimiento Informado

Apreciado Hno. José Omar Hoyos:

Reciba un cordial saludo,

Como es de su conocimiento, en la actualidad llevo a cabo mis estudios de maestría en didáctica del inglés, programa en el cual es requerimiento el desarrollo de una Investigación- Acción. La investigación que estoy realizando se titula *"The Development of Oral Production in a Large Fourth Grade Class through the Implementation of Cooperative Interactional Task-Based Lesson".* Este estudio pretende contribuir a la cualificación de los procesos de enseñanza de una lengua extranjera en el colegio. Se proyecta además que el alcance de los resultados de esta investigación sea utilizado para el análisis de procesos de diseño y desarrollo de las clases de inglés que fomenten una mayor producción por parte de los estudiantes pertenecientes a la institución educativa.

Por lo anterior, y en total cumplimiento de los procedimientos éticos para llevar a cabo estudios investigativos, comedidamente solicito su aprobación para llevar a cabo la fase dos de este estudio que incluye la recolección y análisis de los datos concernientes al estudio. En esta fase se usarán varios instrumentos y protocolos y se estudiarán las contribuciones producidas por los estudiantes durante el desarrollo de las clases. Estos instrumentos y procedimientos se han diseñado en cumplimiento con las políticas generales para la investigación Acción.

Cabe destacar que con el propósito de mantener la identidad de los participantes en el anonimato, se garantiza el uso de códigos o nombres falsos para sustituir los nombres reales de los mismos. Por otra parte, se garantiza también la estricta confidencialidad en el manejo de la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y /o finales del área.

Agradezco de antemano su aporte para llevar a buen término mi investigación.

Atentamente,

Farleys Barraza Botet
Docente de Inglés –Estudiante de Maestría en Didáctica de Inglés

COLEGIO CORAZONISTA
Formato de Autorización – Padres de Familia

Bogotá, Marzo 12 de 2013

Señores
Padres de Familia – Estudiantes Cuarto grado A
Ciudad

Asunto: Proyecto de Investigación *"The Development of Oral Production in a Large Fourth Grade Class through the Implementation of Cooperative Interactional Task-Based Lessons"*.

Respetados Padres de Familia:
Reciban un cordial saludo. Con el deseo de contribuir a la cualificación de los procesos de enseñanza de una lengua extranjera en el colegio, me encuentro realizando el proyecto de Investigación anteriormente mencionado. Este trabajo tiene como objetivo potencializar en los estudiantes sus habilidades de habla teniendo en cuenta el correcto uso de la misma.

Para este propósito, es necesario llevar a cabo la recolección de datos sobre el desempeño de los estudiantes en el idioma extranjero y el análisis de los mismos para así identificar las estrategias pertinentes que permitan alcanzar el objetivo propuesto. En esta fase se usarán varios instrumentos como entrevista, cuestionarios y/o audio grabaciones durante el desarrollo de las clases. Estos instrumentos y procedimientos se han diseñado en cumplimiento con las políticas generales para la investigación Acción.

Cabe destacar que a los participantes se les garantiza la estricta confidencialidad en el manejo de la información que se recolecte y los nombres de los mismos. Se hace énfasis en el hecho que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y /o finales del área.

Por lo anterior, para que quede constancia que conocen esta información y aprueban la participación de su hijo (a) en este proyecto, por favor firmar el consentimiento al final de la hoja.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Farleys Barraza Botet
Profesora de Inglés Cuarto Grado A.

_____
Nombre Estudiante:

_____   _____
Firma padre   Firma madre

SI ☐   NO ☐

COLEGIO CORAZONISTA
Formato de Autorización – Estudiantes

Bogotá, Marzo 12 de 2013

Estudiantes Cuarto grado A
Ciudad

Asunto: Proyecto de Investigación *"The Development of Oral Production in a Large Fourth Grade Class through the Implementation of Cooperative Interactional Task-Based Lessons".*

Apreciados estudiantes:

Como es de su conocimiento, en el área de inglés se pretende desarrollar un proyecto de Investigación acción llamado "Desarrollo de una producción oral correcta en la lengua extranjera- Ingles" con el objeto potencializar su producción oral en Ingles atreves del diseño y desarrollo de actividades orales grupales.

Por lo anterior se llevaran a acabo entrevistas, cuestionarios y/o audio grabaciones que permitan hacer un seguimiento a sus procesos de aprendizaje del inglés y muy especialmente el desarrollo de su habilidad de habla.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga. Adicionalmente, cabe resaltar que este proyecto no tendrá incidencia alguna en las notas parciales y/o finales correspondientes al curso.

Como constancia que conocen esta información y la aprueban, por favor firmar el presente consentimiento.

NOMBRE Y APELLIDO DEL ESTUDIANTE	NOMBRE Y APELLIDO DEL ESTUDIANTE

Appendix B. Data collection instruments

SAMPLE QUALITATIVE QUESTIONNAIRE

ACCURATE ORAL PRODUCTION DEVELOPMENT ON FOURTH GRADERS

COLEGIO CORAZONISTA

Dear students,

The purpose of this questionnaire is to determine your opinion about what factors influence your language learning process. Trace an X in the statement that best suits your opinion.

This will help us to improve your English Classes; you will need less than 20 minutes to answer this questionnaire. The information gathered will be used confidentially. Thank you for your collaboration!

1.   By working in pairs I have the opportunity to talk for more time.

  [ ]   Agree   [ ]   Disagree

2.   By working in groups I can clarify my doubts about the topic of the lesson.

  [ ]   Agree   [ ]   Disagree

3.   By working in pairs I have the chance to avoid using English.

  [ ]   Agree   [ ]   Disagree

4.   When the teacher writes on the board every rule of grammar I memorize the information.

  [ ]   Agree   [ ]   Disagree

5.   I speak in Spanish because I do not know how to use the grammar topics.

  [ ]   Agree   [ ]   Disagree

6.   I speak in Spanish because I do not know how to use the vocabulary to communicate my ideas.

  [ ]   Agree   [ ]   Disagree

7.   I prefer speak in Spanish to avoid making mistakes using English

  [ ]   Agree   [ ]   Disagree

8.   I enjoy working with others because I have the chance to express my ideas.

  [ ]   Agree   [ ]   Disagree

9.   I prefer working individually to avoid making mistakes in front of my friends.

  [ ]   Agree   [ ]   Disagree

10.   I like working individually to get all the credits for me.

  [ ]   Agree   [ ]   Disagree

11.   When I work with others I can help them improve in the English class.

    ☐   Agree   ☐   Disagree

12.   Listening to my teacher's talk in English makes the classes interesting for me.

    ☐   Agree   ☐   Disagree

13.   Acting and participating in all the classes is like in the real life because I have the chance to use what I know of English.

    ☐   Agree   ☐   Disagree

SAMPLE SEMI- STRUCTURES INTERVIEW

ACCURATE ORAL PRODUCTION DEVELOPMENT ON FOURTH GRADERS

COLEGIO CORAZONISTA

Dear students,

The purpose of this semi-structure interview is to determine your opinion about what factors influence your language learning process. This will help us to improve your English Classes; you will need less than 10 minutes to share your thoughts related to your English learning process. The information gathered will be used confidentially. Thank you for your collaboration!

1. Is the English your favorite class? Why?

2. Rank the following activities from 1 to 5 being 1 the most important and 5 the least helpful to learn English

3. Do you like grammar exercises in books and notebooks? Why?

4. When you work in English activities, you prefer working: Individually, in pairs, in groups. Why?

5. Are you comfortable when working with other classmates in English class? Why?

6. Do you think that working in groups is beneficial for you? Why?

7. Is it easy for you to communicate with others in English? Why?

8. When talking in English, can you communicate your ideas using what you learn in class?

9. Do you use Spanish in the English class? Why?

10. What do you suggest to improve in English class?

Appendix C. Pre-stage for lesson planning

COLEGIO CORAZONISTA

Questionnaire

1.   Circula dos temas de la lista que te sean atractivos para trabajar en clase. Explica la razón por la cual escogiste cada tema.

      a.   Festival de comida

      b.   Ser chef por un día

      c.   Promocionando un negocio de comidas

      d.   Programa de salud por televisión

Opción ____.

_____

Opción____.

_____

2.   Circula dos temas de la lista que te sean atractivos para trabajar en clase. Explica la razón por la cual escogiste cada tema.

      a.   Promoción del turismo en Colombia

      b.   Shopping como entretenimiento

      c.   Chatting with 89ort u89

      d.   ¿Cómo tener éxito en tu viaje de vacaciones?

Opción ____.

_____

Opción ____.

_____

Appendix D. Lesson summary for pedagogical implementation

Lesson 1	Lesson 2	Lesson 3
Topic: Food	**Topic:** Food & Festivals around the World	**Topic:** Vacations & Free time activities
Vocabulary: Food, containers, partitives, kitchen verbs, sequence words.	**Vocabulary:** dishes, food,	**Vocabulary:** Films types, adjectives describing films, sequence works, time expressions for past.
Grammar: Future tense "be going to"	**Grammar:** Future tense "be going to" and "will"	**Grammar:** was/ were, Past simple : regular and irregular verbs
Materials: voki, videos, images, charts, magazines form Exito, real food, PPP.	**Materials:** pictures of festivals, audio about tickets booking, video of hotel publicity, charts, festival publicity voki, cards, observation worksheets, PPP.	**Materials:** little cards for with adjectives, movie trailer, images, chart for telling story, cards of voc. Verbs, role play, guessing game, interview worksheet, PPP.
Class Stages	Class Stages	Class Stages
Warmer: brainstorming, game, discussions, description of images, switching pair dialogues, watch a video, listen and audio, goal setting.	**Warmer:** brainstorming, game, discussions, description of images, switching pair dialogues, watch a video, listen and audio, goal setting.	**Warmer:** brainstorming, game, discussions, description of images, switching pair dialogues, watch a video, listen and audio, goal setting.
Free planning stage: students' prepare their product which can be reporting info, describing event, presenting a dialogue.	Free planning stage: Students prepare their product which can be reporting info, describing event, presenting a dialogue.	Free planning stage: Students prepare their product which can be reporting info, describing event, presenting a dialogue.
Daily product presentation: presentation of the task product	**Daily product presentation:** presentation of the task product	**Daily product presentation:** presentation of the task product
Final Task: TV show "Chef for a day" (7th class)	**Final Task:** Festival Publicity	**Final Task:** Dialogue "Talking about past experiences" (free topic: cinema experience, vacations, last week activities)
Whole group feedback session: after watching and listening to the classmates' product, teacher and classmates provide comments and feedbacks	**Whole group feedback session:** after watching and listening to the classmates' product, teacher and classmates provide comments and feedbacks	**Whole group feedback session:** after watching and listening to the classmates' product, teacher and classmates provide comments and feedbacks
Self- assessment activity: Each student receives a format that is a checklist for self-assess their performance. They can write comments about each item.	**Self- assessment activity:** Each student receives a format that is a checklist for self-assess their performance. They can write comments about each item.	**Self- assessment activity:** Each student receives a format that is a checklist for self-assess their performance. They can write comments about each item.

Appendix E. Lesson plan sample

ICELT LESSON PLAN FORM

Name of teacher:	Farleys Barraza Botet	Candidate Number:	

Institution: Colegio Corazonista

Date of Observation: DAY MONTH YEAR 07 11 2013	Time of observation Length of class 1:30 to 2: 15 p.m 45 minutes

Class/grade: 4A	Room: 4A

Number of students: 34 students	Average age of Students: 9 to 11

Number of years of English study: 4 years	Level of students: Elementary

Lesson Number 4	Observer: Pedro Maldonado

Main Aim(s):
By the end of the lesson students will be able to ask and answer questions orally about past activities developed during the weekend, last vacations or last week by using the past tense.
Subsidiary Aims:
By the end of the lesson students will have made oral questions about past events by using the auxiliary verb "did".
By the end of the lesson students will have provided short answers to questions about past events.
By the end of the lesson students will have written short answers
By the end of the lesson students will have used a range of verbs in past form in oral statements.
Personal aims:
To give clear instructions for each activity avoiding repetition of them.
To foster student´s active participation by becoming a facilitator and giving them opportunities to talk to their classmates

Description of language item / skill(s)
Form
We use the past simple for actions which happened at a certain time in the past. The auxiliary verb "did" is used to make questions and provide short answers when talking about past events. The auxiliary verb "did" does not vary the form with any personal pronoun (I/you/she/he/it/we/they).
For example:
Did you go to school yesterday?
Did she play tennis with you?
The verbs in past are classified into two groups which are: regular and irregular verbs which have a variety of endings. The regular verbs can be formed and it depends on the ending of the verb in their base form.
- Verbs ending in –e + -d. **Example:** like –lik**ed**
- Verbs ending in consonant + -y -> -ied. **Example:** cry- cr**ied**
- Verbs ending in vowel+ -y+ ed. **Example:** Play**ed**
- Verbs ending in one stressed vowel between two consonants double the last consonant+ -ed. **Example:** Stop- Stop**ped**.

Structures
WHAT+DID+SUBJECT+BASED FORM OF THE VERBS?
DID+ SUBJECT+BASED FORM OF THE VERBS?
YES, SUBJECT+ DID
NO,SUBJECT+DID
SUBJECT+PAST FOR OF THE VERB+COMPLEMENT
Meaning
Statements in past tense allow people to indicate actions that occurred in the past and which did not extend into the present. The knowledge of the past tense of the verbs and is meaningful and useful for people because most of the time they are describing situations or talking about experiences and events that took place in the past. For students it might be interesting to be able to talk about them and the things they did in the past when sharing time with friend
Use
Students usually talk about their activities, experiences on vacations, things they did and were remarkable such as participation in tournaments, championships or just good moments they lived. Moreover, most of them like to retell others experiences and stories they were told. The planned tasks for this lesson will allow students to find the connection between what they learn in classes and their real life. Thus, students can be successful when facing conversation where it is necessary to talk about past experiences.
Skill(s) and sub skill(s)
Writing and speaking activities support the learning of grammar aspects like the usage of past tense. The purpose of these activities is to engage learners to communicate and practice a structure that must be learned. Consequently, the writing activity will provide the students with some time to define what information he/she will share with other classmates while applying specific forms. Besides, the speaking activity takes place when sharing information and receiving feedback form others.

Materials:
➢   Describe and write a rationale for all the materials that you are going to use in the lesson, and attach copies/photocopies with their proper referring citation.
➢   Small pieces of papers with the vocabulary of verbs in past. Some paper will have just the image and others the word.
➢   Worksheet for guiding questions making in past tense and the writing of short answers. Adapted from: Ready-made English 1. Teacher resource book. Heinemann Publishers. Oxford (1995).
➢   Small pieces of paper with sentences on it which have a statement about last week activities
➢   PPP with the instructions for each activity of the lesson. Also, it will have exercises planned as solutions

Profile of learners:
This is a class formed by 34 students whose age average is 9 to 10. They have 5 hours of English classes per week and each class lasts 45 to 50 minutes. Their English level is A1 according to the Common European Framework. The main class materials are the student's book, workbook, worksheets, and technological devices, which allow presenting the images of vocabulary and content related to each topic. Eventually, students bring materials for creating posters or objects for the presentation of dialogues.
•   Outline the learners' linguistic (around 100 word)
Learners are used to filling the blanks exercises which are commonly found in books with the purpose of reinforcing grammar structures. Moreover, they sometimes omit the subject pronoun when they create oral and written utterances. They also tend to forget vocabulary and to use Spanish in order to express their needs or thoughts instead of using mimicking or paraphrasing. For that reason, It is necessary to increase exposure to the target language even when teaching grammar structures so that students acquire the vocabulary and learn how to apply it in context.
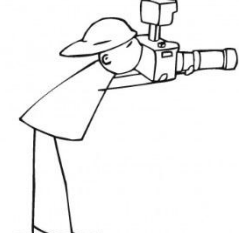•   Outline the learners' affective needs (around 100 words)
A few students are shy and they prefer to work on speaking activities in small groups. They have raised their confidence while working in pairs or groups because they feel support from their peers. For that reason, it is necessary to plan communicative activities that require cooperation and kids' interaction. Through the development of this kind of activities, they will be able to activate their knowledge and start taking risks. When working in pairs or groups students become more active and autonomous learners even when they need to clarify their doubts because they recur to peers.
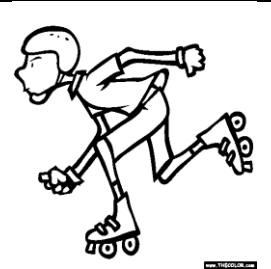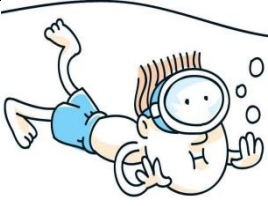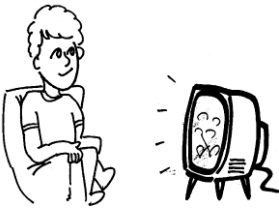
- Outline the learners' cognitive needs (around 100 words)

Students are aware of the importance of learning English and communicating accurately in this language. Some of them have had the opportunity to travel to Anglophone countries and they recognize they need to improve pronunciation and their listening skills because they are able to recognize words in written form but they have problems to follow a conversation. For that reason, it is necessary to activate their vocabulary through activities when learners can listen to other classmates and they have the opportunity to interact.

- Explain how learners' needs relate to aims of the lesson

While interviewing a friend, students will practice grammar structures related to the topic and will share with other their experiences. Besides, they will have the opportunity to help each other to achieve individual goals. For low achievers the fact of working in pairs and groups contributes to lower their affective filter and to provide an environment free of tension. The learners will interact with peers with similar English level or higher level and they will have the opportunity to negotiate meaning and to peer-correct.

- Explain how learners' needs will be addressed in the specific learning environment

Learners' needs will be addressed by developing activities where they can learn from each other what might ensure meaningful learning especially in shy students that avoid participating in the English classes because they feel insecure about things they have to do through the tasks. Additionally, they will have the opportunity to connect task with real life situation. By working cooperatively, students will strengthen not only writing skills but also speaking skills. Additionally, learners will reinforce knowledge and practice structures.Finally, students will have a more active role in their language learning process.

Stage / Aim	Procedure Teacher and student activity	Time/ Interaction
Warn-up Students will activate their knowledge related to verbs in past.	Students will be encouraged to set the goal for the class. Students will receive a piece of paper with a picture or a word (verbs in past). Class materials) They will move around the class to find a classmate that has the activity that match with the word they received or vice versa. They must follow the example: A: What did you do last weekend? B: I played baseball (depending on the picture they have). And what did you do? A: I _____. When they find their peer, they will sit together.	Students – students Interaction 10 minutes
Stage 1 Students will practice questions and short answers in past.	One student from each pair will receive a different sentence about an activity done last vacations: I went to a fancy restaurant, I went to a park, I traveled to another city, I went to the beach, I went to a party, I was at home. The other student must interview his/her peer by asking the question from the worksheet (class materials) in order to guess the sentence that his/her friend received. The students that received the little card must answer the questions made by his/her peer according to the situation (Class material). The interviewer must register the answers of his/her partner on the paper. Yes, I did No, I did n' t And the interviewer must look at a PPP that contain the situations. He/she must choose the one that his/her friend has.	Students-student interaction 15 minutes
Stage 2 Students will report the information	The interviewer will report to the rest of the class the activities his classmate did during the weekend according to previous activity. The one that was interviewed will report about his/her last weekend according to the statement they received.	Student-students interaction 10 minutes

collected using past tense.		
Wrap up Students will describe real past experiences, ask and answer questions using past tense.	In their pairs students will be assigned a topic to talk about a. Talk about your real last vacations b. Talk about yesterday activities c. Talk about your last week After they share their real past experiences, the teacher will ask some students to go in front of the class to talk about the topic assigned. The students that are listening will be told to make questions to the student chosen to go in front of the class. They must use the structure: Did you _____? In this activity, the teacher will have the opportunity to provide feedback about the use of past tense and "did"	Student – student interaction 15 minutes

Images taken from www.google.com.co

	Went		Took pictures
	Ate		Sang
	Drank a new juice		Listened to music
	Made a sandcastle		Did homework

	Cleaned		Roller Skated
	Visited a museum		Ran
	Danced		swam
	Watched		Practiced tennis
	Talked to a friend		

CLASS MATERIALS

Adapted from: Worksheet for guiding questions making in past tense and the writing of short answers. Adapted from: Ready-made English 1. Teacher resource book. Heinemann Publishers. Oxford (1995).

Question	Answer
Did you….?	Yes, I did/ No, I didn't

Did you…..

1.   ……swim?   _____

2.   …make a sandcastle?   _____

3.   …eat a special dessert?   _____

4.   …drink a new juice?   _____

5.   …practice a sport?   _____

6.   …play with friends?   _____

7.   …visit a museum?   _____

8.   …take pictures of new places? _____

9.   …. Dance?   _____

10.   …. Eat cake?   _____

11.   …. Clean your room?   _____

12.   … do homework?   _____

I went to a restaurant
✓ Ate a special dessert
✓ Drank a new juice
I went to a park
✓ Practiced a sport
✓ Played with friends
I traveled to another city
✓ Visited a museum
✓ Took pictures
I went to the beach
✓ Swam
✓ Made a sandcastle
I went to a party
✓ Danced
✓ Ate cake
I was at home
✓ Did homework
✓ Cleaned my room

GROUPING

- Pick a paper from a bag
- You have a: word   or   picture
- Ask around and answer

Example:
A: What did you do last weekend?
B: I played baseball (according to the picture)   And what did you do?
A: I _____

- Match word with picture
- You find your pair!

(10 minutes)

A: WHAT DID YOU DO LAST WEEKEND?
B: I PLAYED TENNIS (ACCORDING TO THE PICTURE)   AND WHAT DID YOU DO?
A: I _____

Play tennis

PAIR WORK : ABOUT LAST VACATION ACTIVITIES

1. One student receives a card.
- The card has a sentence (don't show it to your friend)
2. The other student receives a worksheet
- Make the questions to your friend
- Analize the positive answers and **guess** the sentence

Example:
 Student 1: Did you … play tennis with a friend?
 Student 2: Yes, I did   /   No, I didn´t

- Register the answers on your paper

(15 minutes)

I went to the stadium
(Secret sentence)

✓Watched soccer players
✓Sang the anthem

LAST VACATION SENTENCES

- I went to a fancy restaurant
- I went to a park
- I traveled to another city
- I went to the beach
- I went to a party
- I was at home

REPORT

- Interviewer

Tell the classes about the activities your friend did on vacations

Interviewee
- Talk about your last vacations (use the card information)

(10 minutes)

TOPICS TO TALK ABOUT

Talk to your friend about one topic
a. Your real last vacations
 b. Yesterday activities
c. Last week activities   **(5 minutes)**

Now, talk to the rest of the class

Answer your friend questions !!! **(10 minutes**)

TIME FOR QUESTIONS!

The rest of the class can make questions

You can use :

Did you_____?

Possible Answers:

Yes, I did	No, I didn't
Yes, he did	No, he didn't
Yes, she did	No, she didn't

PLANNED SOLUTIONS

Choose the correct word to complete the sentences
1. Did you _____ to the park with your friends?
a. went   b. go
2. Did he _____ pictures in Panama?
 a. take   b. took
3. Did they _____ a sandcastle
a. made   b. make
4. Did you _____ to the new song of "one direction"
 a. listen   b. listened

Appendix F. Self-assessment formats

Autoevaluación para lección 1 "chef for a day"

Coloca un ✓   a los oraciones que describen lo que puedes hacer.

___ Puedo describer una receta

___Puedo hablar sobre el proceso para preparer una receta

___Puedo presenter a otros un plan previo a la preparación de una receta

___ Puedo aplicar el vocabulario de comida correctamente

___Puedo aplicar el vocabulario de conectores (first, second, etc) correctamente. Otro?

_____

Coloca un √   si es **SI** o una X si es **NO** deacuerdo a tu desempeño. Luego, Explica

	SI	NO	Explica
Puedo asumir responsabilidades en mi grupo			
Puedo ayudar a superar las dificultades que se presentan en mi grupo			
Puedo ayudar a otros en la clase de Inglés			
Aprendo de mis compañeros			

Auto-evaluación para lección 2 "Festivals"

After working on the lesson # _____

Coloca un ✓ a los oraciones que describen lo que puedes hacer.

___ Puedo escoger un evento al cual ir y dar razones de mi elección

___ Puedo hablar sobre planes futuros

___ Puedo reservar un tiquete de avión por teléfono

___ Puedo tomar decisiones sobre el hotel donde me hospedare y dar razones de mi elección.

___ Puedo invitar personas a un evento describiendo sus características

___ Puedo usar "be going to" correctamente para hablar de planes

___ Puedo usar "will" correctamente para hablar sobre decisiones que tomo. Otro?

_____

Coloca un ✓ si es **SI** o una X si es **NO** de acuerdo a tu desempeño. Luego, Explica

	Yes	No	Explica/Da un ejemplo
Pude asumir responsabilidades en mi grupo			
Pude ayudar a superar las dificultades que se presentaron en mi grupo			
Pude ayudar a los miembros de mi grupo mientras trabajábamos en la actividad asignada.			
Aprendí de mis compañeros			

¿Qué crees puedes hacer para ser cada vez mejor en clase de Inglés?

Auto-evaluación para lección 3 " Last weekend" dialogue

Coloca un   donde corresponde de acuerdo a tu desempeño. Luego, Explica

	Si	Parcialmente	No	Da un ejemplo o Explica
1.Puedo describir films usando "was" o "were" y vocabulario trabajado				
2.Puedo narrar eventos pasados usando verbos en pasado				
3.Puedo conversar sobre actividades llevadas a cabo en el pasado				
4.Puedo hacer preguntas haciendo uso de was- were				
5.Pude asumir responsabilidades en mi grupo				
6.Pude ayudar a superar las dificultades que se presentaron en mi grupo				
7.Pude ayudar a los miembros de mi grupo mientras trabajábamos en la actividad asignada.				
8.Aprendí de mis compañeros				
9.Me di a entender haciendo uso del Inglés				
10.Use Español para comunicarme en las clases de Inglés				
11.Pude identificar errores y corregirlos				
12.Soy más independiente desde que trabajo en equipos				

Appendix G. Post implementation qualitative questionnaire

SAMPLE QUALITATIVE QUESTIONNAIRE

ACCURATE ORAL PRODUCTION DEVELOPMENT ON FOURTH GRADERS

COLEGIO CORAZONISTA

Apreciados estudiantes:

El objetivo de esta encuesta es conocer sobre tus experiencias, apreciaciones sobre el proceso de aprendizaje del inglés. Agradezco de antemano tu honestidad al momento de responder las siguientes preguntas. Esto tomará menos de 15 minutos de tu valioso tiempo. La información recolectada en esta encuesta será confidencial y tu nombre no será revelado. Gracias 103ort u colaboración!

1.   Te gusta trabajar en equipo?

Menciona 3 razones que expliquen tu respuesta _____

2.   Las actividades desarrolladas en Inglés son útiles para ti?

Menciona 3 razones que expliquen tu respuesta _____

3.   Utilizas el Español mientras trabajas en las actividades grupales de Ingles? Circula una de las opciones.

Nunca   Aveces   Siempre

Porque? _____

4.   Que tan frecuente recurres a tu profesora cuando trabajas en tus actividades grupales? Circula una de las opciones.

Nunca   Aveces   Siempre

Why? _____

5.   El trabajo cooperativo tiene algún impacto en tu "speaking"? Explica

Appendix H. Post implementation semi-structured interview

COLEGIO CORAZONISTA

SEMI_STRUCTURE INTERVIEW

Dear students,

The purpose of this semi-structure interview is to determine your opinion about what factors influence your language learning process. This will help us to improve your English Classes; you will need less than 10 minutes to share your thoughts related to your English learning process. The information gathered will be used confidentially. Thank you for your collaboration!

1.   Do you feel comfortable when working in pairs or groups?

¿Te sientes cómodo trabajando en parejas y/o grupos? ¿Porqué?

2.   Do you think that working in groups is beneficial for you? Why?

¿Piensas que trabajar en equipo te ha beneficiado? Explica tu respuesta.

3.   Can you communicate in English outside the classroom?

¿Sientes que puedes comunicarte en Inglés dentro del aula? Y fuera de ella? (Causas)

4.   Have you noticed an improvement in your speaking? Any factor influenced?

¿Has notado alguna mejoría en el uso del Inglés? (forma oral), A qué crees que se deba?

5.   Do you still use Spanish in English class? Why?

¿Usas Español en las clases de Inglés? ¿Por qué piensas que sucede?

Appendix I. Transcriptions of excerpts

S 1: "si con todo lo de la clase yo tengo más experiencia al usar las palabras y lo uso fuera hasta en el english day. "

S2: si ya puedo decir lo que hago, las recetas, los sentimientos cuando tenemos trabajos en grupos nos comunicamos la causa es la diversión, el año pasado me reganaban porque hasta me dormía. (Taken form the interview)

S 2: pues yo sí porque no te aburres y puedes aprender de los demás porque además me parece chévere y cuando estas interactuando con amigos aprendes más"

S11: Ahora entiendo mejor…aprendo de los ejercicios por que hablo más en las conversaciones (Taken from the qualitative questionnaire)

S1: Yes, with all the activities developed in the class I have more experience in the usage of the vocabulary and I use it outside the classroom including the English day.

S2: Yes, I can describe what I do, the recipes, the feeling, when we work in groups we communicate and that is fun. The last year I was told off because I got asleep.

S2: I do, I do not get bored and we all can learn from other because it is nice and when you are interacting you are learning more.

S11: I can understand better now… I learn from the tasks because I speak more.

S6: Por ejemplo cuando uno tiene la cámara grabando al principio uno se estaba enredando con unas palabras pero con la practica ya la usamos y es como si habláramos en español.

S7: ah...cuando yo trabajaba con S8 yo decía…I am going y el noo…es I went entonces chévere porque practicaba y ahora participo más y me gusta más la clase.

s6: When we are recording… at the beginning you get stuck or you do not say some words accurately but after practicing you can speak in English as in Spanish.

S7: When I worked with S8 I said… I am going to … and he corrected me… It is "I went"...so that was nice because I could practice and now I participate more and I like the class.

S3: Los amigos le pueden corregir las palabras que tenemos mal… porque yo con S4 siempre me equivocaba en pasado y decía el verbo en futuro o normal entonces en cada práctica que hacíamos a él le tocaba que me corrigiera hasta que me lo aprendiera bien. (Taken from interviews)

S 5: En la pronunciación cuando uno practica con los compañeros como se dicen las palabras y hasta lo escribes.

S3: friends can correct the words we are not using accurately… when I worked with S4, I always made mistakes using past tense and I used future tense or use their normal form but in every practice he corrected me until I learnt it.

S5: In the pronunciation when we practice with classmates how words were pronounced and you also can write it.

It is very interesting that the group four was engaged in the activity and in making sure that all the members could participate no matter the mistakes they could make. Although they make some mistakes, they demonstrated their planning. It attains my attention that S 1 usually uses a notebook to write the lines that each member of the group had to learn in order to make the presentation. Taking into account the interview, it is evident that S2 is convinced that she will be able to learn English while working with S1. She trusts that her friend knows many things and that she can teach her and helps her to overcome her difficulties.

S10: Si porque como uso los videos aprendo mejor, cuando encuentro los problemas los corrijo y porque le puedo entender más a los que me hablan en inglés.

S11: Si porque en las grabaciones nos ayudamos y los trabajos en grupo nos permiten aprender palabras que no sabíamos.

S12: Si porque aprendo más, practico más, y me intereso más. (Taken from questionnaires)

S10: When I use the videos I learn more, when I identify mistakes I correct them and I can understand what people say in English.

S11: Using the recordings we help each other and working in groups allow us to learn words we did not know.

S12: I definitely learn more, practice more and I have more interest in learning.

S13 was the student that felt more confident in the group and at that point she had coordinated what to say and encouraged the group to overcome any difficulty especially of pronunciation and long pause (lack of vocabulary). S13also trained S14 before recording the tasks; she made her practice every single word of her speech. I have to make emphasis that they were best friends in the class and it definitely helped S14to run more risk in English class. S14 had a shy personality but she was committed to develop the tasks what helped her to be more active in English class and it had positive results. By the end of the third task she was more relaxed and she demonstrated more enjoyment. In this sense, the girls friendship helped to balance the group being evidence of cooperative strategies influenced since the more experience language learner helped the weaker one to clarify doubts and taught her how to do it better.

Aprendí de mis compañeros.

S 14: Si, S13 me enseno cosas que no sabía antes de grabar los videos

S 15: Si, aprendí de S13 porque cuando tenía errores ella me ayudaba explicándome de forma más sencilla.

Learn from peers

S14: Yes, I do. S13 taught to me things I did not know before working in the videos.

S15: Yes, I do. When I made mistakes she help me and explain to me in an easier way.

Salo: Hello Canada! First we are going to do some questions for sarita. This is er… our strawberry…..

Nichole: ….chocolate fest (on the back)

Salo: chocolate fest. Could you read the ingredients?

Sara: off course … white chocolate, strawberry, bananas, marshmallows, and sprinkles

Salo: procedure….first we are going to melt the chocolate, get sticks, put the marshmallow, banana, strawberry in the stick, fourth heat the chocolate, five cover the stick with chocolate

And at the end…

Nicole. Add sprinkles. (On the back)

Salo: Thank you!!

Nicole: Now, we are going to make some questions to other guest.

Hello! I am happy to be here and know the chocolate fest… I am sorry...I will be back

Uhmm this is very delicious…how do you make it? I mean….the sprinkle are great…Ok thanks for inviting me

Salome: (No answer) Thank you for watching this video. Bye (In this part the learner did not count on a person that could help her to give an answer because Nichole was involved in the dialogue.

S1: Hello Laura.., I am going to do a party. Do you have a special dish?

S6: Yes, a sandwich??

I am going to buy the ingredients

S10: (on the back: tu no coges nada …no cojas nada)

S6: Ok bread, tomatoes, lettuce, cucumbers, and salami and…..

S10: (on the back...onion) ehh… do you… do you…?? (On the back: no the recep…)

S1: And Onion. Do you remember the umhhh recets?

S10: (on the back: recipe)

S6: let me call the chef

S 10: Ok welcome to Mary Jose foods...today résaip (recipe) is the sandwich

The ingredients are tomato, cheese, onion, lettuce, bread and there are different steps

Ehh first there are different type of bread...today we choose the French bread, the first step is cut the bread , the second is chop the vegetables, the third is slimmer and the fourth is organize and the sixth is taste and enjoy your food. This is the final product and you can eat with soda.

S6: Si porque interactúo más con mis compañeros y puedo aclarar mis dudas

S 16: Si porque así puedo cooperar, porque también puedo preguntar lo que no sepa.

S 15: si, porque nos desenvolvemos la lengua y si no se puedo preguntar y puedo aprender más.

S6: When I interact more, the doubts vanish and I can clarify what I don't understand

S16: Yes, I can cooperate and I can also ask about things I do not know

S15: Yes, I become more fluent… I can ask and learn more

S1: "por ejemplo no me sé una palabra en ingles el amigo te la puede decir"

S 2: "si porque si hay dudas se pueden resolver con el compañero yo me siento cómodo porque uno aclara dudas y corrige"

S1: When I do not know a word in English, my friend can teach it to me

S2: When there are doubts you can overcome it with peers' help,,, and I feel comfortable because I can correct them.

S6: A veces cuando no entienden lo que digo

S26: A veces me enredo y me toca escribirla en español o decirla

S2: A veces si no me sé una palabra la digo mesclada en español e inglés

S6: I sometimes speak in English… when others do not understand what I am saying

S26: I sometimes cannot express myself so I write or say the word in Spanish.

S2: When I do not know I word I speak Spanglish (a mixture of Spanish and English)

S11: Si, para saber más palabras sin cometer errores, así puedo aprender vocabulario

S14: Si porque no me equivoco tanto, mejoro hablando inglés y puedo ayudar a mis compañeros.

S 26: Si, porque aprendemos vocabulario, nos fijamos en nuestros errores y nos fijamos en que nos

quedó mal o que nos hace falta por aprender. (Taken from questionaires)

S11: Yes. To learn more words without making mistakes, in that way I can learn vocabulary

S14: Yes. Now I do not make too many mistakes, I improve speaking English and I help my peers

S26: Yes, we learn vocabulary, we identify our mistakes, things we did not do accurately, and thing

to learn.

Group 1: El beneficio es que uno se divierte aunque cometa errores y se hace sencillo

Group 2: Me ha servido para corregir los errores porque a veces uno dice cosas y otros le

recuerdan como es

Group 4: Si, por ejemplo un día estaban diciendo "escul" así con la e_ y yo les decía que no….que

sin la e_

Group 5: En la pronunciación de los pasados uno pronunciaba la e_ y la d y los amigos le decían

que no se pronunciaba así… que si sonaba pero no mucho. Eso me ayudo al vocabulario y a la

facilidad porque uno se siente bien con los compañeros (Taken from interviews)

G1: the benefit is that I have fun no matter I make mistakes. Things are now easier

G2: It has helped me to improve because when I forget something, my friend remind me.

G4: Once friends were mispronouncing "school" adding e like in Spanish at the beginning. And I

correct them. I told them they could not pronounce it like that

G5: In the pronunciation of verbs in past, we pronounced the ed at the end. A friend corrected me

and that helped me too much. I learned vocabulary in an easy way because we feel comfortable

with our friends' corrections.

Group5: He mejorado mi vocabulario porque una vez grabando no sabía cómo decir salchicha correctamente y de repente salió S13 y me dijo como se decía

Group 3 : Si, ahora conozco y uso más vocabulario, ya puedo tener más oportunidades de hablar en Inglés y la pronunciación más que todo …digamos que hay cosas que se reforzaron porque hay quien te corrija por ejemplo yo decía I go y era I went.

Group 1: ahora es uno más consiente que hay cosas que así no se dicen

G5: I have improved my vocabulary because once I mispronounce "sausages" and suddenly my friend S13 appeared and taught to me how to pronounce it.

G3: Now I can use more words, I have more opportunities to speak in English and pronounce in a better way… I can say I reinforced when I had somebody to correct me, for example: I used to say "I go" instead of "I went" (when describing something that happened in the past)

G1: Now, I am more conscious about pronunciation.

Aprendo de mis compañeros

Sí, me corrigen lo que digo mal

Si, cuando haciendo una actividad y me equivoco

Depende del grupo en el que este, si saben más si

Si, por ejemplo en la pronunciación

Cuando digo una palabra mal ellos me corrigen

En este task si porque ya ellos manejan más el ingles

Sí, porque no sabía decir salchicha y me ayudo un compañero (Taken from self-assessment cards)

I learned from my peers

Yes, they corrected me

Yes, When I made mistakes but that depend on the group I was, if the know more than I do

Yes, I learned more about pronunciation

I made mistakes and they have me to correct

I did not know how to say "sausage" and they told me.

Group 1: Trabajar en grupos es beneficioso porque en otros años el estudiante X no participaba y era callado totalmente que uno no sabía que él estaba ahí, ahora ya participa y se le ha quitado la timidez.

Group2: Es beneficioso porque a veces te sientes más confiado trabajando con el amigo que así individual…porque cuando la profe nos preguntaba algo a mí me daba pena… y yo estoy más confiada con amigos. Y pues ya tú sales al frente y si te da pena es mejor tener un compañero al lado que te ayuda a coger ganas.

Group 3: si porque ya no te sientes presionado y unos se puede equivocar y no se siente tanto. Esto me ha ensenado a perder la pena…antes no podía hablar…era muy tímida.

G1: Working in groups is beneficial because in previous years the student X did not participate and he was very quiet that we did not know he was there, nowadays he participates more and he is not shy at all.

G2: Ii is beneficial because you feel more confident when working with a friend that working alone. When my teacher asked me something I could not answer because I was shy... but nowadays it is different. I feel more confident with m y friend next to me. When I go in front of the class with my friend it is easier...they encourage me.

G3: I do not feel tension and that has helped me to become loose shyness. I could not talk in front of others because I used to be shy.

One of this participants whose name is X, she defined herself as a shy person during the interview. However, in the three videos she was the one that talked for more time. She seemed so enthusiastic and she used the vocabulary worked in the units making a few mistakes related to the use of verb to be (is/are).

Student Y who is the girl that does not appear in the video was the leader of the group and she encouraged all the time students x and Z to talk in front of the camera. While Maria Alejandra is recording, she tends to give clues to her friends and make corrections. She acts as a real director.

S14: porque dejo de tener pena, me corrigen y me divierte

S17: porque me siento más seguro

S4: porque ya no me da tanta pena a la hora de usar el inglés porque me siento en confianza

S9: Si porque aprendo más, pierdo le miedo que me da y no me aburro

S19: si, puedo ser menos tímida, puedo expresarme y aprender.

S14: I am not shy as I used to be, friends correct my mistakes and I have fun

S17: I feel more confident and sure

S4: I feel more comfortable when speaking in English… I don t feel shyness

S9: I have learnt more and I am not bored. I do not feel fear.

S19: I express myself and I learn.