

COMMUNICATIVE ACTIVITIES: A WAY TO FOSTER COLLABORATION AND
COMMUNICATION AMONG A1 EFL LEARNERS

MARITZA MARTINEZ CELY

Monografía para optar al título de Licenciada en Educación Básica con Énfasis en Humanidades:
Español e Inglés.

Asesor

RONALD ANDRÉS ROJAS LÓPEZ

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN ESPAÑOL E INGLÉS
TRABAJO DE GRADO
BOGOTÁ, D.C.
2016

NOTE OF ACCEPTANCE

Signature

Signature

Signature

Bogotá D.C., Abril 2016

DEDICATORY

To my loving parents who have always guided and helped me to reach this goal. For them, I
want to be better every day.

To all my wonderful family. They are the meaning of unconditional love, support and trust.

To my dear friends who teach me the value of a real friendship.

ACKNOWLEDGMENT

To the Universidad Pedagógica and all my teachers for allowing me to grow up academically, socially and personally, and for making me love every day more this profession.

To the Language Center for allowing me to develop this project.

To my assessors Ronald Rojas and Diego Ubaque.

| RESUMEN ANALITICO EN EDUCACIÓN – RAE | |
|--|---|
| 1. Información General | |
| Tipo de documento | Trabajo de grado |
| Acceso al documento | Universidad Pedagógica Nacional. Biblioteca Central |
| Título del documento | Communicative Activities: a way to foster collaboration and communication among A1 EFL learners (Actividades Comunicativas: una forma de fomentar la colaboración y comunicación entre estudiante de inglés como lengua extranjera) |
| Autor(es) | Martínez Cely, Maritza |
| Director | Rojas López, Ronald Andrés |
| Publicación | Bogotá. Universidad Pedagógica Nacional, 2016. # p. 136 |
| Unidad Patrocinante | Universidad Pedagógica Nacional |
| Palabras Claves | COLLABORATION, COLLABORATIVE LEARNING, COMMUNICATIVE ACTIVITIES. (COLABORACIÓN, APRENDIZAJE COLABORATIVO, ACTIVIDADES COMUNICATIVAS) |
| 1. Descripción | |
| <p>Trabajo de grado que se propone analizar la influencia de implementar actividades comunicativas en el aprendizaje colaborativo y los procesos de comunicación oral en estudiantes de inglés como lengua extranjera en el Centro de Lenguas de la Universidad Pedagógica. Por medio de la implementación de instrumentos observacionales y no observacionales, se recolectó información para desarrollar un análisis de los procesos comunicativos y colaborativos de los estudiantes.</p> <p>Se encontró que los estudiantes tuvieron un progreso en sus habilidades comunicativas y en los procesos colaborativos, lo que los lleva a ser conscientes del aspecto social del proceso de aprendizaje. Además, los dos componentes, colaboración y comunicación, tuvieron cada uno un impacto en el desarrollo del otro.</p> | |
| 2. Fuentes | |
| <p>Broughton, G., Brumfit, C., Flavell, R., Hill, P., and Pincas. A. (1980) <i>Teaching English as a Foreign Language</i>. University of London Institute of Education. Second Edition, Routledge.</p> <p>Burns, A. (1999) <i>Collaborative Action Research for English Language Teachers</i>. Cambridge University Press, United Kingdom. Retrieved from: http://catdir.loc.gov/catdir/samples/cam032/99208715.pdf</p> <p>Creswell, S. (2003) <i>Research design. Qualitative, quantitative and mixed methods approaches</i>. Chapter 1: A Framework for Design (pp. 3-26) SAGE Publications, Second Edition. University of Nebraska, Lincoln.</p> <p>Dixon, T. & O'Hara M. (n.d.) <i>Communication Skills. Practice Based Learning</i>. Retrieved from: http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf</p> | |

- Keyton, J. (2011). *Communication and organizational culture: A key to understanding work experience*. Thousand Oaks, CA: Sage
- Kozulin, A., Gindis, B., Ageyev, V., Miller, S. (2003). *Vygotsky's educational theory and practice in cultural context*. Cambridge: Cambridge University Press. Retrieved from: http://people.ucsc.edu/~gwells/Files/Courses_Folder/documents/chaiklin.zpd.pdf
- Littlewood, W. (1981) *Communicative Language Teaching. An introduction*. United Kingdom: Cambridge University Press. Retrieved from: http://api.ning.com/files/uHCv*b6m6kf6Kwa5e-wELm7N*udpFqxt30PhbLV6WNeMZdsqLhDdcq719Rlz1NwzmBTgk96Fhz6cKMkl7Ppg7fZmrXleVJL/CommunicativeLanguageTeachingAnIntroduction.pdf
- Noble, A., Ingleton, C., Doube, L. & Rogers, T. (2000) *Leap into... Collaborative Learning*. Centre for Learning and Professional Development. The University of Adelaide, Australia. Retrieved from: https://digital.library.adelaide.edu.au/dspace/bitstream/2440/71211/1/hdl_71211.pdf
- Nunan, D. (1980) *Designing Tasks for the Communicative Classroom*. National Centre for English Language Teaching and Research, Macquarie University, Sydney.
- Tinzmann M.B., Jones B.F., Fennimore T.F., Bakker J., Fine C., & Pierce J. (1990) *What is the Collaborative Classroom?* NCREL, Oak Brook. Retrieved from: <http://www.arp.sprnet.org/Admin/supt/collab2.htm>

3. Contenidos

Este documento se divide en 6 capítulos, de la siguiente manera:

Capítulo 1. Introducción: En este capítulo se presenta la contextualización del proyecto, la descripción del problema, la justificación, la pregunta y objetivos de investigación.

Capítulo 2. Marco teórico: Se describen las bases teóricas del proyecto. En primer lugar, se hace la revisión de la literatura describiendo estudios previos realizados en relación con el tema. En segundo lugar, se definen los constructos del proyecto que se relacionan con la propuesta pedagógica y su puesta en práctica.

Capítulo 3. Metodología de investigación: Aquí se describen el enfoque y diseño investigativo, las categorías de análisis, la población objeto de estudio, y el método de recolección de información.

Capítulo 4. Propuesta pedagógica: Se describe la teoría del enfoque pedagógico en que se basa la propuesta, las fases de la intervención que incluye el tiempo de duración, los niveles, y actividades a desarrollar.

Capítulo 5. Análisis de datos: En este capítulo se presenta el análisis realizado con base en las categorías e indicadores de análisis presentados en el capítulo 3.

Capítulo 6. Conclusiones: Se presenta respuesta para cada uno de los objetivos propuestos al inicio del proyecto, con lo cual se da respuesta también a la pregunta de investigación. Además, se dan algunas recomendaciones a nivel investigativo y pedagógico.

4. Metodología

Teniendo en cuenta el objetivo de la investigación-acción, la metodología empleada para

desarrollar este proyecto, fue:

1. Observación: Se inició con un acercamiento no participativo a la población, en el que se identificó un problema en relación con el proceso de enseñanza-aprendizaje de la lengua extranjera.
2. Propuesta: Considerando el problema identificado, se plantea una propuesta partiendo de bases teóricas para mejorar el proceso de aprendizaje.
3. Implementación: Esta parte fue la puesta en práctica de la propuesta, la cual se convirtió en una constante reflexión por parte del investigador, ya que, al mismo tiempo se recolectaban datos para su posterior análisis.
4. Análisis: Se reunieron todos los datos y se realizó un análisis teniendo en cuenta las categorías e indicadores propuestos.
5. Conclusiones: Basado en el análisis, se realizó un balance de la propuesta e implementación, con el fin de dar respuesta a los objetivos del proyecto.

5. Conclusiones

Teniendo en cuenta el análisis, se puede concluir que la implementación de actividades comunicativas sí tuvo en efecto en los procesos comunicativos y colaborativos en los estudiantes, ya que esto les permitió interactuar más entre ellos utilizando la lengua extranjera y con el fin de alcanzar un objetivo común en el desarrollo de las actividades.

Asimismo, se evidenció un progreso en el dominio del idioma desde el primer semestre de implementación al segundo. En este progreso, el aprendizaje colaborativo jugó un rol muy importante, ya que por medio de este, los estudiantes fueron conscientes de la importancia del aspecto social del proceso de aprendizaje, y les permitió desarrollar sus habilidades comunicativas y colaborativas.

Finalmente, se destaca la importancia de la implementación de las actividades comunicativas para cumplir con el currículo propuesto por el Centro de Lenguas, ya que este está basado en un enfoque comunicativo.

Como recomendaciones generales, se sugiere seguir explorando e implementando el enfoque comunicativo y el aprendizaje colaborativo como metodologías para la enseñanza del inglés como lengua extranjera. Además, en términos investigativos, es necesario desarrollar más investigaciones sobre el aprendizaje colaborativo en la enseñanza del inglés.

| | |
|-----------------------|---------------------------|
| Elaborado por: | Martínez Cely Maritza |
| Revisado por: | Rojas López Ronald Andrés |

| | | | |
|--|----|----|------|
| Fecha de elaboración del Resumen: | 06 | 04 | 2016 |
|--|----|----|------|

Content

| | |
|--|-----------|
| CHAPTER I: Introduction | 11 |
| Description | 11 |
| Statement of the problem | 14 |
| Rationale..... | 18 |
| Research Question..... | 20 |
| General objective..... | 20 |
| Specific objectives..... | 21 |
| CHAPTER II: Theoretical framework..... | 22 |
| Literature review | 22 |
| Conceptual framework | 26 |
| Communicative process | 26 |
| Comprehension and oral production | 29 |
| Communicative activities..... | 32 |
| CHAPTER III: Research design | 36 |
| Research approach..... | 36 |
| Study design | 38 |
| Categories of analysis..... | 39 |
| Participants | 40 |
| Data collection instruments..... | 40 |
| CHAPTER IV: Pedagogical intervention..... | 42 |
| Pedagogical Approach..... | 42 |
| Intervention phases..... | 46 |
| CHAPTER V: Data analysis | 48 |
| 1. Communication | 49 |
| Comprehension | 49 |
| Production..... | 55 |
| Collaboration..... | 58 |
| Process | 58 |
| Implementation/outcome | 64 |
| CHAPTER VI: Conclusions | 70 |
| General recommendations..... | 72 |
| References..... | 74 |

Tables

Table 1. Table of research projects consulted22

Table 2. Table of categories of analysis.....39

Appendixes..... 79

Proformas 79

Appendixes..... 80

Class reports 91

Figures 122

Transcriptions.....134

Pictures135

Abstract

This action research project was carried out in the Language Center at Universidad Pedagógica with a group of 22 students, whose ages ranged from 10 to 12 years. The main purpose of this study was to analyze the influence of the implementation of communicative activities on collaborative learning and oral communication processes in A1 foreign language learners. In order to reach this objective, it was necessary to collect data through observational and non-observational instruments that allowed developing an analysis on the communicative and collaborative processes. After the analysis, it was found that communicative activities play an important role in the collaborative and communicative processes since they allowed students to interact more among them to solve a common task using the target language.

Key words: communicative activities, collaborative learning, communication, EFL.

CHAPTER I

Introduction

Description

This study takes place in the Language Centre of the Universidad Pedagógica Nacional, Branch B located at 72 # 11 – 86 streets. According to the Language Centre website, its main purpose is to build academic processes to increase students' cultural capital and thus facilitate students' participation in the current world in equal conditions, in terms of the language domain. In order to do so, the Language Centre offers different courses in languages such as Portuguese, Italian, German, French, Spanish for foreigners, Chinese mandarin, and English.

Firstly, it is important to say that the Language Centre is ruled under the Common European Framework of Reference for Languages, it means that the levels in which the courses are divided correspond to the levels proposed by the CEFR: A1, A2, B1, B2, C1 and C2. Those levels aim to give a first approach to students with the language and culture. In order to develop the classes, all the programs have a textbook that is a guide to follow along the course. In terms of the English courses, the Language Centre offers three categories. The first one is for adults and teenagers, the second category is for 10-to-12-year-old children, and the last category is for 7-to-9-year-old children.

Having in mind, that this project has been developed during three semesters, the group of students took three different levels: Basic I, Basic II and Intermediate I. For each level, the

Language Centre proposes a syllabus following the textbook contents (unit and topic); the syllabus also includes a general objective, communicative and language objectives, vocabulary and skills. In addition, every level has three terms in which students present an exam that assesses five skills: speaking, listening, reading, writing and grammar.

Firstly, it is important to say that the general objective of each level includes students' ability to use correctly all the topics seen during the semester. Therefore, by the end of Basic I level, students should be able to talk about themselves, giving personal information, as well as to ask for it. Besides, they are able to describe people, their house and daily routine. In regards to the Basic II level, at the end of it, students should be able to talk about their abilities and free time activities, to talk about past experiences and to write simple paragraphs. Finally, ending Intermediate I level, students should be able to give detailed information about themselves and their families, to differentiate past and present events in real life situations and to write simple paragraphs describing past events. Concerning the topics in each level, the units of the textbook provide their organization taking into account grammatical aspects, which are related to the language objectives proposed in the syllabus. Besides, the communicative objectives aim to explain the functional aspect of the language; it means the usage that students can give to the specific grammar.

Now, as the levels in the Language Centre are aligned with the CEFR, it is important to establish the correspondence among Basic I, Basic II and Intermediate I with A1, A2 and B1 levels. According to the CEFR, Basic I level corresponds to A1 level, in which students are basic users of the target language and they

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she

knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (CEFR, 2002, p. 24)

To continue, students in Basic II level belong to A2 level in the CEFR; they are still basic users of the language but now they

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need. (CEFR, 2002, p. 24)

Finally, Intermediate I level corresponds to B1 level in the CEFR, in this level students are independent users of the target language; therefore, they have developed more abilities and they

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (CEFR, 2002, p. 24)

The groups of students, who took classes at the headquarter of the Universidad Pedagógica Nacional, was a group made up by 22 students whose ages range from 10 and 12 years; there were 15 girls and 7 boys. These students came from different neighborhoods and districts of the city. Therefore, they also were in different schools and they were studying different grades from fourth to seventh grade.

Finally, it is important to mention that students' demographic information was collected through two surveys where students were asked about, their age, school, grade and neighborhood. According to Burns (1999) surveys allow to collect data through determined questions in a written format that require students' literacy skills which have to be taken into account when using surveys since some of the students could not have enough reading skills in the foreign language. As the group of students was having a first approach to the foreign language, the surveys were conducted in Spanish. The first survey was a pilot in which, in terms

of demographic information, they were asked about their ages, neighborhood, and people who they lived with (*See Figure 1*), since it was evident, there was not enough information it was necessary to apply another survey in order to extend the data. In the second survey, students were asked about their sex (since it was anonymous), age, school and grade (*See Figure 2*).

At this point, it is important to mention that the previous questions were the first part of the survey in which students also were asked about their perceptions of the foreign language, their learning process and activities they would like to be included in the classes. Furthermore, in chapter III, the reader may find more information about the population involved in this research project.

Statement of the problem

According to the population previously described and the main purpose of Action Research, which is to solve a problem in a determined community, it was necessary to carry out a needs analysis to identify the problem in the classroom and the students' needs regarding the foreign language and their learning process. In order to do so with the group of students, this needs analysis was carried out through the implementation of observational and non-observational techniques such as diaries, proformas and surveys.

First of all, diaries have been a very important technique for collecting data because "It can be utilized in different ways, for example as a way of documenting and analyzing issues and themes already identified as the main purpose of the research." (Burns, 1999, p. 85) Besides, proformas were another important instrument in the data collection that according to Burns (1999) are a complement of diaries where the researcher is able to separate "the descriptive aspects of one's observations from the reflective aspects" in order to become the analysis and interpretations more focused. (p. 90)

To start with, taking into account the observations, there were some aspects of students' learning process that need to be improved. In the observations, it was evident that students need to communicate more among them, since most of the time they were working individually in the book or correcting homework and seldom they did pair or group work. For instance, when students were working on the book activities or correcting homework, they worked individually because the teacher asked a specific student to answer in order to correct an exercise or to develop an exercise: "The teacher has all the students correcting the homework asking them to answer aloud, each one of them is asked to answer a specific item of the homework." (Proforma # 2, line 33-37). When students were asked to participate, there were two main different reactions: the first one was that some students were very self-confident when answering; and the second one and the most common was that students got nervous, and they were shy when speaking which may affect their communicative process in the target language.

The teacher asks a boy to explain in Spanish why they use 'are' instead of 'is' in a sentence, he thinks too much before answering and he looks at his notebook. He seems insecure and shy so the teacher asks him something else to guide him to the answer; he did it but still looks insecure. (Proforma # 3, line 21-34)

However, when students worked in pairs, which was more common than group work, their use of the language and communication in the foreign language improved since they helped each other in order to present a good outcome:

The next activity is to create a dialogue in pairs taking as model the ones that are in the book, but they have to change the countries and nationalities mentioned there. (...) All the students are working in pairs, copying the dialogue in their notebooks to memorize it. (Proforma # 2, lines 179-184; lines 193-195)

Although, sometimes they did not understand the whole instruction given in English, they used different strategies to overcome the difficulties and reach the goal of the activity. In words of Oxford (1990) in her classification of learning strategies, compensatory strategies are those

that help learner to make up for missing knowledge of the language and therefore to facilitate its use. The use of this kind of strategies was common when students worked in pairs:

Teacher explains that they do not have to memorize the dialogues from the book but take them as an example to create their own. A girl, in one of the groups, asks her partners: - “¿Entendió lo que dijo la profe?”, and the other girl answers “No...ah si...que no hay que memorizar.” (Proforma # 4, lines 33-41)

Taking into account the low possibilities students had to express themselves using the target language, working in groups showed that students’ self-confidence and, therefore, communication in the target language improved, since they created a positive and relaxing learning environment reducing anxiety levels. Besides, group work increases students’ opportunity to participate, and those who are silent can be encouraged to participate more easily.

In order to restate the main needs of Basic 1 (A1) students, it was required to apply a survey in which students were asked about their interests in English as the language and in the English classes at the Language Centre. Regarding the implementation of surveys, Burns (1999) states that in the surveys “the researcher needs to be confident that the questions can be interpreted independently as well as easily and unambiguously.” (p. 129). Having this in mind, it was necessary to apply a pilot survey (*See Appendix 1. Pilot survey*) to be sure the questions asked were appropriate for students and the answers provided the data needed to identify the problem. After analyzing the pilot survey, a new survey (*See appendix 2. Second survey*) was designed using not only open-ended items, as in the pilot survey but also there were included closed items in which students were asked to respond from specific alternatives, and scale items using checklist responses to rank students preferences.

First of all, it is important to say that according to the surveys applied, students demonstrated real interest in learning English as a foreign language because they considered it as

a tool for a better future, a way to learn more things. In addition, if someday they travel to another country they would be able to communicate with other people, and as a means to reach personal and academic development. These answers were collected in the pilot survey in question number 4: ¿Te gusta aprender inglés? ¿Por qué? (*See Figure 3*) Now, having in mind the issues identified through the observations, it was essential to go deeper in them and take into account students' own perceptions and needs. That is why it was applied a survey, in which students' responses allowed to recognize the importance of implementing different activities such as group work, pair work, games, use of songs, videos and images, vocabulary activities and workshops. Such activities are different from the ones they normally do in class; therefore, students' interest in those activities in the classroom remarked the need of pair work and group work to enhance their communicative skills in the foreign language (*See Figure 4*). In addition, it has been evident that participation is the principal chance for students to develop their communicative process, hence in the survey they were asked if they liked to participate or not and why. According to Tatar (2005), students can get many benefits from participating actively in classroom, since the more they participate the more they learn. Besides, active classroom participation enhances the educational process as well as students' personal development (p. 284). In addition, Basic 1 (A1) students were conscious that participating in class could bring them many benefits since they made evident their weaknesses and strengths regarding the language and their communicative process, even when they were afraid of making mistakes because students knew they could take advantage and learn from them (*See Figure 5*).

As the main issue identified was the need of group and collaborative work in order to improve students' communication, it was necessary to know what students' perceptions were about it, whether they like it or not and why, as well as the role they assumed when working in

pairs and groups. As a result, their answers demonstrated that they related pair and group work with a better development of the activities; they considered it as a means to learn more among them, to help each other correcting their mistakes, and to share their ideas in order to develop the activities, which evidenced their interest and compromise in their own and their partners' learning process (*See Figure 6*).

Another important aspect identified regarding the lack of oral communication in English in the classroom is students' reaction when they had to talk in front of all their partners and the teacher. Since students were not used to talk in English in the classroom, it got difficult for them when they had to do it in front of the whole class. According to the survey, students felt very nervous talking in front of their partners, especially because they were afraid of making mistakes in terms of pronunciation or grammar, and the teacher's corrections or their partners making fun of them worried them and affected their performance (*See Figure 7*). Most of the times that students had to talk in front of the class were when they were working in pairs or groups and they had to present the outcome of the activity.

Rationale

Although teachers and students agree when asked about the best way of learning is working with friends, working as a team and in groups, in the classrooms' reality that is not evident at all (Watkins, 2009) since having students organized into groups does not guarantee they are making a collaborative work. However, some studies have focused on the use of collaborative strategies to foster oral skills and communication but they have oriented their projects to different perspectives. Firstly, the principal interest of researchers is to know what the effect of collaborative learning is on students' learning process, specifically in learners' oral

skills and motivation (Zahedi & Tabatabaei, 2012) and in order to enhance students' English speaking achievement (Pattanpichet, 2011). Another important perspective of collaborative learning is students' own perceptions on the effectiveness of using it in improving their oral communication (Ling-shang, 2013). Though all of these projects focus on different viewpoints, it is important mentioning that all of them and my own project aim to implement collaborative learning in the classroom to increase and improve students' speaking skills and oral communication in the target language.

However In Colombia, there are less studies oriented to the implementation of collaborative learning at different levels but more focused on cooperative learning, which is different from the former. One of them has been aimed to foster autonomy in adult students, or how they call it "self-directed language learning", having in mind the idea of working in teams, using collaborative strategies (Centeno, Montenegro, Montes & Rodriguez, 2013). Two more studies (Montenegro, 2012; Lopera, 2013) have focused on the use of collaborative learning as a strategy for enhancing students' speaking skills at different educational levels: one of them was conducted with university students highlighting their role in group-working, and the other study was developed with 10th graders at a public school.

Taking into account all of the above, it is important to continue fostering the implementation of collaborative learning in the EFL classrooms since it provides insights on the social aspect of the learning process which is closely linked to students' communicative skills development. Particularly, Basic 1 (A1) students at the Language Centre need to collaborate more among them and to develop their communicative skills; that is why the implementation of communicative activities will benefit both their oral communication as well as their collaborative process so as to they become aware of the social aspect of their learning process.

Finally, having in mind the importance of children interaction to learn a language, it is fundamental for this research project to foster collaborative learning in order to develop students' communicative skills to guarantee the learning process as a social process in which all students contribute and help each other to achieve a common goal. Besides, it is important for Basic 1 (A1) students to feel they are in a comfortable learning place where the classes are enjoyable that allows them to talk and express themselves, interact among them, construct their own knowledge in collaboration with others and assure an effective learning process. Besides, students' communicative skills in an EFL classroom was a very important evidence of their learning process. Nonetheless, there could exist many different factors that may affect their communication in the foreign language such as high levels of anxiety, lack of communication among students, or lack of activities that allow interaction and collaboration. That is why it is essential to look for different strategies to foster communication. In the case of this research study, it has been identified the need of collaboration in pair and group working among students in order to improve their oral communication, thus collaborative learning is going to be the headstone of this project.

Research Question

How does the implementation of communicative activities may develop collaborative learning and oral communication processes in A1 EFL learners at the Language Center?

General objective

To analyze the influence of the implementation of communicative activities on collaborative learning and oral communication processes in A1 foreign language learners at the Language Centre.

Specific objectives

- To establish students' oral communication evolution between level 1 and level 2.
- To analyze the relevance of the development of collaborative learning processes to support the performance's improvement in the foreign language oral communicative process in A1 foreign language learners.
- To analyze communicative activities relevance for the development of the curriculum at the language center.

CHAPTER II

Theoretical framework

Literature review

The purpose of this chapter is to present the constructs that frame this study and the research that has been done around them. In the literature review, they are going to be described some research projects developed on communication and on collaborative learning. To start with, it is important to know about the problematic's state to be studied in this research project. In order to do so, I looked for different thesis in Bogotá, Colombia and around the world that implement collaborative learning in the English classes to develop communicative skills, and thesis about the importance of enhancing communication skills in the foreign language. Coming up next, a table summarizes the essential information of the 10 projects consulted.

Table 1. Table of research projects consulted.

| Title | Year | Place |
|--|------|--|
| Impact of Cooperative Learning in the development of oral communicative skills. | 2013 | Universidad Pedagógica Nacional, Bogotá, D.C |
| The role of Cooperative Learning in the social and communication skills development of young EFL students, in a public elementary school in Bogotá city. | 2006 | Universidad Pedagógica Nacional, Bogotá, D.C |
| Cooperative based activities as a bridge in the interactive communication in English. | 2008 | Universidad Pedagógica Nacional, Bogotá, D.C |
| Enhancing speaking skills through the application of collaborative learning strategies in a public school. | 2013 | Sabana University, Bogotá, D.C |
| Fostering social skills by working collaboratively in EFL reading circles. | 2014 | Distrital University Francisco José de Caldas, Bogotá, D.C |

| | | |
|---|------|---|
| Developing oral skills through communicative and interactive tasks. | 2005 | National University, Bogotá, D.C. Profile |
| The effects of using Collaborative Learning to enhance students English speaking achievement. | 2013 | Bangkok University, Thailand |
| Second-language learners' perceptions of Collaborative Learning in enhancing oral communication in English lessons. | 2013 | Hong Kong University, China. |
| How to improve students' communicative skills. | 2007 | Masaryk University Brno, Czech Republic |
| Using communicative activities to develop English speaking ability of Matthayomsuksa three students. | 2012 | Srinakharinwirot University, Bangkok, Thailand. |

A principal researchers' concern is the deficiencies in students' communicative skills, for this reason there are some studies that aim to foster oral communication through different methodologies. At Universidad Pedagógica there are several researches focused on the development of oral communicative skills through the implementation of group-work activities. However, these activities aim to foster cooperative, instead of collaborative learning, that is the case of the following researches. First, Tovar (2013) in her project *Impact of Cooperative Learning in the development of oral communicative skills* carried out in the Language Centre, considered to implement cooperative learning strategies to encourage students communicate in English. As a conclusion, Tovar sustained that through working in groups students improve their learning process since they accomplished the activities proposed and they recognized the significance of learning when cooperating and supporting each other.

To continue, Villate (2006) in her project *The role of Cooperative Learning in the social and communication skills development of young EFL students in a public elementary school in Bogotá City*, showed the importance of promoting cooperative work in the EFL classroom in order to solve relationships and communication gaps among students. In terms of their communicative skills, students were able to use them to ask, answer and share their ideas with the group, although in some cases they appealed to use the mother tongue.

Another finding at UPN was the project *Cooperative based activities as a bridge in the interactive communication in English* by Camargo, Miranda and Montoya (2008), demonstrated that the implementation of cooperative learning in the classroom was very useful to develop social and cognitive growth in foreign language learners. In addition, cooperative work among students allowed them to interact better and recognize themselves as part of a real society and their important role in it.

Now, observing the scene in other universities in Bogotá, there are more opportunities to look closely at the implementation of collaborative learning strategies to develop the communicative skills. For instance, Lopera (2013) in his project *Enhancing speaking skills through the application of collaborative learning strategies in a public school* betted on the implementation of collaborative learning strategies which are a way to involve students in the activities they are doing and reflect on them to become aware of their partners' and their own knowledge. Therefore, through the implementation of collaborative learning, he could conclude that students had the opportunity to feel safer when speaking in the classes, dared to participate more actively, constructing, and sharing their knowledge with others while building confidence.

Likewise, at Distrital University, the research project *Fostering social skills by working collaboratively in EFL reading circles* developed by Gonzalez (2014), demonstrated the importance of group-working to develop students' skills. The main concern of the researcher was to solve violence problems in a public school developing students' social skills. Therefore, by the implementation of collaborative learning students developed the feelings of cooperation, sensitiveness and understanding in relation to what their peers could feel, need or want. They also started to work as a team where encouragement was a key factor that influenced their behavior as members of a small society.

In addition, at National University a research attempted to increase communicative skills improvement of students at a public school in Bogotá. The project *Developing oral skills through communicative and interactive tasks* by Gutierrez (2005) was developed through the implementation of communicative and interactive tasks aimed to improve oral skills. Therefore, the application of such activities allowed students to interact in different situations using the foreign language, letting aside the fear of committing mistakes and understanding others' ideas and opinions.

Now, giving a wider view to this study panorama, I consulted four projects around the world. Two of them focused on the implementation of collaborative learning to foster oral communication and English speaking skills: *The effects of using Collaborative Learning to enhance students' English speaking achievement* by Pattanpichet (2013) in Thailand; and *Second-language learners' perceptions of Collaborative Learning in enhancing oral communication in English lessons* developed by Ling-shang (2013) in Hong Kong. These projects demonstrated that the implementation of collaborative learning to improve students' social and communicative skills had an impact on students' consciousness about understanding and sharing others' opinions.

Finally, the other two projects give account of the importance of communicative skills and activities to improve students' performance in English. In *How to improve students' communicative skills* (2007) by Temerová and in *Using communicative activities to develop English speaking ability of Matthayomsuksa three students* (2012) by Nanthaboot, the authors stated that the implementation of communicative activities in the English classroom helped students to build self-confidence and improve their performance in the target language. Although, they did not specify the implementation of collaborative or cooperative learning, the

authors mentioned the importance of pair and group work to develop such activities and reach the goals proposed in terms of students' oral communication.

To sum up, it is vital to mention the contribution of all the research projects previously described on my own research project. First, taking into account the projects at Universidad Pedagógica, it was evident the lack of exploration on the implementation of collaborative learning in the English classrooms, since they were more focused on cooperative learning strategies. However, an aspect linked to my own project was the concern on improving students' oral communication in English through pair and group work. Now, according to the projects consulted in Colombia and around the world, it is important to highlight researchers' and my interest on implementing collaborative learning in the classroom to improve students' oral communicative skills in English. As well as to develop students' sense of collaboration and awareness of their own and their partners' learning. In addition, all the projects demonstrated the approach usefulness to encourage students to use the target language in order to communicate their ideas and opinions.

Conceptual framework

With the purpose of identifying the main constructs that frame this project, the concepts to be defined are related to the communicative process, oral communication and communicative activities.

Communicative process

The human as a complex living being has many ways to communicate and express his thoughts, ideas, and feelings. Communication is a fundamental aspect in our society since it allows us to interact with and to understand other people, as well as to affirm our role as active

participants in the society. Therefore, for this project purpose, it is important understanding the process developed to interchange the information.

Thus, according to Keyton (2011) communication is the process of transmitting information and common understanding from one person to another, it also makes reference to the exchange and understanding of meaning, where are involved production and comprehension processes. The process of communication is also considered as a dynamic process in which different elements converge to give meaning to a message, which may include different functions such as understanding the message, following instructions, listening for details or specific information. In order to communicate effectively with other person, it is important to consider “strategies such as constructing a clear, unambiguous message [that] can encourage effective communication”. (Dixon & O’Hara, p. 4)

Talking about the communication process, Dixon and O’Hara (n.d.) propose three factors that help to complete it successfully. The first one is to send the message that should be encoded in words and counts with other elements such as tone, inflection, facial expression and other non-verbal language. The next important factor in the communication process refers to the channel, which means the way in which the message is delivered. The last factor, which is feedback, takes place when the receiver analyses the message, evaluates how the message was understood and finally responds it to the sender.

Additionally, seeking to accomplish this process in a correct way, some factors may affect or contribute to its development. According to Broughton, Brumfit, Flavell, Hill and Pincas (1980) these factors are the context, mood and purpose. To start with the context, it is important to consider the choice of language that depends on the languages spoken by the speaker. Another important factor in the context is the nature of the participants, in which the

sex, age, social status and educational level determine the mode of expression to transmit a message. The other two elements in the context are the actual communicative situation and the contact between the participants. Finally, the second factor in the communicative process involves mood and purpose which are choice of the speaker. It means that the person chooses “the mood he wishes to convey as well as what he wants to say, the speaker is constrained by the available resources of the language to fulfil his aims” (p. 33). Depending on the purpose or intention of the speaker to communicate something, he chooses the best mood to give a complete message, in this way a person “can choose to be vague, definite, rude, pleading, aggressive or irritatingly polite” (p. 33).

Considering all of the above, it is important to mention that for this project purposes the communicative process is understood as the process in which learners are able to interact with their partners and teacher using the target language and give meaning to messages constructed and transmitted by others and themselves; such messages are related to their immediate context, the classroom, and therefore, to the needs they have to cover in said context. Moreover, the two main processes include in communication, comprehension and oral production, are key concepts for this project since they refer to students’ skills of listening and speaking. Consequently, the improvement of these skills will allow learners to develop their interaction and communicative skills in the learning process of the foreign language.

In order to accomplish students’ improvement previously mentioned and according to the project’s objectives, it is necessary to establish indicators that allow their progress to be shown in the communicative process. To this aim, it is required to select key aspects of each process, comprehension and production, that will be included in the classroom activities to analyze if students reach them and therefore achieve the project’s objectives.

Comprehension and oral production

To continue, having in mind the communicative process, it is imperative to mention and describe two main processes occurring during the act of communicating. They are the processes of comprehension and oral production each one corresponding to the listening and speaking skills.

Initially, listening skills have been considered as passive ones since learners do not participate directly in the process when listening. However, as stated by Broughton, Brumfit, Flavell, Hill and Pincas (1980), listening is a receptive skill where decoding the message is essential for the communication among the participants. Therefore, the listening process is more active than passive since it involves the understanding of the message and the beginning of the whole communicative process. In addition, according to Nunan (1989) the listening comprehension process implies a great complexity since the listener must put into practice, in a simultaneous way, the following skills:

- Identify spoken signals from the midst of surrounding sounds;
- Segment the stream of speech into words;
- Grasp the syntax of the utterance(s);
- (In interactive listening) formulate an appropriate response.” (Nunan, p. 23)

Furthermore, in the listening comprehension process, the listener must have clear some aspects like the purpose for listening, appropriate social and cultural knowledge to understand the meaning of what he listens. The author (1989) also states that the listener’s role as a tape-recorder is the most common mistake when leading with listening comprehension, because the listener does not only listen for the mere act of listening but he interprets it according to his purpose and knowledge.

Now, the other process involved in the communicative process is the oral production, it means the speaking skill. As stated by Cunningham (1999) “speaking is an interactive process of constructing meaning that involves producing, receiving and processing information” (p. 1). As speaking is a productive process, its nature is very complex, for this reason, Nunan (1989) proposes that it is possible to apply the bottom-up and top-down distinction to describe the process of production. In his words,

The bottom-up approach to speaking suggests that we start with the smallest units of language, i. e. individual sounds, and move through mastery of words and sentences to discourse. The top-down view, on the other hand, suggests that we start with larger chunks of language, which are embedded in meaningful contexts, and use our knowledge of these contexts to comprehend and use correctly the smaller elements of language. Proponents of a top-down view of language development suggest that, rather than teaching learners to make well-formed sentences and then putting these to use in discourse, we should encourage learners to take part in discourse, and through discourse, help them to master sentences (Nunan, p. 32).

Finally, it is vital to consider the actions involved in the speaking process that according to Cunningham (1999) include “skills and speech habits” that may have an effect on any communicative situation. Therefore, as stated by the author (1999) “speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting” (p. 1). In addition, it is important to take into account the characteristics of the audience, body language, the choice of vocabulary, and complexity of grammar structures.

Therefore, to accomplish successfully the communicative process there must be a speaker and a listener who interact among them using the target language to communicate a message. In this way, communication in the classroom is going to be understood as a process in which students are going to be senders and receivers of the messages in the foreign language. In addition, this process will allow students to improve their learning process of the foreign language, as well as their oral communicative and collaborative skills. The oral communicative

skills are going to be determined by the two main processes of communication: comprehension and production.

Bearing in mind the theory previously described, it is important to put it into practice by transforming its key aspects in indicators that will allow fostering students' skills as well as to be the analysis process basis. These indicators evidence the relation between the theory and practice in the English classroom, which will be represented in specific activities and students' actions to determine their skills' development.

In this way, the indicators establish goals students should reach in order to evidence their skills' development and to carry out the analysis process. Thus, they are proposed according to the communication (comprehension and production) and collaboration (process and implementation/outcome) processes. In terms of communication, students should be able to comprehend simple instructions, questions and main ideas of a conversation; also, they should be able to express with simple phrases, ask and answer simple questions. Talking about collaboration, students should talk among them about the activity, make agreements and take a role in the group to develop the activity; lastly, they should demonstrate their knowledge and understanding of the outcome, present it to the class and evaluate the process and the outcome.

Finally, the indicators will be achieved by means of different communicative and collaborative activities that will include creating role-plays, dialogues, surveys to their partners, jigsaw activities; presenting creative activities like posters about family, routines, and the city using magazines; creating comics, and other activities that lead to communication and collaboration using the target language.

In order to provide a communicative environment in the English classroom, it is important for students to have an approach to the language from the teacher and their partners. In doing so, they will be able to develop their listening skills that corresponds to the comprehension process of communication in which they should understand simple instructions, questions and conversation. On the other hand, in the communicative process students are going to develop their speaking skills, it means, the production process in which they are going to be able to express their ideas and opinions.

Communicative activities

Primarily, it is fundamental to understand the purpose of communicative activities in the English classroom, since they are the main strategy along with collaborative learning to develop this research project. To this aim, I will describe four ideas proposed by Littlewood (1981) that are the communicative activities' contributions in the English classroom. Although this author's contribution comes from more than twenty years ago, it is not unworthy of being included here since the author's concern about the importance of developing oral communication in the foreign language is the same as current teachers have. That is, our aim is to enable learners to interact with others in any situation and to apply what they learn in real and everyday situations with a high proficiency. Furthermore, in his book, Littlewood aims to enable the teachers to facilitate communicative situations in the classroom to allow students become aware of the social aspect of the language.

First, the communicative activities provide the "*whole-task practice*", it means those activities should be structured allowing students to practice their performance in all the skills and they suit to the learners level. The second contribution mentioned by the author is that "*they improve motivation*" since the students perceive the language "as a means of communication

rather than as a structural system” (p. 16). Therefore, if the activities proposed enrich this perception, students might want to take part in the communication with their peers. The third idea is that the communicative activities “*allow natural learning*”, because when the learner is involved in a communicative environment where he needs to use the target language, the learning process is becoming in a natural process. A final contribution of communicative activities in the classroom is that “*they can create a context which supports learning*”, since they allow to strengthen relationships among partners and teacher that “can help to ‘humanize’ the classroom and to create an environment that supports the individual in his effort to learn” (Littlewood, p. 18).

Now, another important aspect to take into account the communicative activities is the teacher’s role. According to Littlewood (1981) sometimes the teacher intervention in group activities is unnecessary in order not to interrupt students’ process and to hinder the development of students’ communicative skills. Nonetheless, even when the teacher wants students to be more independent, his role in the classroom should be less dominant but not very passive, so that students know that he is available when they need him. Thus, the teacher is available as a guide and help for students; he should be a monitor of students’ weaknesses and strengths in their performance to identify learning necessities.

To continue with the description of communicative activities in the classroom, it is important to consider Littlewood’s distinction of types of activities. Accordingly, the author (1981) proposes two main categories to differentiate communicative activities.

In this way, the first category of communicative activities is *Functional communication activities*. This type of activities allow students to use the language to solve any situation appealing to its meaning rather than to its grammar accuracy; students’ success in functional

communication activities is determined if they were able to face the language demands in the specific situation. Following Littlewoods' ideas (1981) there are some groups of functional communication activities that correspond to the uses of the target language. Those groups are: sharing information with restricted cooperation, sharing information with unrestricted cooperation, and sharing and processing information.

Now, the second category of communicative activities is *social interaction activities*. In this type of activities, there is a plus to the functional of the language, and it is its social meaning. In Littlewood's words, "the activities approximate more closely to the kind of communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior" (Littlewood, p. 43). Taking into account that students will be exposed to real communicative situations, it is important, first, to consider the nearest social environment to them: the classroom.

As stated by Littlewood (1981) the classroom is not an "artificial environment for learning", since it is in the classroom where the learners enter in touch with teachers and partners and start establishing social relationships. In addition, the language structures used to socialize in the classroom may be transferred to other kind of situation where the learner has to coexist and communicate socially. It is essential to consider some aspects in order to take maximum advantage of the classroom environment as a social context to foster the use of the foreign language, such as using the foreign language for classroom management, using the foreign language as a medium teaching, conversation or discussion sessions, basing dialogues and role-plays on school experience.

Having in mind the previous aspects to use of the target language in the classroom as a social context, there is a kind of activities that may increase the possibilities for social

communication and interaction in the classroom. These activities are simulation and role-playing. This kind of activities aims to promote more creative and varied moments in the learning process. According to Littlewood (1981), role-playing is becoming more popular among teachers of foreign languages as well as in mother-tongue teachers, since it allows students to imagine and recreate situations outside the classroom, they are asked to assume a specific role in the situation, and they should act as the situation demands it. This permits students to focus more on the communication of meanings than on the practice of the language itself; also, it allows them to create the interaction patterns themselves giving them a sense of independence from the teacher's instructions. Now, there are some activities that help to balance teacher-control and student-creativity: role-playing controlled through cued dialogues, role-playing controlled through cues and information, role-playing controlled through situations and goals, and role-playing in the form of debate or discussion

Taking into account the activities previously described, it has to be considered that for this project's purpose, it is important to work on the functional aspect of the language, but even more important is to develop the social aspect of it. Therefore, in the pedagogical proposal of this project both kinds of activities are going to be included to reach its objective. Such activities include collaborative activities (group and pair), communicative activities that enable students to use the target language to accomplish the goal; as well as activities that demand collaboration and communication among students. Besides, the development of such activities in the classroom will be organized under the scope of collaborative learning. This latter is the pedagogical approach in which this study is based, therefore it will be described in chapter IV.

CHAPTER III

Research Design

This chapter aims to describe the methodological roots that guide this research study and that will lead to an analysis and an answer to the research question: How does the implementation of communicative activities develop collaborative learning and oral communication processes? In order to do so, the research approach, the research design, the study design, the categories of analysis, the population, and the instruments that were implemented to collect data are going to be described.

Research approach

This research project is a qualitative method research which aims to analyze a problem in a determine setting or context and its participants to construct knowledge about it based on constructivist perspectives (Creswell, 2003). Also, according to Creswell, a qualitative approach to research has certain characteristics regarding the researcher, the context and participant, and the data, such as the inquirer “brings personal values into the study, studies the context or setting of participants, validates the accuracy of findings, makes interpretation of data [and] creates an agenda for change or reform” (p.19). Therefore, this study is developed under the Action Research (AR) approach that focuses on practical issues of direct concern in particular social groups. Likewise, it is important to have in mind, that “because of its practical nature and focus on immediate concerns, it holds particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning” (Burns, 1999, p. 24). That

is why, it is fundamental for English teachers to develop this kind of research in the classroom, so that there could be identified specific issues concerning learning and teaching in order to give them a possible solution, and it allows the teacher to improve her/his teaching practice.

Having in mind that a qualitative research, specifically action research, is an interpretative research (Creswell, 2014), it is important for the researcher to understand students' needs, strengths and weaknesses. Therefore, the researcher's role in this study is flexible since it happens for different stages. First, taking into account that the observation is a pillar of action research (Burns, 1999), the first role assumed by the researcher is the one of a non-participant observer, which means, "watching and recording without personal involvement in the research context." (Burns, p. 82). This role is very important in this type of study since it allows the researcher to identify an issue or problem to be solved in the classroom. After having identified the problem, then comes the pedagogical proposal that changes the researcher's role to a more active and participant. According to Burns (1999), being a participant-observer "involves entering the research context and observing oneself as well as other in the context. The researcher becomes a member of the context and participates in its culture and activities" (p. 82). When assuming this role, the teacher-researcher now is also observing her teaching practice and its impact on students' learning process and on the issue previously identified.

At this point, it is important to confirm that this research project was developed under the action research approach. First, the purpose of this study was to solve an issue identified in a particular social group which was Basic I students at the Language Centre, and more importantly this issue was related to a concern of students' learning process and teacher's teaching development. In addition, it is fundamental to consider the researcher's role that started by being

a non-participant observer, and then changed into a participant observer aiming to put into practice a pedagogical proposal to solve the issue identified at the beginning of the project.

To conclude, it is important to describe the stages carried out in an action research and specifically in this project. Accordingly, as explained by Burns (2010) AR is developed in four stages that summarizes its process. These phases are: 1) Planning, in this phase the researcher identifies the problem and develops “a plan of action in order to bring about improvements in a specific area of the research context” (p. 8). 2) Action, the plan involves some interventions in the teaching situation put into action over an established period of time. 3) Observation, it involves “observing systematically the effects of the action and documenting the context, actions and opinions of those involved” (p. 8). 4) Reflection, the researcher reflects on, evaluates and describes “the effects of the action in order to make sense of what has happened and to understand the issue (...) explored more easily” (p.8). Considering the previous, the four phases of this research project are presented in chapter 4.

Study design

Bearing in mind the nature of the research project, which is a qualitative one, it is important to know that the data collected was, mainly, students’ attitudes, perceptions, experiences and progress along the intervention. Another kind of data taken into account was students’ language use in the classroom and the way they used it to communicate among them. These data was gathered with instruments such as field notes, surveys, videos, pictures and students’ outcomes of the activities.

Regarding the data analysis, it was developed taking into account the categories of analysis that are shown in the next section. These categories emerged from the issue identified, the study’s objective, and the theoretical and pedagogical frameworks. Each one of the

categories is made up of three indicators that were analyzed from the instruments previously described. Taking this into account and according to Taylor and Renner (2003), the content analysis was the most suitable one to develop in this study since “this approach allows the categories to emerge from the data” (p.3). In this way, it is important to clarify that the categories established were confirmed throughout the diagnosis process and the first intervention phase. Therefore, the data and the theoretical and pedagogical frameworks support the categories final version, which in turn had changes during the first intervention semester.

Besides, these categories were broken into subcategories which “allows (...) greater discrimination and differentiation” to the analysis (p. 3) Furthermore, considering the data and its analysis, the kind of conclusions involved the researcher’s analysis and interpretations of the data and its relation with the theory in which the project was based on. In the same way, it is important to consider researcher’s presumptions and hypotheses as the starting point of the research project, which were validated by the results. These results reflect students’ performance in the classroom regarding their communicative and collaborative process.

Categories of analysis

Taking into account the purpose of this study and the theoretical framework, they emerged the following units and categories of analysis to develop data gathering.

Table 2. Table of categories of analysis

| Unit of analysis | Category | Indicator |
|------------------|---------------|---|
| Communication | Comprehension | Student comprehends and follows simple instructions. |
| | | Student understands simple questions. |
| | | Student is able to understand the main ideas of a short conversation. |

| | | |
|---------------|--------------------------|---|
| | Production | Student is able to express his ideas with simple phrases. |
| | | Student is able to ask for information. |
| | | Student answers simple questions. |
| Collaboration | Process | Student talks about the activity with his partners. |
| | | Student makes agreements with his partners regarding the activity. |
| | | Student takes a role in the group to achieve the aim of the activity. |
| | Implementation / Outcome | Student shows total knowledge and comprehension of the outcome. |
| | | Student presents the outcome of their group work. |
| | | Student evaluates the process and the outcome. |

Participants

Regarding the population involved in this research project, it is important to mention that it had some changes along the three semesters. First, during the research, students advanced on three different levels: basic I, basic II, and intermediate I. Taking into account that the category assigned by the Language Centre which students belonged to was from 10 to 12 years, this was a factor that did not change. However, the quantity of students changed from the first semester of observation when they were 22 students; in the second semester, there were six students less but arrived eight new students, giving a total of 24 students. Finally, in the third semester the total of students was 25 from which 10 students were new in the process. Therefore, the data for the analysis was gathered from the students who were in the two semesters of intervention, it means 2015-2 and 2016-1.

Data collection instruments

In order to document how the proposal was having or not an effect on students' learning process, it was fundamental to gather data and information that led to the answer of the research question. Thus, there are some types of data collection to take into consideration when gathering

information; for this study's purpose, the ones that are going to be used are qualitative observation where the researcher will take "filed notes on the behavior and activities of individuals at the research site." (Creswell, 2014, p. 190). Also, according to Burns using notes for collecting data is "more than simply recording data, as the act of writing provides a first analysis from which research areas can be further defined" (1999, p. 87). In addition, as it was important to know students' own perceptions, surveys were applied in order to go deep into the issues identified in the field notes but having students' point of view so as to ensure that the activities were having an impact or not. Lastly, students' documents were helpful to go deeper into students' perspectives of the implementation since they "can provide valuable insights into classroom interactions and students' responses to their learning experiences" (Burns, 1999, p. 133), such students' outcomes of the group work.

CHAPTER IV

Pedagogical intervention

This chapter aims to describe the methodology of the pedagogical proposal that will be developed with Basic II students at the Language Centre of Universidad Pedagógica Nacional. The main purpose of this pedagogical proposal is to collect data, analyze it and interpret it in order to answer the research question: *How does the implementation of communicative activities may develop collaborative learning and oral communication processes?* In this way, it is important to know what the pedagogical basis are starting by the pedagogical approach where it is included the learning conception, teacher and students' roles, kind of activities, and assessment.

At this point, it is essential to bring back to scene the construct of communicative activities described in the theoretical framework, since they are closely related to the pedagogical approach. This relation is due to the nature of the activities to be implemented in the proposal, which demand students to communicate but also to collaborate among them to develop the activity. Thus, such activities will be proposed according to the collaborative learning theory.

Pedagogical Approach

An effective classroom environment depends on the strategies implemented that allow optimal communication between teacher and students, as well as among students; besides, it is fundamental to guarantee that the learning and teaching processes contribute to the students'

academic, social and personal development. In this way, collaborative learning guides this pedagogical proposal since collaboration and communication are the focus of this study, it is also important to approach to a way that facilitates its implementation in the classroom, that is, collaborative learning.

To start with, collaboration, in the educational context, is an essential aspect to becoming a successful learner. Firstly, the term *collaboration* arises from the social constructivist Vygotsky's theory and the concept of the Zone of Proximal Development. According to Kozulin, Gindis, Ageyev, and Miller, in the Vygotskian theory collaboration "is being used to refer to any situation in which a child is being offered some interaction with another person in relation to a problem to be solved" (2003). In this way, in the Zone of Proximal Development is where the child is encouraged to work collaboratively in order to successfully learn: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Thus, it is fundamental for children's learning process to take into account, enhance and guide collaborative work in the classroom, as well as outside the school, for them to strengthen their social interaction patterns which would benefit their learning since it is been conceived as a social process and not only as an individual in the society.

Furthermore, according to Noble, Ingleton, Doube, and Rogers (2000) collaborative learning "occurs as a result of interaction between peers engaged in the completion of a common task. Students are not only 'in' groups, they 'work' together in groups, playing a significant role in each other's learning." (p. 3). It also guarantees that all the members of a group attain comprehension on a specific topic or a process which could not be developed by one's own but

in group work. As it has been highlighted before, collaborative learning enhances “the social nature of learning and emphasize a social approach to the development of learning skills, work skills and life skills.” (Noble et al., 2000, p. 3). For this reason, collaborative learning guided this proposal, since it enriched many different skills in students that will contribute to their social, academic and personal development, as well as autonomy.

In addition, it is fundamental to know what the main characteristics of collaborative learning are regarding the dynamics, teachers’ and students’ roles, and patterns of interaction in a collaborative classroom. Taking into account Tinzmann’s et al article (1990), the collaborative classroom has four main characteristics:

1. Shared knowledge among teachers and students: a collaborative teacher provides information to students, but he/she is also willing to take into account and appreciate knowledge, experiences, strategies and culture that students could contribute with to a specific learning situation.
2. Shared authority among teachers and students: students are encouraged to set their own goals in a particular lesson, they are provided with different options about activities and assignments that capture their interest but that at the same time reflect what they are learning. Also, it has to do with the opportunity to share their knowledge and strategies in a group, which implies thinking as a group instead of as an individual.
3. Teachers as mediators: an appropriate mediation helps students to link new information, provided by the teacher, with their own experiences, so that they are able to construct their own knowledge. The teacher as mediator regulates the information so as to guarantee that students take responsibility of their own learning and the others’.
4. Heterogeneous grouping of students: it provides the students with the capacity of accepting different perspectives and beliefs, so that all students learn from each other and that all of them have the opportunity to contribute, they are all integrated in activities independently of their language level, abilities, or interests.

Having in mind these four characteristics, it is necessary to consider new roles to both teachers and students in a collaborative environment since it lets aside the traditional ones. According to the authors (1990), the teacher's role is the one of mediator, facilitator and model; the most important aspect to take into account here, is that the teacher provides the information so that students make connections and relations with what they already know, thus providing opportunities for collaborative work and problem solving. In addition, "another way that teachers facilitate collaborative learning is to establish classrooms with diverse and flexible social structures that promote the sort of classroom behavior they deem appropriate for communication and collaboration among students." (Tinzmann et al. 1990). In regards to the teacher as a model, it refers to the teacher's ability to share with students the importance of communication and collaboration among partners in the classroom, since the teacher is part of that collaborative circle. On the other hand, students' main roles in a collaborative classroom are collaborator and active participator. In the appropriation of these roles, students become aware of the process and activities they carry out before, during and after learning. As part of a group work in collaborative activities, all of the students develop some tasks that reflect their commitment with their new roles and with their group to reach a common goal, such tasks are: goal setting, designing learning tasks and monitoring, and assessment.

Finally, an important aspect of collaborative learning is the kind of interaction patterns that could take place in the classroom. Thus, collaborative learning enhances interaction between teacher and students, students to teacher, and students to students. As it was stated before, in this study, the need of interaction and communication among students is fundamental for them to develop their communicative skills. That is why it is important to foster all kind of interaction in

the classroom so that students achieve what is expected in terms of the language, but more important in terms of learning as a social process.

To sum up and taking into account, the pedagogical approach and the constructs presented in the theoretical framework about communication and communicative activities, it is important to establish the connections among them. First, considering the purpose of this study, the implementation of communicative activities helped students to develop two important processes that are useful in their personal and academic growth; these processes are collaboration and communication in the foreign language. Since students were involved in a collaborative classroom environment, they noticed the need to use the target language with their peers and teacher to develop successfully the communicative activities proposed. Another connection among the constructs previously exposed is that the categories of analysis of this research study emerged from them. Bearing in mind that they were the center of the pedagogical intervention and the classes, it is vital to document students' performance in each one of the indicators, which relate among them in the implementation of communicative activities based on collaborative learning.

Intervention phases

According to the Language Centre organization, the English courses are divided by levels depending on the categories. For 10-to-12-years-old children category, the levels are: Basic I, Basic II, Intermediate I, Intermediate II, Intermediate III, Advanced and Conversational. Therefore, the phases in which this project was developed were two, as following: the first phase was in 2015-2 when students were in Basic II level; and the second phase was in 2016-1 when students were in Intermediate I level.

First of all, it is fundamental to clarify that the activities proposed in each phase follow the curriculum assigned by the Language Centre that is based on the textbook *Up Beat Starter*, where the topics are given by grammatical aspects of the language. As it is imperative for us to stick to this syllabus, all the grammar topics must be covered to guarantee that students approve the exams; most of the activities proposed for this project purpose, are modified in order to cover both needs. In each phase, students were expected to reach a development in their collaborative and communicative process in the classroom by the implementation of communicative activities. In addition, it was important to analyze their improvement and evolution regarding the oral communication using the target language. Therefore, the activities proposed aimed to improve students' communicative skills in the foreign language and to foster collaborative work in the classroom, in order to ensure the social aspect of the learning process.

In terms of the research phases, they were developed in a period of three semesters. During the first semester, 2015-1, was developed the phase of planning in the diagnosis process; in the second semester, 2015-2, the phases of action and observation started being developed considering the intervention phases previously described. Finally, along the third semester, 2016-2, the phases of action and observation finished, and the phase of reflection was carried out. Taking into account the previous aspects, in the appendix section, the reader may find an academic program (*Appendix 5*) that was developed during the two phases of the intervention; the chart includes the learning objective, main activity, category, indicator analysis for each session of class, and the research phases. In addition, regarding the class planning, it is included a lesson plan sample, which was designed in order to fulfill the Language Centre requirements. This format includes the following aspects: date, topics, objectives, stages, and evaluation.

CHAPTER V

Data analysis

In this chapter, it will be found the data analysis carried out to accomplish the objectives proposed for this research, as well as to answer the research question *How does the implementation of communicative activities may develop collaborative learning and oral communication processes?* In the data collection process, different instruments such as class reports, surveys and students' documents or outcomes including oral exams, students' dialogues reported in videos, their group work outcomes, and pictures were implemented. All these instruments allowed finding students' and teacher's perspectives on the collaborative and communicative processes and the outcomes of the activities proposed, which allow to develop the triangulation process and analyze each category and indicator.

Moreover, the instruments' implementation was guided by a chronogram established by indicators and the instruments that would gather the data needed to its analysis. Therefore, the data collection was successful due to the dates established. Besides, the instruments' quality and effectiveness were accurate as the class reports were developed on the same or the next day after the class in order to register all the information and details needed for the analysis. Likewise, the surveys were designed taking into account the indicators where students' answers were meant to reflect their perspectives about communication and collaboration, as well as their progress in each process. However, in some cases, it was necessary to redesign the questions and apply the surveys again, since their format did not allow the answers expected.

In addition, the categories and indicators established were based on the theoretical framework and the pedagogical approach, which permits to analyze them and establish the relation between theory and practice in the classroom. As well as to identify students' progress on each one of the indicators which were represented in specific activities and students' actions. All in all, considering the instruments, its implementation and its analysis, it is worth mentioning that the process was accomplished successfully according to what was established in the project's design.

Finally, it is important to consider the page limitation to write the analysis. Taking into account the guidelines established by the Language Department, it was not possible to include all the examples needed from the evidences, as well as the appendixes. However, if the reader considers necessary to check the instruments in order to make sure of the analysis accuracy, he may ask for them to the researcher.

1. Communication

Comprehension

- Student comprehends and follows simple instructions

For this indicator analysis, the data came from two class reports, a survey, and a video of students following instructions, taken in August 8, 2015 and February 13, 2016. These instruments demonstrated that students were able to comprehend and follow simple instructions related to the activities to be developed in class. In the class reports, it was evident that students comprehended and followed simple instructions when the teacher showed them an example:

...I had some flashcards with images and verbs, as I showed them to the students I asked them "*What is it?*" they had to move and represent the action. At the beginning of the activity, most of them were very shy and did not want to represent the actions. However, I tried to encourage them by representing the actions too, and they started moving; after a while, they represented the actions by their own. (Class report 1, 2015)

In contrast, in the February 13, 2016 class report, students showed their ability to understand and perform instructions by their own, it means without the teacher showing them an example. In this case, students were able to follow instructions in order to develop class activities.

Next, we organized in round table and I asked to take out the flags they should bring and I also took put my own flag. I explained the activity that was a drill memory game with the nationalities and countries corresponding to the flags they brought. They had to use either the country or the nationality by saying “I am Colombian” or “I come from Colombia”, the next person had to say the previous partner country or nationality and his own, and so on. Most of students followed the instructions and developed properly the activity; nonetheless, some students had difficulties remembering all their partners’ nationalities or using the correct grammar... (Class report 1, 2016)

In addition, students were able to comprehend and follow instructions when organizing the classroom to develop an activity and when they were asked to interact with their partners. This is evident in a video in which students were asked to follow random instructions referring to the classroom organization such as take out your books, organize in a round table, and don’t drag the chairs; and interaction with their partners for instance they were asked “to walk around the classroom, say hello to their partners, talk to them and get to know each other a little since they were going to be partners all the semester.” (Class report 1, 2016). Thus, in this video all the students demonstrated total understanding of the instructions given. Furthermore, students were conscious about their own comprehension process when they answered to the question “*Al momento de realizar actividades en clase, ¿qué tanto comprendes las instrucciones de la docente para desarrollarlas?*” Most of students assured to totally understand the teacher’s instructions to develop the activities as those were clear and easy to follow; nonetheless, some other students stated that they usually understood the instructions because there was new vocabulary for them that they did not know and got a little confused. Finally, few students said that they had to ask their partners or teacher to comprehend and follow the instruction. (See Figure 8)

To continue, according to Keyton (2011) and his theory of communication, it is vital to guarantee the understanding of the information transmitted which reinforces the process of comprehension. This process includes being able to give meaning to different messages in the foreign language that may have different functions as, in this case, following simple instructions for the class development. In this sense, the listener is able to communicate effectively because he performs the comprehension process, by getting the meaning of the message or instruction that involves not only listening and repeating, but also comprehending, and analyzing it to later be able to follow and execute the instruction.

Lastly, the group of students demonstrated a meaningful progress in reaching this indicator since they were able to understand and follow simple instructions in the class, for instance, organize the classroom in a specific way, develop the activity in pairs or groups, and the different instructions to develop an activity, which indicates an advance in the comprehension process of communication. This step is really important for students to reach a successful communication and interaction with their partners and teacher in the English classroom.

- **Student understands simple questions**

In order to determine if the students understood simple questions, it was necessary to analyze two class reports, students' first oral exam, a survey about their communicative skills in the foreign language and a video of students having a conversation, which were applied between August 15, 2015 and February 13, 2016. The class reports showed that students understood questions from the teacher when introducing some vocabulary. "I showed them some flashcards with the image and name of the fruit, vegetable or food. As I was showing them, I said the name and asked *Apple, do you like apples?* Sometimes they repeated the name in English or they said

in Spanish, then they answered the question with *yes* or *no*.” (Class report 2, 2015). Furthermore, students were able to comprehend written questions, although sometimes they had difficulties with vocabulary, they could comprehend their partner’s question in a speaking activity:

In the speaking activity of *Find some who*, students were able to understand their partners questions regarding how often they did some activities, as well as the extra information questions they asked that were related to where, why, when, or who they did those activities. (Class report 2, 2016)

In their first oral exam, students demonstrated comprehension of their partners’ questions too, except when there were pronunciation problems:

Then, when I told them to ask their partner about activities they can and can’t do, they also answered at once; few students hesitated when thinking about the activity: *Teacher: Please, ask you partner about activities she can and can’t do; Student A: Ah ok, you...can you...ehhh...swim?; Student B: Yes, I can.* (...). In addition, I noticed that comprehension between students also was good. In most of the cases, they understood what their partner asked and what they answered. When some of them did not understand, it was due to pronunciation issues *Student A: Can you ‘chimbling’? Student B: chim...what? Student A: ‘chimbling’...escalar; Teacher: It’s climb; Student A: Ah eso, can you climb?, Student B: Ah, mmm yes, I can’.*” (Class report 5, 2015)

Concerning the survey applied to students about their communicative skills in the target language (*See Appendix 3. Survey about students’ communicative skills in English*), in the questions related to their comprehension of teacher and partners’ speaking English including simple questions, students let know that in most of the cases they could understand what they listened to, and when they did not, they asked the teacher or partner in order to guarantee whole comprehension. (*See figure 9*). Besides, students’ comprehension of their partners’ speaking was evident in the videos of a short conversation, since, although students prepared the dialogues, they were able to understand and respond to their partner’s question and help if they forgot their lines; this aspect can be evidenced in the conversation’s transcriptions # 1 and # 2 that are in the appendix section.

Taking into account the communicative process' theory, students were able to develop their listening skills and comprehension process in which, according to Broughton et al (1980), the learner must be able to decode the message received in order to guarantee the success of the communicative process. Therefore, when listening to someone speaking English, the learner is able to understand what is said, at the same time, think, and formulate a possible answer to continue with the process.

Bearing in mind all of the above, students had a meaningful progress in their comprehension process by achieving this indicator, since they demonstrated understanding of simple questions in the different situations proposed in the classroom such as teacher asking about vocabulary, an exam, and direct communication student-student and teacher-student. In addition, students' comprehension was not only in relation to the teachers' question but also when interacting in the target language with their partners, which guarantees a successful process of communication.

- **Student is able to understand the main ideas of a short conversation**

The data to analyze this indicator came from a class report, a survey, and students' answers to a comprehension exercise; these instruments were applied between August 29, 2015 and March 19, 2016. To start, in a survey applied to students, they were asked "*Cuando se hacen ejercicios de comprensión en clase, ¿qué dificultades tienes? ¿Qué haces por mejorar? Por ejemplo: actividades de escucha, preguntas de comprensión sobre el audio o un texto, presentaciones de tus compañeros, preguntas de comprensión hechas por la profesora.*". In their answers, students stated that mainly their difficulties in comprehension lay on listening exercises and understand some vocabulary, but regarding texts comprehension few students said that it was difficult for them to get the ideas of a text or understand questions about it (*See figure*

10). Nonetheless and as evidenced in the class report, when students had difficulties in comprehending the questions, they resorted to ask their partner or teacher: “some students asked me to help them understand some questions because it was difficult for them to get the meaning; once they had clear the question, the answer came up quickly since they had understood the text” (Class report 2, 2016).

Lastly, in a comprehension exercise of a dialogue from the book, most of students demonstrated their comprehension of it by answering some questions that aimed to identify the main ideas and characters. The questions asked students to identify the place where the conversation took place, a character attitude reasons, the content of a video, and future actions of the characters. In most of the cases, students gave the correct answers according to the text, although in their answers they presented some grammar mistakes (*See figure 11*).

Taking into account the communicative process theory, according to Broughton et al (1980) and Nunan (1989) the comprehension process involves a variety of skills that the learner must put into practice at the moment of listening or reading to a conversation, in this case. Thus, the most important skill is being able to understand the message and to figure out the most important aspects of it. Besides, according to Nunan (1989) the learner also has to have clear the purpose for his listening since it implies analyzing and identifying key concepts and not merely listen to repeat information.

In this sense, it is important to mention that students had great progress on achieving this indicator, although it is evident that, as they stated, they need to improve some aspects of their listening comprehension process. Nonetheless, they demonstrated being able to identify the main ideas of a conversation in which they had to identify different elements of it; even if they

do not understand all the vocabulary, getting the main ideas and the context of a conversation evidences an advancement in their comprehension skills.

Production

- Student is able to express his ideas with simple phrases

In order to determine if the students were able to express their ideas with simple phrases, the data analyzed came from a class report, students' second oral exam and a survey; these instruments were applied between September 26, 2015 and February 27, 2016. The class report evidenced that students tried to do their best in order to express their ideas in English, when explaining something asked by the teacher, as well as when they had to create a conversation with their partners. Thus, when the teacher asked them about a topic, they were able to answer the questions and express their ideas using simple phrases: "In some parts of the video I paused it to ask students some questions such as *'What is the meaning of No special person?'* referring to the third person (...) A student said *'is for...not she or he...o sea, she did, he did and I did'*, another student added, *'Yes, use did with all the persons'*". (Class report 7, 2015)

Furthermore, students were able not only to answer to that kind of grammatical questions, they also created conversations with their partners about holidays in which they had some guiding questions; however, they did not limit the conversation to simply answering the questions, "some pairs gave the dialogue a context, for instance, they met and went to a cafeteria, they met in a park and started talking about their vacations, and they met at school." (Class report 7, 2015) This implies that students were conscious about the elements of a short dialogue and so they could develop it and express themselves having in mind the context they created. The result of this exercise can be seen in the appendix section Transcription # 1 and # 2.

In addition, the second oral exam of students applied on March 12, 2016, checked students' ability to express their ideas in the foreign language. In this case, they had to create a dialogue in a specific situation given, for example organizing a picnic, at a supermarket or in a restaurant. Taking into account that for the speaking test, students had to give account of their understanding of grammar topics such as present simple and continuous and some/any, they were able to combine their knowledge of such topics and to express themselves in a specific situation. The result of this process can be seen in the appendix section in Transcriptions # 3, and #4.

In terms of students' own perceptions on their ability to express themselves in English, their answers to the question "*¿Cómo te sientes al momento de expresar tus ideas u opiniones en inglés? ¿Por qué?*" demonstrated that they felt good when speaking in English since they could use what they know to express themselves, they reinforce their knowledge, they are able to learn new things, they do not feel like being judged; and they can be aware of their mistakes in order to correct them (*See figure 12*). Moreover, *The English Rule* was an effective strategy to encourage students to speak more in English in the classroom; although it was a mandatory rule (not to speak Spanish) it did not have a negative effect on students' behavior, instead they felt challenged and motivated to increase their use of English (*See figure 13*).

According to Broughton et al (1980) when a person is able to express his ideas in the foreign language, he has accomplished to convey with a variety of elements that conform the message to be transmitted, such as the context of the communicative situation, the mood and purpose of the message. When considering this, the speaker assures an effective communicative process since the message can be decoded by the receptor. Therefore, being able to express their ideas with simple phrases implies not only saying some words, but to know what words to use,

how to say them depending on the situation or context, as well as to be aware why to say those words that will transmit a message.

Taking into account all the above, the group of students demonstrated their ability to express their ideas with simple phrases in different situations in the classroom. Thus, students are able to express their knowledge about the foreign language; they are able to create dialogues parting from guiding questions but also giving a context and their own ideas as a complement; also, they create conversations and situations in a context given using their knowledge and expressing their own ideas.

- **Student is able to ask for information and answer simple questions**

In order to demonstrate that students were able to ask for information and answer simple questions, the data analyzed came from two class reports, a students' dialogue and their first oral exam, taken between August 8, 2015 and February 20, 2016. In the class reports, it is evidenced students' ability to ask for information to their partners in specific communicative situations created in the classroom. Although, sometimes they made some grammatical mistakes, students were able to get information from their partners:

In terms of the content, sometimes they made some mistakes but they were able to communicate and express their ideas. Although, they had enough time to prepare and organize, some interviews were short but the questions were good as well as the answers. As in most of the group activities, students helped each other when they forgot something; they asked again if the partner did not understand, they whispered what their partner had to say to help remembering (Class report 8, 2015).

As well, students were able to ask for information to their partners and teacher about their daily routines in a speaking activity.

Then, students stood up and started asking their partners, I was walking around the classroom, listening to their questions and answers; I sometimes had to remind them to speak in English. Also, I had to make corrections to some students since they were asking "How often do you go to the hairdresser twice a month?" or "how often do you always

wake up early?” But at the end of the activity, most of students had made correctly the activity, and also they asked for information according to the first question (...) that were related to where, why, when, or who they did those activities. (Class report 2, 2016)

In regards to the students’ dialogue, the reader may look at transcriptions # 1 and # 2 in the appendix section, in which students created a short conversation about their last holidays. For this activity, they had some guiding questions such as where/go, when/go, who/go with, where/stay, and what/buy; thus, students had to gather this information from their partners. In this activity, students were able to formulate the correct questions and give appropriate answers in order to develop the dialogue.

Bearing in mind the oral production process of the communicative process as stated by Cunningham (1999), it is an interactive process in which the participants transmit a message and construct meaning. Thus, the oral interaction involves producing, receiving and processing information; in this case, students were able to ask for information to their partners as well as to answer to simple question, which already involves a successful communicative process. Finally, it is important to say that in most of the cases, the production process is more fluent in the group of students although they make some grammar mistakes. Nonetheless, the remarkable aspect is that students were able to express and communicate effectively in the foreign language and according to the communicative situation proposed in the classroom.

Collaboration

Process

- **Student talks about the activity with his partners**

In order to analyze this indicator, the data came from two class reports, and a format in which students wrote the steps they followed to develop a group activity, these data was

gathered between August 8, 2015 and February 27, 2016. To start in the class reports, it is evident that students talked and discussed about the activity, what they have to do and how to do it. In addition, for students, it is important to talk about the activity to develop since they socialize their ideas, and opinions. Although, at the beginning of the process, it was difficult for students to socialize their opinions with their partners using the target language all the time, the significant aspect is that, in deed, they started discussing the activity and sharing their ideas.

Some groups were constantly asking me about vocabulary, some others were really working together, discussing the recipe's name, ingredients and preparation. In every group, a person was in charge of writing but all of them share their ideas. Most of the groups were really working in a collaborative way and the recipe demonstrated their effort and group work. (Class report 1, 2015)

Talking about the activity is the starting point when working in groups because they can know their partners' viewpoints about their own ideas, so this allowed them to later make agreements about the activity.

... I was passing through the groups asking them what they wanted to talk about in their comics, in most of the groups they told me different ideas they had such as: S1: "we want a comic of a girl...new in a school..." S2: "yes, and...she is nice...pero...her classmates don't like because she is new" S1: "o podría ser...a girl in school that is popular but...she mmmm not happy because...no real friends, yes?" S3: "Si, no tiene amigos de verdad." Other groups of girls told me S1: "Mmmm ok teacher, eh hh is a...fair? Feria?...ehhh of students or people...international..." S2: "Yes, people from other countries. They show their typical of their countries." (Class report 3, 2016)

Likewise, when students were asked to write the steps they followed when working in groups, independently of the activity, in most of the cases it was important for them to discuss about the activity and the different things they should include in it. For instance, in an activity they had to prepare an interview to a famous person, in their discussions they share their ideas, talk about the character to interview, the show's name, the hosts, and the clothes (*See figure 14*).

At this point, it is necessary to recall the Vygotskian theory, in which according to Kozulin et al (2003) collaboration is an essential part in the learning process as a social process,

hence students interact with their partners depending on the situation and on their needs. In addition, as stated by Tinzmann et al (1990) in collaborative learning, students are meant to provide different opinions, and share their knowledge in order to reach a common goal, which implies thinking as part of a group instead of as an individual.

Consequently, it is remarkable to say that the group of students has shown a response to collaborative activities in terms of interaction with their partners since they are able to share their ideas and opinions. Also, they consider important the fact of talking about the activity with their mates because it allows them to get to know each other ideas to later come up with agreements about the activity development.

- **Student makes agreements with his partners regarding the activity**

In this indicator analysis, the data came from two class reports, a survey applied to students in which they were asked about their perceptions on group work, and a format in which students wrote the steps they followed to develop a group activity, taken in August 22, 2015 and February 27, 2016. First, in the class reports, the activities proposed meant to develop creative group work making posters using pictures from magazines. Thus, during the development of the first session activity, students

...started discussing the tasks each one of them was going to develop, thus one of them started looking for images in the magazines; when found some good images, one of them cut them off, then another student glued them in the paper. When they found all the images they needed, they work together to organize them and create the sentences to describe the routine. (Class report 3, 2015)

Moreover, in the activity developed in the second session, students were asked to create a family tree in which they should include themselves; although some students were new in the group, they kept on discussing among them to take decisions about the activity development. In

addition, they discussed about the role each one of them had in the family, which not only led to discussion but to an organized group work since they made agreements among them to develop the activity.

For instance, a group of boys was looking for images in the magazines and they started talking about the relationship among them and the pictures they found, (sometimes they were speaking in Spanish): S1: "Mira Santi...you are the young, you are José son." S2: "(laughs) Yo soy José Jr" S3: "Yes, and Carlos my brother" S1: "I am your uncle" S4: "Y yo?" S2: "Ah pues Andrés...your father...o sea you are my grandfather, yes?" S4: "Listo, but my wife? Teacher, eh...is there...a Sofia in the class?" T: "No, why?" S4: "Ah bueno...because she is my wife and her name is Sofia" S1: "(laughs) Listo, mmmm so we are a family...ya...si o no?" S2, 3, 4: "Si" S3: "Ya podemos organizar el family tree." (Class report 1, 2016)

Furthermore, in the survey one of the questions was related to the way they organized themselves to develop the activities, most of the answers evidenced that students assumed a task to develop in the activity after discussing and making agreements among them to choose them (See Figure 15). Finally, in the format given to students to propose steps they followed to develop an activity, they recognized the importance of discussing how to work out the activity or what they should include in the activity, which led them to make agreements to successfully achieve the activity's goal (See Appendix 4. Format given to students to write the steps they follow in a collaborative activity).

Having in mind the theory of collaborative learning, according to Noble et al (2000), collaboration occurs when students work together to complete a common task (p.3). Thus, during this process students develop academic and social skills that allow them to accept different opinions, perspectives and be aware of the importance of hearing others' voices to contribute to the achievement of a mutual goal. Therefore, considering the information gathered in the instruments for this indicator, students followed and developed a relevant collaborative process by discussing and making agreements to achieve goals in the learning process of the foreign language.

Finally, it is important considering that the implementation of collaborative activities in the classroom allowed students to develop social skills that benefited their learning process as well as their personal and academic growth. When students were able to make agreements with their partners about the activity, they not only could develop it in an organized way but they also learnt how to respect their partners' viewpoints, interests, and contributions to the successful development of the activities.

- **Student takes a role in the group to achieve the aim of the activity**

For this indicator analysis, the data came from two class reports, and a survey, taken between October 31, 2015 and March 19, 2016. Firstly, the class reports showed that each student in a group assumes a role to develop the activity. It is evident that for students, it is important that each member of the group contribute to the activity development. Thus, the roles they assume involve being the leader, giving opinions, assigning the tasks, following classmates' instructions, writing, or doing a little of everything.

After that, they distributed the tasks, one or two of them created the poster with the name and wrote the sentences they had previously discussed, and the other one started making the "money" to buy things from other groups. Although one or two students were in charge of doing the poster, whenever they had doubts or questions about what to write, they talked among them to try solving the doubt of they asked me if they did not know something (Class report 11, 2015)

Moreover, when students were working in groups, they assume a role in the activity development, but they also tended to work together in the different tasks they had to do to reach the goal.

...had the time to finish their family trees; they started organizing the materials, then they discussed about how big the family was going to be, what their relationships were going to be, they started to look for pictures in the magazines, and then they glued them on the paper to create the family tree. (Class report 1, 2016)

Regarding students' own opinions about the role they assume in a group, in a survey they were asked which role they take to develop the activity: the leader, the one who assigns the tasks, the one who write, the one who follow instructions, the one who makes a little of everything or another role. Most of students take one or more of the roles, but some others also included the role of giving ideas and opinions to develop the activity. In addition, they gave a reason to choose the role, because they like to do it, they know they can do such activity, and they feel helpful (*See Figure 16*). Furthermore, students were asked how they decided which role each student should assume in the group, in most of the answers they said that they chose a role or task according to their abilities, or each one chose what they want to do. (*See Figure 17*)

According to Tinzmann et al (1990) in collaborative learning, students assume two main roles which are collaborator and active participator. When the student assumes these roles, he is aware of the collaborative process and the learning involved before, during and after it. In this way, each member of the group assumes a role that contributes to the task development, which allow students not only to work in groups but also to work as a group. In doing so, students reflect their compromise with their roles and group to reach a common goal.

Finally, collaborative activities have demonstrated that when students are working in groups, they are conscious of the importance of assuming a role in the group since it helps them to find a place in it, and to discover their abilities to contribute to the group work. Therefore, students' collaborative skills have a great progress and effect in students' social, personal, and academic growth.

Implementation/outcome

- Student shows total knowledge and comprehension of the outcome

The data to analyze this indicator came from two class reports and a survey applied to students, taken from September 26, 2015 to February 20, 2016. To start with the class reports, they evidenced that in most of the cases, students show their knowledge and comprehension of the topic or outcome to present. However, when they were presenting their outcomes' activities, sometimes nervousness did not allow them to show their best. "Then, they started doing the presentations. Most of the groups accomplished the activity as it was proposed and students demonstrated their knowledge. However, in most of the cases, the nervousness did not allow students to give their best but they tried to do it" (Class report 8, 2015).

In addition, in the family tree activity, when students were presenting their families, it was evident that all of them were involved in the process of creating the family since every member of the group introduced some relatives. It also was shown when students asked the rest of their partners about what they just presented, because they asked the questions in the moment, so they knew what to ask, how and what the correct answer was.

All the groups started by presenting the family: "This is father Raúl, she is mother Juliana, this is me...", "I am Andrés, she is my wife Sofia, and our son Andres Jr.". When each group presented their relationships in the family, they asked their partner questions like: "Who is my mother's mother?" they expected their partners to say the person's name according to the family tree (Class report 2, 2016)

Furthermore, in the survey, students were conscious about their commitment with the activity and the importance of applying what they learnt in the group activities. In addition, they know that those kinds of activities are helpful for them to practice the topics seen, to realize if they understood them, and to solve doubts. For instance, some students assured to apply in the

activities what they learnt in class since they developed the activities consciously, doing their best, and they said that doing creative activities helped them to learn better (*See Figure 18*).

As it was stated in the previous indicator, according to Noble et al (2000), when students are working in-group, all of them should comprehend the topic or process they were part of. Therefore, when presenting the outcome of their group work, every member of the group demonstrates their knowledge and participates actively in its presentation in order to guarantee a successful collaborative work. Finally, in most of the cases, students consider that they applied in the group activities what they learnt in class because they paid attention in class, they took advantage of time and it is evident at the moment of the socialization.

- **Student presents the outcome of their group work**

For this indicator analysis, the data came from two class reports, a students' video presenting a dialogue, and pictures of students' outcomes, taken between September 19, 2015 and February 20, 2016. Firstly, the class reports evidenced that in every class students had to present the outcomes of their group work: a dialogue, a role-play, or a poster. In the first session, students had to create a dialogue about their last holidays, and present it to their partners and teacher.

The final moment of the activity was to present the dialogues. First, I told students to organize in a round table so that everyone could listen to their partners. (...) In most of the cases, students had the paper for support if they forget something but they tried to remember and not to use the paper. Some pairs gave the dialogue a context, for instance, they met and went to a cafeteria, they met in a park and started talking about their vacations, and they met at school. (Class report 7, 2015)

For the second session, February 20, 2016, students had to present the family trees they had created, when doing the presentations all the students showed the poster where they had

made the family tree, they pointed to the images when saying the names and relationships' members.

...I asked them to organize in the groups they were the previous class to present their family trees. Then, students started to present their families and to ask their partners some questions about their families. All the groups started by presenting the family: "This is father Raúl, she is mother Juliana, this is me...", "I am Andrés, she is my wife Sofía, and our son Andrés Jr". (Class report 2, 2016)

In addition, in the appendix section, the reader may find the outcomes of two activities.

Those are: the transcriptions' of students' dialogues which they presented for their partners and teacher; also, there are pictures of students' posters which are the result of different group creative activities such as a map of a city and a comic created by themselves. These pictures confirm that there was a process to develop the activity and that the outcomes were presented to their partners and teacher, which evidence that the indicator was achieved reflecting the process of a collaborative work.

Taking into account that according to Noble et al (2000), collaborative learning is a process that occurs when students are engaged in the completion of a common task. Presenting the outcome of the group work is an important part of the process since it assures all students' collaboration and evidences the progress of their collaborative skills that may be seen translated into their academic, personal and social growth.

Lastly, in this aspect, all the students have shown an evidence of actual collaborative learning since they have been able to work in groups and present results that evidence not only their compromise in the activities, but also their collaborative skills, their knowledge, and domain of the language required to complete the tasks.

- **Students evaluates the process and the outcome**

In order to demonstrate that students evaluate their process and outcomes, the data gathered came from a class report, a students' auto evaluation and a survey, taken between October 31, 2015 and February 27, 2016. In the class report, it is shown that students are aware of their performance in the group activity and the quality of the result; thus, they identified some aspects of their process and outcome.

Although, they had enough time to prepare and organize, some interviews were short but the questions were good as well as the answers. As in most of the group activities, students helped each other when they forgot something; they asked again if the partner did not understand, they whispered what their partner had to say to help remembering. In addition, students utilized the costume elements they had brought to make the presentation better. Nonetheless, I consider that if students really take advantage of time they could give better outcomes. (Class report 8, 2015)

In order to reinforce the process of evaluation, students' presented an auto evaluation regarding their group work process and outcome. Although most of students consider that group activities are a good way to learn and practice what they know, they are conscious of some aspects they need to improve to get better results. For instance, students said they needed to improve discipline, taking advantage of time, and organization; however, they considered that they felt good working in groups because it allows them to present good results since they worked together and accomplished the tasks proposed (*See Figure 19*).

To continue, it is important to recall what was said about students' roles in collaborative learning. Thus, according to Tinzmann et al (1990) when the students accept and perform their role in a group, they become aware of the process and results of the activity and the learning involved in them. Therefore, students are not only able to assume their role and develop a task to complete the activity, but they also are aware of their strengths and weaknesses at the moment

of evaluating their process in group working, as well as the quality of their outcomes which reflect their effort and compromise in collaborative activities.

Considering the previous analysis, it is important mentioning that for each category the group of students reached the indicators proposed, which evidence their progress in the communicative and collaborative skills. Thus, in regards to communication, in the comprehension process, students were able to follow simple instructions, understand simple questions and the main ideas of a short conversation. The achievement in this category guarantees the beginning of a successful communication since the learner is able to give meaning to messages transmitted in the different activities and situations proposed in the class.

About the production process of communication, students were able to use the target language in order to express ideas with simple phrases, ask for information and answer simple question. In doing so, students assure their skills in the foreign language to communicate and interact with their peers and teacher, according to the specific communicative situation they were involved in. For instance, students were able to create conversations with guiding questions, giving a context, including their own ideas, and to develop a situation in a context give. To develop all these activities students needed to put in practice their knowledge about the language but also their communicative skills.

Now, taking about collaborative skills, the process category evidences that students not only are able to work in groups but to work collaboratively, in an environment in which learning is a social process in which they are meant to put in scene their knowledge about the language but also their social and collaborative skills. Thus, students talk about the activities with partners, to later make agreements and take a role in the group. In this way, students learn to accept different points of view, opinions and ideas; they discover and show their abilities to contribute

to the group work, and at the same time, they recognize others' strengths. All of these actions demonstrate a progress in their collaborative skills, and evidence a progress in their personal, academic and social growth.

Finally, regarding the implementation or outcome, every member of a group shows their knowledge and comprehension of the outcome, present is with the rest of the groups and evaluate the process and the outcome. By achieving these indicators, the student demonstrates his active participation in the collaborative work, and is aware of his weaknesses and strengths in their group working and the quality of their outcome; this consciousness allows the learner to improve his skills in both, collaborative and communicative processes.

CHAPTER VI

Conclusions

The purpose of this research project was to accomplish the general and specific objectives proposed for the development of this study. Based on that, the general objective was to analyze the influence of the implementation of communicative activities on collaborative learning and oral communication processes in A1 foreign language learners at the Language Centre.

According to the analysis previously made, the implementation of communicative activities did have an effect on students' collaborative and communicative processes, since the development of those activities in the classroom such as pair and group activities, role-plays, or dialogues enabled students to express their ideas, and opinions, to interact with their partners and teacher using the target language.

In these activities, students' oral communicative skills were evident according to the indicators proposed for the comprehension and production processes. Although, it is necessary that students continue practicing and improving some aspects of their listening skills, their language domain allow them to understand instructions, simple questions and main ideas of a conversation, as well as to interact with their partner by asking for information, answer questions and express their ideas.

Likewise, communicative activities influenced the collaborative processes in students' learning process. In this aspect, students were able to develop pair and group activities working together to reach a common goal; besides, they were not only working together to accomplish a

task but also each member of a group was playing an important role in the other's learning process. Thus, students assured the social aspect of the learning process when they recognized the benefits they get from working in groups, like identifying their own mistakes, learn more from their partners, learn to share and accept different ideas, to help and be helped by others.

Moving to the specific objectives, to start with students' oral communication evolution from level 1 (Basic II) to level 2 (Intermediate I), it was meaningful since students demonstrated more appropriation of the language when developing the different activities along the level 2 course than in the level 1. This progress was evident in their participation in class, fluency, vocabulary and ability to express their ideas in the foreign language. Such progress was guided by the implementation of collaborative learning in the classroom as pedagogical approach.

The mentioned previously gives way to the second specific objective that aims to analyze the relevance of collaborative learning to support students' performance improvement in the oral communicative process. Thus, the implementation of collaborative learning in the classroom helps students to improve their oral communicative process since they were allowed to interact more among them. Therefore, it leads them to an improvement in their oral communicative skills, due to the need of using the foreign language in the classroom to accomplish the common tasks and goals proposed in the activities.

To finish, the last specific objective aims to analyze communicative activities relevance for the development of the curriculum at the Language Center. Due to the communicative activities' implementation in the classroom, students can interact among them using the target language, which allow to foster and improve communication in the classroom. Having in mind the purpose of the Language Center curriculum which is based on the communicative approach, the implementation of communicative activities provide an appropriate methodology to fit the

curriculum and Language Center's objectives in the learning process of a foreign language. Due to the implementation of communicative activities in the classroom, it was possible to create an environment in which students needed to interact among them that lead to increase the use of the target language to express and communicate their ideas. In this way, communicative activities and the Language Centre's curriculum articulate and complement each other. Considering this, it is important to give some recommendations to future trainees' teachers- researchers, to the Language Centre, and to the educative community in general.

General recommendations

As language teachers, we must take into account students' needs at the moment of teaching a foreign language. For that reason, it is important to keep in mind the social aspect of the learning process as an essential part of the teaching experience, since it provides students with a variety of skills that would be helpful for them in every aspect of their lives. Thus, I suggest to the future teachers to consider the importance of keeping exploring, implementing and doing research on the communicative approach and the collaborative learning in teaching English as a foreign language.

Moreover, I consider important for the Language Center to continue fostering the development of foreign language communicative skills in students, to keep offering its branches for the teaching practices which make of it a significant experience, to encourage the forthcoming practitioners to take advantage of all the resources they provide to improve the teaching experience. Likewise, it is relevant for practitioners to feel part of an educational community in which they may find support and advise when they need it.

In addition, I strongly recommend implementing collaborative learning as a methodology in the EFL classroom since it allows students to develop social, personal and academic skills that

guide them not only in the foreign language learning process, but also in their daily lives. Besides, this methodology fits in the communicative curriculum proposed by the Language Center because it provides the interaction needed for the communication process. Thus, collaboration along with communicative activities in the EFL classroom enrich the learning process and achieve the academic requirements established by the institution.

Finally, in terms of research, I think it is important to explore more on the implementation of collaborative learning in teaching English as a foreign language, since it provides a meaningful environment for students to strengthen their social, academic, and personal skills, allowing them to increase their language performance, confidence, and communication skills.

References

Broughton, G., Brumfit, C., Flavell, R., Hill, P., and Pincas, A. (1980) *Teaching English as a Foreign Language*. University of London Institute of Education. Second Edition,

Routledge.

Burns, A. (1999) *Collaborative Action Research for English Language Teachers*. Cambridge University Press, United Kingdom. Retrieved from:

<http://catdir.loc.gov/catdir/samples/cam032/99208715.pdf>

Burns, A. (2010) *Doing Action Research in English Language Teaching. A Guide for*

Practitioners. Routledge, Taylor & Francis Group, New York and London. Retrieved from:

https://books.google.com.co/books?hl=es&lr=&id=s3SMAgAAQBAJ&oi=fnd&pg=PP1&dq=stages+of+action+research+cycle+burns&ots=9kAmYLxFWb&sig=yQ8Y_qlk-sWbACa6bhKcXVXBNis#v=onepage&q&f=false

Camargo, M., Miranda, L., and Montoya, C. (2008) *Cooperative based activities as a bridge in the interactive communication in English*. Universidad Pedagógica Nacional, Bogotá, Colombia.

Centeno, M., Montenegro, G., Montes, S. & Rodriguez, C. (2013) *Collaborative Learning Teams: A Strategy to Foster Self-directed Language Learning in A1 Colombian Students*.

Universidad de la Sabana, Colombia. Retrieved from:

<http://intellectum.unisabana.edu.co/handle/10818/9435>

Centro de lenguas (n.d). Retrieved from: <http://centrodelenguas.pedagogica.edu.co/>

Council of Europe (2002), *Common European Framework of Reference for Languages:*

Learning, Teaching, Assessment. Language Policy Union, Strasbourg. Retrieved from:

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.

Creswell, S. (2003) *Research design. Qualitative, quantitative and mixed methods approaches.*

Chapter 1: A Framework for Design (pp. 3-26) SAGE Publications, Second Edition.

University of Nebraska, Lincoln.

Cunningham, M. (1999) *Improving Adult English Language Learners' Speaking Skills.* National

Center for ESL Literacy Education.

Dixon, T. & O'Hara M. (n.d.) *Communication Skills. Practice Based Learning.* Retrieved from:

http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf

Gonzalez Ramos, D. (2014) *Fostering social skills by working collaboratively in EFL reading*

circles. Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.

Gutierrez, D. (2005) *Developing oral skills through communicative and interactive tasks.* Profile,

V. 6, 83 -96. Retrieved from:

<http://www.revistas.unal.edu.co/index.php/profile/article/view/11127>

Keyton, J. (2011). *Communication and organizational culture: A key to understanding*

work experience. Thousand Oaks, CA: Sage

- Kozulin, A., Gindis, B., Ageyev, V., Miller, S. (2003). *Vygotsky's educational theory and practice in cultural context*. Cambridge: Cambridge University Press. Retrieved from: http://people.ucsc.edu/~gwells/Files/Courses_Folder/documents/chaiklin.zpd.pdf
- Ling-shang, I. (2013) *Second-language learners' perceptions of collaborative learning in enhancing oral communication in English lessons*. The University of Hong Kong. Retrieved from: <http://hub.hku.hk/handle/10722/192368>
- Littlewood, W. (1981) *Communicative Language Teaching. An introduction*. United Kingdom: Cambridge University Press. Retrieved from: http://api.ning.com/files/uHCv*b6m6kf6Kwa5e-wELm7N*udpFgxt30PhbLV6WNeMZdsgLhDdcg719Rlz1NwzmBTgk96Fhz6cKMkI7Ppg7fZmrXleVJL/CommunicativeLanguageTeachingAnIntroduction.pdf
- Lopera, E. (2013) *Enhancing Speaking Skills through the application of Collaborative Learning Strategies in a Colombian public school*. Universidad de la Sabana, Colombia. Retrieved from: <http://intellectum.unisabana.edu.co/handle/10818/9274>
- Montenegro, A. (2012) *Analyzing EFL University Learners' Positionings and Participation Structures in a Collaborative Learning Environment*. Colombian Applied Linguistics Journal, Vol. 14, N° 1. Universidad Minuto de Dios, Colombia. Retrieved from: <http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/3825/6122>
- Nanthaboot, P. (2012) *Using communicative activities to develop English speaking ability of Matthayomsuksa three students*. Srinakharinwirot University, Bangkok, Thailand.
- Noble, A., Ingleton, C., Doube, L. & Rogers, T. (2000) *Leap into... Collaborative Learning*. Centre for Learning and Professional Development. The University of Adelaide,

Australia. Retrieved from:

https://digital.library.adelaide.edu.au/dspace/bitstream/2440/71211/1/hdl_71211.pdf

Nunan, D. (1980) *Designing Tasks for the Communicative Classroom*. National Centre for English Language Teaching and Research, Macquarie University, Sydney.

Oxford, R.L. (1990) *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle. Retrieved from: <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

Pattanpichet, F. (2011) *The Effects Of Using Collaborative Learning To Enhance Students English Speaking Achievement*. Journal of College Teaching & Learning, Vol. 8, Number 11. 1-10. Retrieved from:

<http://www.cluteinstitute.com/ojs/index.php/TLC/article/view/6502>

<http://www.cluteinstitute.com/ojs/index.php/TLC/article/view/6502/6579>

Richards, J. C. (2006) *Communicative Language Teaching Today*. 32 Avenue of the Americas, New York, ny 10013-2473, USA. Cambridge University Press. Retrieved from: http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf

Tatar, S. (2005) 'Why keep silent? The classroom participation experiences of nonnative English speaking students', *Language and Interactional Communication* 5, pp. 284-293.

Taylor-Powell E., Renner M. (2003) *Analyzing Qualitative Data*. University of Wisconsin.

Temerová, L. (2007) *How to improve students' communicative skills*. Masaryk University Brno, Czech Republic.

- Tinzmann M.B., Jones B.F., Fennimore T.F., Bakker J., Fine C., & Pierce J. (1990) *What is the Collaborative Classroom?* NCREL, Oak Brook. Retrieved from:
<http://www.arp.sprnet.org/Admin/supt/collab2.htm>
- Tovar, N. (2013) *Impact of Cooperative Learning in the Development of Oral Communicative Skills*. Universidad Pedagógica Nacional, Bogotá, Colombia.
- Villate, D. (2006) *The role of Cooperative Learning in the social and communication skills development of young EFL students, in a public elementary school in Bogotá city*. Universidad Pedagógica Nacional, Bogotá, Colombia.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Massachusetts: Harvard University Press
- Warayet, A. (2011) *Participation as a complex phenomenon in the EFL classroom*. Newcastle University, UK. Retrieved from:
<https://theses.ncl.ac.uk/dspace/bitstream/10443/1322/1/Warayet11.pdf>
- Watkins, C. (2009) Easier said than done: Collaborative Learning. *Teaching Times*, Vol. 1.1, pp. 22-25. Retrieved from:
http://www.ioe.ac.uk/about/documents/Watkins_09_collaborative.pdf
- Zahedi, M., & Tabatabaei, O. (2012) The Effect of Collaborative Learning on Iranian Intermediate EFL Learners' Oral Skills and Motivation. *World Science Publisher, Vol. 1, N°3*, pp. 56-60. Retrieved from:
<http://worldsciencepublisher.org/journals/index.php/AEL/article/view/1046/828>

Appendixes

The appendix section is presented in a summarized way since the limit of pages does not allow to present them all. Nonetheless, if the reader requires them, he may ask them to the researcher. Thus, the appendixes are grouped in proformas, appendixes, class reports, figures, transcriptions, and pictures.

Proformas

Proformas were an instrument applied in the observational stage in order to identify the problem. They were implemented as a complement of the filed notes in which they were identified objective and subjective aspect of the observation, issue identified, and theory that supports it. In the statement of the problem, three proformas were quoted; take on February 28, 2015; March 7, 2015; and March 14, 2015.

- Proforma # 4

| Date: March 14th, 2015 | | Proforma # 4 | | |
|--|--|---|---|---|
| Classroom: A 215 Universidad Pedagógica Nacional | | Observer: Maritza Martínez | | |
| Teacher: Nelly Correa | | | | |
| Starting time: 8:00 am | | | | |
| Closing time: 12:00 | | | | |
| | Note taking | Note making | Issue | Theory |
| 1 | Today students have the first term exam, the teacher organizes the schedule as follows: | | | |
| 5 | 8:00 – 9:00 Speaking: Make a dialogue in groups of 3. “You are new in a club”. Introduce yourself and other. Don’t | | | |
| 10 | forget personal information. | I think the teacher gives the instruction in a very complex way which is difficult for students to understand. Sometimes she repeats many times but it is confusing for them. | Difficulties in understanding teacher’s instructions. | According to (1990) in her classification of learning strategies, <i>compensatory strategies</i> are those that help learner to make up for missing knowledge of the language and therefore to facilitate its use; for example, guessing from the context in listening and reading, talking around with partners, using synonyms and using gestures or pause words. |
| 15 | 10:00 – 11:50 Listening, Reading, Grammar, Writing. | | | |
| 20 | The teacher gives all the students the instructions for the speaking test in English, but most of students seem confused. Teacher proceeds to organize students in | So students have to talk among them using Spanish, asking each other if they understood; finally the teacher has to speak more simply or in Spanish. | Strategies to understand | |

| | | | | |
|----|--|--|---|--|
| 25 | <p>groups of three since when she told them to do so, they did not move.</p> | <p>I consider it is a good strategy to join all the students, the ones who know a little more with those who they can help, however I am afraid both of them could feel uncomfortable.</p> | | |
| 30 | <p>A boy, who is good for English and very participative, is asked to work with 2 girls but he wanted to work with his friends. The teacher tells him that he could help the two girls since he understands a little more than they. The boy was refusing but at the end he accepts.</p> | <p>In my opinion, sometimes students try to infer what the teacher tells them, and they ask each other to be sure if what they think is right or not.</p> | <p>Collaboration</p> | |
| | <p>The teacher gives students the time to prepare the dialogues and take the ones in the book as an example.</p> | <p>During the speaking test most of the students were very nervous, but according to what I have seen some of them are very participative in class and they have the topics clear.</p> | <p>Inferring Strategies to understand</p> | |
| | <p>Teacher explains that they do not have to memorize the dialogues from the book but take them as an example to create their own.</p> | <p>However, at the moment of the test they forgot what they know; they get stocked and get very nervous. They look very shy and speak aloud.</p> | <p>Speaking Confidence Shyness Pressure</p> | |
| | <p>A girl, in one of the groups, asks her partners: -“¿Entendí lo que dijo la profe?”, and the other girl answers “No...ah si...que hay que memorizar”</p> | <p>On the contrary, some students who were very confident speak fluently, but they kind of make fun of what their partners said that was not totally right; and they also do it when the teacher gives them the feedback at the end of the test.</p> | <p>Making fun of partners</p> | |
| | <p>The teacher takes out some chairs to make the speaking test outside the classroom to listen to them better while the others were practicing. She told me to get out of the classroom with them to listen to students.</p> | | | |

Appendixes

Here are presented three formats of the surveys applied to students to get their demographic information, and information about their communicative skills in English. Also, it is presented a format in which students wrote the steps they followed to develop a

group activity, this was an instrument to collect data. Finally, they are presented the chronogram of activities and the lesson plan model, which are part of the pedagogical proposal.

- Appendix 1. Pilot survey

UNIVERSIDAD PEDAGOGICA NACIONAL
Centro de Lenguas – Básico I

Nombre: _____ Edad: _____

1. ¿Dónde vives? _____
2. ¿Con quién vives?

3. ¿Qué te gusta hacer en tu tiempo libre?

4. ¿Te gusta aprender inglés? ¿Por qué?

5. ¿Te gusta estudiar en el Centro de Lenguas? ¿Por qué?


6. ¿Qué es lo que más te gusta de las clases de inglés?

7. ¿Qué no te gusta de las clases?

8. ¿Te gusta participar en clase? ¿Por qué si o por qué no?

9. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés?

10. Cuando la profesora te habla todo el tiempo en inglés, ¿entiendes totalmente lo que te dice?

¡Gracias!


- Appendix 2. Second survey

UNIVERSIDAD PEDAGÓGICA NACIONAL
Centro de Lenguas - Bilingüe I

1. ¿Eres...?

Niña Niño

2. ¿Cuántos años tienes? _____

3. ¿Dónde estudias? _____

4. ¿En qué curso estás? _____

5. ¿Te gustan las clases de inglés en el colegio?

Sí No

¿Por qué? _____

6. ¿Te gusta estudiar en el Centro de Lenguas?

Sí No

¿Por qué? _____

7. ¿Cuál es lo que más te gusta de la clase de inglés? _____

8. Marca con una X, cuáles de las siguientes actividades te gustaría que se realizaran en clase

Trabajo en parejas
 Trabajo en grupo
 Realizar las actividades del libro
 Juegos
 Talleres
 Lecturas
 Uso de canciones, videos, imágenes
 Actividades de vocabulario
 Otro ¿Cuál? _____

9. ¿Te gusta participar en clase?

Sí No

¿Por qué? _____

10. ¿Cómo te sientes cuando la profesora te pregunta en inglés?

Asustado Tranquilo
 Timido Apenado
 Confuso Otro ¿Cuál? _____

11. ¿Te gusta participar en clase?

Sí No

¿Por qué? _____

12. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?


13. ¿Cómo te gusta trabajar más en clase?

Individual Parejas Grupo

¿Por qué? _____

14. Cuando tienes que trabajar en pareja o en grupo, tú

Ayudas a tus compañeros
 Sólo escuchas lo que los demás dicen
 Aportas ideas para desarrollar la actividad
 Ayudas a corregir sus errores
 Te ríes cuando alguien se equivocó



- Appendix 3. Survey about students' communicative skills in English

UNIVERSIDAD PEDAGOGICA NACIONAL
Centro de Lenguas – Básico II

Nombre: _____

Responde las siguientes preguntas teniendo en cuenta tu desempeño en clase durante el semestre:

1. De 1 a 10, ¿Qué tanto hablas en inglés en clase? ¿Por qué?

2. Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?

3. Cuando trabajas en grupo con tus compañeros, ¿hablas en inglés? ¿Por qué?


4. ¿Sientes que has mejorado cuando hablas en inglés desde el inicio del curso hasta ahora?

5. ¿Cómo crees que podrías mejorar tu habilidad de speaking en clase?

6. ¿Qué actividades te gustaría desarrollar en clase para hablar más en inglés?

7. ¿Qué opinias de *The English Rule*? ¿Cómo te has sentido con ella? ¿Por qué?

8. Cuando tus compañeros hablan en inglés, ¿les entiendes?



- Appendix 4. Format given to students to write the steps they follow in a collaborative activity

| INTERVIEW TO A FAMOUS PERSON | |
|------------------------------|---------------|
| Time: 40 minutes | |
| Names: _____ | |
| Steps to follow: | Observations: |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

- Appendix 5. Chronogram of activities

| Date | Learning objective | Main activity | Category | Indicator analysis |
|--------------------------|---|---|---------------|--|
| 2015-1 Diagnosis process | | Research phase 1: Planning | | |
| 2015-2 Assisted practice | | Research phases 2 and 3: Action and Observation | | |
| Aug 8, 2015 | 1. Students will be able to talk and ask about their partners' abilities and their own abilities. | 1. Teacher will give students a survey chart; they have to ask six partners which activities they can and can't do. | Comprehension | Students comprehend and follow simple instructions. Student understands simple questions. |
| | 2. Students will be able to identify vocabulary about food taking into account countable and uncountable nouns. | 2. Students will work in groups of three. They will create a <i>crazy recipe</i> using the vocabulary previously seen and taking into account their likes and dislikes. | Production | Student is able to ask for information. Student answers simple questions. |
| Aug 15, 2015 | 1. Students will be able to use containers and quantifiers for food. | 1. Students will work in groups of three to create a big map of a city or town. | Process | Student makes agreements with his partners regarding the activity. |
| | 2. Students will be | | | Students show total knowledge and |

| | | | | |
|---------------------|---|---|---------------------------------|---|
| | able to talk about their neighborhood and find places in a map | | Outcome | comprehension of the outcome. |
| Aug 22, 2015 | <p>1. Students will be able to ask for help to find a place in a town.</p> <p>2. Students will be able to use simple present to talk about routines and daily activities.</p> | 1. Students will work in groups to create a poster and talk about a person's routine. | Process | Student makes agreements with his partners regarding the activity. |
| Aug 29, 2015 | 1. Students will be able to talk about activities they like and dislike. | 1. Students will create a role-play in which they talk about activities they prefer doing in their free time. | Comprehension Production | <p>Student is able to understand the main ideas of a short conversation.</p> <p>Student is able to express his ideas with simple phrases.</p> |
| Sep 5, 2015 | | FIRST TERM EXAM | | |
| Sep 12, 2015 | 1. Students will be able to use the simple past of verb to be and regular verbs. | 1. Students will work in pairs to write a short letter to the teacher in which they will have to answer a question she asks to each pair, using the simple past of verb to be and some regular verbs. | Process | <p>Student talks about the activity with his partners.</p> <p>Student makes agreements with his partners regarding the activity.</p> |
| Sep 19, 2015 | 1. To be able to ask and answer using simple past, regular verbs and adjectives of feelings. | 1. Students will create a dialogue in which they talk about their last holiday and the different feelings they had. | Process Outcome | <p>Student talks about the activity with his partners.</p> <p>Students present the outcome of their group work.</p> |
| Sep 26, 2015 | 1. To be able to recognize and use irregular verbs in past. | 1. Students will make a role-play in which they are going to represent an interview to a famous person. | Production Outcome | <p>Student is able to express his ideas with simple phrases.</p> <p>Students show total knowledge and comprehension of the outcome.</p> |
| Oct 3, 2015 | 1. To be able to tell a short story using | Students will create a post card about a holiday, answering | Process | Student talks about the activity with his |

| | | | | |
|---------------------|--|--|---------------------------------|--|
| | simple past questions. | some questions created by their partners. | | partners. Student makes agreements with his partners regarding the activity |
| Oct 10, 2015 | | NO CLASS | | |
| Oct 17, 2015 | | MID TERM EXAM | | |
| Oct 24, 2015 | | NO CLASS | | |
| Oct 31, 2015 | To be able to use comparatives and superlatives of short and long adjectives. | Students will bring objects and make a classroom fair to “sell” them, using comparatives and superlatives. | Process Outcome | Student takes a role in the group to achieve the aim of the activity. Students present the outcome of their group work. Student evaluates the process and the outcome. |
| Nov 7, 2015 | To be able to talk about clothes using <i>which</i> + indefinite pronouns: <i>one/ones</i> . | Students will be fashion designers. They will create a clothing collection and present it to their partners. | Process Production | Student talks about the activity with his partners. Student answers simple questions. |
| Nov 14, 2015 | To be able to talk about plans using <i>going to</i> . | Students will interview their partners and collect the information in a worksheet. | Production Comprehension | Student is able to ask for information. Student answers simple questions. Student understands simple questions. |
| Nov 21, 2015 | To be able to invite, accept and refuse invitations. | Students will create a “chat paper-room”, in which they will invite, accept and/or refuse invitations. | Comprehension Production | Student is able to understand the main ideas of a short conversation. Student is able to express his ideas with simple phrases. |
| Nov 28, 2015 | | FINAL EXAM | | |

| Dec 5, 2015 | | Last class – Parents meeting, socialization of projects. | | |
|-----------------------------------|---|--|---------------------------------|--|
| Date | Learning objective | Main activity | Category | Indicator analysis |
| 2016-1 Autonomous practice | | Research phases 2, 3 and 4: Action, Observing and reflection | | |
| Feb 13, 2016 | To be able to give information about their family members. | Students will create a family tree of an invented family, and describe them. | Comprehension Process | Student understands simple questions. Student makes agreements with his partners regarding the activity. |
| Feb 20, 2016 | To be able to talk about daily and leisure activities. | Students will create a “Guess who” game using magazines. Then, they will play with other group by describing what the person is doing. | Comprehension Production | Students comprehend and follow simple instructions. Student is able to ask for information. Student answers simple questions. |
| Feb 27, 2016 | To be able to use present simple and continuous to describe images. | Students will create a comic and narrate the story. | Production Outcome | Student is able to express his ideas with simple phrases. Students show total knowledge and comprehension of the outcome. Student evaluates the process and the outcome. |
| Mar 5, 2016 | To be able to talk about food in a conversation. | Students will roleplay a situation related to food (a picnic, at a restaurant, shopping, etc.) and use the vocabulary related. | Production Outcome | Student is able to express his ideas with simple phrases. Students show total knowledge and comprehension of the outcome. |
| Mar 12, 2016 | | FIRST TERM EXAM | | |
| Mar 19, 2016 | To be able to talk about sports and free time. | Students will create a publicity poster about a sports or free time event. | Process | Student takes a role in the group to achieve the aim of |

| | | | | |
|---------------------|--|--|---------------------------------|--|
| | | They will invite the rest of the partner to the event. | Outcome | the activity. Student evaluates the process and the outcome. |
| Mar 26, 2016 | To be able to establish the rules at specific place. | Students will create a poster with the rules in a specific place. (school, home, hospital, park, etc.) They have to explain them | Comprehension Process | Students comprehend and follow simple instructions. Student makes agreements with his partners regarding the activity. |
| Apr 2, 2016 | To be able to use going to for future plans, intentions and predictions. | Students will create a poster with images from a magazine. They will exchange poster, and write predictions about the images. | Production Outcome | Student is able to express his ideas with simple phrases. Students present the outcome of their group work. |
| Apr 9, 2016 | To be able to use comparatives and superlatives to describe houses. | Students will draw a house plan. Then, with a game they will compare their house with their partners'. | Production Outcome | Student is able to express his ideas with simple phrases. Student evaluates the process and the outcome. |
| Apr 16, 2016 | To be able to use the quantifiers with countable and uncountable nouns. | Students will create and prepare a simple recipe, explaining how to prepare it. | Process Outcome | Student takes a role in the group to achieve the aim of the activity. Students present the outcome of their group work. |
| Apr 23, 2016 | | SECOND TERM EXAM | | |
| Apr 30, 2016 | To be able to use the simple past to about memories. | Students will create a dialogue to talk about their childhood. | Comprehension Production | Student understands simple questions. Student is able to ask for information. Student answers simple questions. |
| May 7, 2016 | To be able to answer simple questions in past. | Students will play a board game in which they can practice the use of simple past. | Comprehension Production | Student understands simple questions. Student is able to express his ideas with simple phrases. |

| | | | | |
|---------------------|---|---|-----------------------|---|
| May 14, 2016 | To be able to use past continuous to tell activities someone was doing. | Students will create a timetable about the activities they did one day of the week. | Process Production | Student talks about the activity with his partners. Student is able to express his ideas with simple phrases. |
| May 21, 2016 | To be able to use simple past and past continuous to talk about things that had happened. | Students will create a dialogue in which they tell an anecdote. | Production Outcome | Student is able to express his ideas with simple phrases. Student evaluates the process and the outcome. |
| May 28, 2016 | To be able to write a short story using the topics related to past tense. | Based on some images, students will write a short story using the past simple and continuous. | Process | Student talks about the activity with his partners. Student makes agreements with his partners regarding the activity. |
| Jun 4, 2016 | | FINAL EXAM | | |
| Jun 11, 2016 | | Last class – Parents meeting, socialization of projects. | | |

- Appendix 6. Lesson plan model

**UNIVERSIDAD PEDAGOGICA NACIONAL
CENTRO DE LENGUAS
Lesson plan # 1**

Date: August 8, 2015

Course: Basic II

Topics:

- Can (ability)
- Countable and uncountable nouns

Objectives:

- Students will be able to talk and ask about their partners' abilities and their own abilities.
- Students will be able to identify vocabulary about food taking into account countable and uncountable nouns.

Stages

1. Talking about abilities

✓ **Pre-activities** (20 minutes)

In order to practice vocabulary about verbs, it will be develop a TPR activity, showing the verbs and having the students representing them with teacher's help.

✓ **While-activities** (20 minutes)

Teacher and students will read the leaflet about Charity weekend in the book, and answer some comprehension questions.

Teacher will recall the video "Can & Can't". Students are asked to say how to use them to say affirmative and negative sentences, and how to make questions.

✓ **Post-activity** (30 minutes)

Teacher will give students a survey chart; they have to ask six partners which activities they can and can't do. Then, they will socialize.

2. What kind of food do you like?

✓ **Pre-activities** (15 minutes)

Teacher will use flashcards about food to introduce the vocabulary; students should name the ones they know.

Then, teacher will talk about her likes and dislikes using the vocabulary: *I like pizza, I don't like mushrooms.*

She will encourage students to talk about their own likes and dislikes.

✓ **While-activities** (30 minutes)

Teacher will review the topic *some* and *any* to introduce the countable and uncountable nouns, using the dialogue in page 65.

Students will work in groups of three. They will create a *crazy recipe* using the vocabulary previously seen and taking into account their likes and dislikes.

✓ **Post activities** (15 minutes)

Students will socialize their recipes.

Homework: Students will draw a map of their neighborhood.

3. Parents meeting

Evaluation

The evaluation will take into account the following aspects:

- Participation
- Engagement in group activities
- Use of previous knowledge

Class reports

The class reports were an important collecting data instrument used in the data analysis. They were developed after every class in order to describe all the activities proposed and their development. Also, there are registered students' behavior in the activities' development, as well as a researcher's reflection on the indicators established for each session. In the analysis, they were quoted nine class reports corresponding to the sessions 1, 2, 3, 5, 7 and 8 of 2015-2, and to the sessions 1, 2, and 3 of 2016-1. Below it can be seen class report 1, 2016-1.

- Class report 1, 2015-2

UNIVERSIDAD PEDAGOGICA NACIONAL Assisted Practice – Centro de Lenguas

Class report # 1

Date: August 8, 2015

Course: Basic II

Trainee teacher: Maritza Martínez Cely

Population of the session: 23 students

Today's class pretended to review the topics *Can and cannot* to talk about abilities and *countable and uncountable nouns* referring to food and the use of *some and any*.

The first activity aimed to practice vocabulary about ability verbs. I started by asking them to stand up and stretch their arms, legs and body for them to take laziness out. At the beginning, they did not want to move but as I started moving, they did it too.

Then, I explained them the activity: I had some flashcards with images and verbs, as I showed them to the students I asked them "*What is it?*" they had to move and represent the action. At the beginning of the activity, most of them were very shy and did not want to represent the actions. However, I tried to encourage them by representing the actions too, and they started moving; after a while, they represented the actions by their own. When I

finished showing the flashcards, I asked them which verbs they did not know; as they answered, they not only said the verb but represent the action.

The next activity was a review on how to ask and answer questions using *can*. The topic was very clear for them, they just had some difficulties on making questions but after the explanation and some practice, it was clear. After the explanation, I gave them a survey chart with some images and activities. The purpose of this activity was that they talk among them and interact by asking about which of the activities in the chart they can and cannot do. While they were doing the activity, I was checking what they were doing: just few of them were asking in Spanish but I told them to try to do it in English. Some of them even asked to me and they did it very well, some of them just hesitate a little but I gave them time to think and organize the questions and ask, and they did it. Then, I asked them to write a sentence about each person who they apply the survey. Most of the students wrote the sentences correctly, just few of them had difficulties on writing the negative sentences. I helped them by explaining what was wrong in the sentences using other examples, and they corrected them. When all of them had finished, we started reviewing vocabulary about fruit, vegetables and food. I showed them some flashcards with the image and name of the fruit, vegetable or food. As I was showing them, I said the name and asked *Apple, do you like apples?* Sometime they repeated the name in English or they said in Spanish, then they answered the question with *yes* or *no*. Once I showed them all the flashcards, I asked them for the vocabulary they did not know and they mentioned some of them.

After the break, students asked me to review the vocabulary again so that they could take notes about the ones they did not know. After that, I did a brief explanation about *some* and *any* to talk about countable and uncountable nouns. The previous semester had seen this topic so it was just a review for them to remember the topic and make easier the development of the next activity. When I finished the explanation, I asked them if they had any doubts or questions, some of them asked me to clarify the use of *any*, so I gave more examples and finally I explained them the last activity.

The last activity consisted on creating a *crazy recipe*, in groups of three people, using the vocabulary previously seen, *some* and *any*. I told them they had to be very creative in order to invent a new recipe using all the vocabulary they wished, and then I gave them a sheet of

paper with a template of recipe card with spaces where they could write the name of the recipe, ingredients and preparation. In addition, I gave them some useful verbs that they could use in the preparation of the recipe, such as: mix, put, add, boil, cook and cut.

As soon as I finished the explanation, they started working; they seemed very excited and ready to prepare a crazy recipe. Some minutes after they had started to work, it was time for the parents meeting, so they had to stop working. When the meeting finished, they continue working. Some groups were constantly asking me about vocabulary, some others were really working together, discussing the recipe's name, ingredients and preparation. In every group, a person was in charge of writing but all of them share their ideas. Most of the groups were really working in a collaborative way and the recipe demonstrated their effort and group work. While there were other groups that did not work together, they did not speak too much and did not share their ideas; I tried to encourage them giving ideas but it was difficult for them to come up with the recipe. When they gave me the papers, they just had written a few lines.

At the end of the class, I explained them the homework for the next class: students have to draw a map of their neighborhood indicating places and streets.

Evidences

Taking into account the class' objective, students were able to talk to their partners asking them about their abilities. Although there was a specific structure students had to use to survey their partners (Can you ____? A: Yes, I can / No, I can't), the activity promoted oral communication in English and students were able to ask and answer appropriately. Even more, some students were able to ask me, despite they were a little shy they did it very well.

In addition, when students were working in groups writing their *crazy recipes*, they were discussing and sharing their ideas. Most of the time they were using Spanish but when I was near to them they tried to use English asking for unknown words among them, how to structure the recipe and sentences in it; also they asked me using expressions such as "How do you say ____?", "How can I say ____?" or "Teacher, how is ____ in English?". I

think it demonstrate their interest in developing their oral communication skills, at least in the classroom.

Learning

According to my project, I consider that the implementation of communicative activities in the classroom encourages students to interact more among them and with the teacher using the target language. Besides, when they were working in groups writing the recipe I could notice that they discussed, shared their ideas and worked together to come up with a good outcome, demonstrating that they enjoy and learn more working collaboratively. Although the group activities were developed successfully, an aspect that I have to be very careful with is discipline. Once some students had finished their activity they started playing in the classroom, talking, laughing or screaming; these aspects may affect the environment in the classroom and perhaps the learning process. Therefore, I realized that I have to develop strategies to keep the order and discipline.

In my role as a teacher, I learnt from this first session that it is very important to keep always students' attention and interest by preparing different activities that motivate and encourage them to use the target language; as well as to keep the order and a good environment in the classroom.

- Class report 2, 2015-2

UNIVERSIDAD PEDAGOGICA NACIONAL

Assisted Practice – Centro de Lenguas

Class report # 2

Date: August 15, 2015

Course: Basic II

Trainee teacher: Maritza Martínez Cely

Population of the session: 24 students

This class aimed to reinforce the uncountable nouns that some students showed difficulty to understand; also, to talk about students' neighborhoods using prepositions of place.

I started the class by asking students what they remembered about food from the previous class, they answered using vocabulary related to fruits and vegetables, some other mentioned the countable and uncountable nouns. Then, I asked them if they were totally clear but some of them said that got confused with the uncountable nouns, so I explained them again and in order to complement and make them clearer I introduced vocabulary related to containers such as: can, bowl, cup, bar, box, carton, etc., using flashcards and examples. First, I said an example and then asked to say more examples taking into account the vocabulary. At the end, I asked them if it was clearer now, and they said yes.

To continue, for the next activity I drew a chart in the board with two columns *Countable* and *Uncountable*; then I showed them some of the flashcards with the vocabulary, the first person in raising the hand passed to the board and wrote the word in the correct column. At the beginning, all the students were very participative writing the words, after some minutes just the same students were raising the hands to participate. Therefore, I decided to continue with the next activity because the idea was to engage all the students in the activities for them to participate. However, when I finished the activity I asked them again if countable nouns were clear, and they answered: *Now, yes*. After that, I gave them back the recipes and said students to read them and check if they had errors, then correct them using the containers if necessary.

Students joined in their groups and start working; some of them were talking among them about the text and came up with some corrections by their own regarding the use of containers, plurals, the use of verbs, and spelling.

Some other groups read the text but did not know what to correct and how, so they asked me for help. I told them they have to read what they wrote and check if there were any mistake taking into account what we just studied; I helped them reading a few lines and highlighting some mistakes but I did not tell them what the mistake was so they discussed among them and could identify it. Once they finished correcting the recipe, they gave to me.

To close the topics about can to talk abilities and countable and uncountable nouns, I made a short activity to practice them. The activity was a game called *Draw and guess*, students

were divided in three groups; I explained the game and they seemed very excited to play. Even when I said that in order to get the point, they had to guess the word but also to make a sentence. For instances, if the word was a verb they had to say a sentence using *can* or *cannot*, if the word was related to food they had to use *like* or *don't like*. We started playing and students guessed the word creating sentences without any difficulty.

After break, the activities were related to the use of prepositions of place. As homework for this class, I told them to draw a map of their neighborhood; some of them were waiting since the beginning of the class for me to pick them up, they asked me what we were going to do with it. Then, I explained them that we were going to review the prepositions of places.

First, we read a dialogue from the book where they could identify some of the prepositions; I chose some students to read it, then I read it again to correct some pronunciation mistakes. After that, I asked students to identify unknown words; they mentioned a few including some prepositions of place; I wrote them in the board but apart from the other words: *between* and *near*. Then I pointed them and asked the whole class what they mean, some students answered "*entre*", "*en medio*", "*cerca*", or "*no sé qué es near*". Then, I told them they were prepositions of place and asked them to tell other prepositions they know, they started saying: "*in front of*", "*next to*", "*on*", "*in*", and "*opposite*". Some of them were telling the ones that they remembered but some others were looking at the book and told them from there; then I asked them if all the prepositions were clear for them, some of them mentioned the ones they did not know and I started the next activity in order to clarify them all.

To start the activity I asked students to take a marker, a pen or a pencil on their hand, then stand up and make a circle around me. I told them that I was going to give them some instructions and they had to do them; I started saying, "*Put the marker on your head*", I tried to make emphasis on the prepositions and I did the action to guide them. I gave two more instructions representing the actions, then I just told what they have to do but I did not do it. When I did not make the actions, they took more time to do it; some of them look at their partners to see what they were doing. Sometimes, I saw a person doing the action and the rest were somewhat lost I said *Very well* or *that's right* and mentioned the name of the

person, so that all the students look at her/him and do the actions. After some more instructions, all the students could make them by their own; then I asked them to make couples, I chose a student for my couple and the person alone had to give us the instructions. I told the student to give the instructions not using the marker but other objects as reference points and I gave her an example: "*Place in front of you partner*", she said it was clear for her and she started giving instructions such as: "*Under your partner*", "*next to your partner*" and "*between your partner*". She did not mention the verb. Her instructions were funny for students because it was difficult to place under or between the partners, so they started doing different poses trying to follow the instructions; they were laughing a lot. After that, I asked another student to give the instructions but using different objects in the classroom, he said "*next to the chair*", "*behind the chair*", "*next to the bag*".

When we finished the activity, I asked students to take out their maps and I explained that we could use prepositions to find a place in a city or town as in the dialogue we had already read. I asked children what they would do if there were lost in a town, they said they would ask people, and I asked them how they would do it but they did not know, just a girl said "*Where the hospital?*" so, I took her example and wrote in the board with the missing word "*Where is the hospital?*" Students read the question and some of them said "*Ah, dónde está el hospital*", a student asked how the answer would be and I write an example *It's between the park and the school*.

Then, I explained that the next activity was to work in pairs using the maps they drew and ask their partners about places in, it taking into account the example I just gave them, and then they had to write three sentences about places in their partners' map. Some students did not bring the map so they were working with the partner's map. Students started working in pairs, I saw they were looking at their maps and talking, I was passing by the groups listening what they were talking and I could listen that most of them were really talking in English and discussing about the places in their maps. Then I passed to every couple listening to them, one person asked and the other one answered and then they changed, all of the students did very well the exercise and then they wrote the three sentences. After that, I asked them to take out their books and we analyzed some

expressions to ask for help in a town. Some students read the expressions and I asked them to give examples using other places.

The last activity was in groups to create a big map of a city or town, and then they had to improvise a representation asking help to find places. However, time was not enough and most of them just could finish creating the map, therefore the first part of next class will be aimed to finish this activity.

Previously I had bought some big sheets of paper and I explained them the activity. They had to draw a map of a city or town, they could give a name to the town and locate all the places they wanted, and they had to give a name to the streets. They organized in groups and received the sheet of paper, some of them put the paper on the floor to work better but the space was very reduced so I said three groups to work out in the hall, the rest of groups organized in the classroom.

Every group started discussing about the organization of the town, what place they were going to locate, the name of the town; some of them were just talking about it, some other groups made a draft of the map and then they started working on the big sheet of paper. I could notice that in all the groups every member assume a role to develop specific tasks: one person drew, other was in charge of decorative elements, other were coloring, but all the members were working together to come up with a good creation.

Evidences

In this session, the main activity for the project's purpose was the creation of a big map in groups. Students had to work together to create a city or town and draw a map of it. I could notice that all in all the groups every student took a role and developed a task in order to achieve the goal. Besides, working collaboratively students were trying to use the target language as much as they can, although sometimes I had to say to speak in English. In addition, I took some photos and videos that show students working together, drawing a draft of the map, discussing the places they were going to locate in it, and the name on the town. They helped each other when they did not know how to write a word or they asked me.

Learning

Sincerely, I have to say that I expected some disorder or indiscipline but it did not happen. I was very happy to see all the students working together, engaged in their creation, talking about the town, looking for the name of the places they did not know in the dictionary, asking their partners or me. I think it was a great development of the group activity although time was not enough to finish, the time they spent creating their maps was very productive since, according to what I observed, they were developing a collaborative work.

Regarding my learning as a teacher, I realized that it is very important to let students explore their imagination and creativity; they feel more motivated and engaged in activities that imply their own ideas and allow them to share their viewpoints with their partners and teacher, in that way they construct their own learning.

- Class report 3, 2015-2

UNIVERSIDAD PEDAGOGICA NACIONAL
Assisted Practice – Centro de Lenguas

Class report # 3

Date: August 22, 2015

Course: Basic II

Trainee teacher: Maritza Martínez Cely

Population of the session: 22 students

Today's class aimed to finish the activity related to prepositions of place and the maps of a town or city students were creating in groups last class; also, the class aimed to talk about daily routines using the simple present.

As soon as the class started, I asked students to continue working on the map; most of the groups just had to finish some details, but some others groups were missing many things in the map. I gave them 15 minutes to finish, so they organized their groups and started working. Some students had carried the map to their houses and finished the map by their own, so when they had to start working on it, they let me know that they had their maps ready. Then I told them to start working on the next activity that was to create a dialogue in which they asked for help to find places, including prepositions of place and some expression we saw in the book. I explained them that they could take roles such as a tourist

visiting the town and asking for a place, or a person living in the town to give the information.

Although most of the groups were complete, there were some students who did not have a group because they had not come last class, and some students who came last class did not come today, so I had to reorganize the groups. Once students had finished the map, they started working on the dialogue. In this activity, students worked together, they helped each other to build the sentences and correct mistakes; however when they were not sure about something they asked me to help them and to check what they had written. I gave students 20 minutes to finish the dialogue and to practice it, and then we started to socialize the dialogues.

Despite the fact that students were very engaged and excited creating the map, when they had to present the dialogue in front of their partners, most of students seemed very shy and insecure. Besides, the content of the dialogues were not as I expected, they were very short and they did not follow the context I gave them, some students just started asking about the location of some places. However, in their short conversation, students used very well the prepositions of place and they demonstrated the topic was clear for them.

After the break, we started with a new topic that was simple present to talk about daily routines; it was a review since students had already seen it in the previous semester.

I started with a TPR activity. I had some flashcards with images about daily routines and I explained students that the idea of the activity was to review vocabulary about daily activities. So I chose a flashcard, said the activity and students had to make the action; if they did not know what the action was I showed them the picture. After that, I asked students which other daily activities they knew. With this activity, I introduce some vocabulary that students did not know.

After that, I explained the use of simple present with the third person. However, it was not a traditional explanation. I took a picture of my sister, and some images of woman doing different things during the day. First, I glued my sister's picture in the board and introduced her to the students. Then, I started showing and sticking more images in the board that describe her daily routine; and I wrote next to each picture a sentence. When I finish

describing my sister's daily routine, I asked students if they remembered what they saw last semester about the simple present and daily routines and most of them answered "yes". Then, I told them to see the sentences and tell me what they could notice in them, if there was something different in the verbs. A student said "*the 'S' at the end*". Therefore, I highlighted all the "S"s in the verbs I had written in the board. Next, I asked them why we used that "S" at the end, the same student answered "*because is the third person*", then all the students seemed to remember the topic because they said "*Ahh si, porque es una 'she'*". I gave some other example to clarify the use of the "S" so that all student had it clear.

Next, I asked two students to pass in front of the classroom and describe their daily routine using some flashcards. One of the students said the routine using the time, too. When they finished talking about their daily routine, some other students wanted to pass to talk about theirs, but I told them that we were going to make another activity in groups. Then, I explained the activity: using the magazines, they had to find images of a person and describe a daily routine, glue the images and write the sentences next to them. They organized in groups of three, and some of them had to work outside the classroom because the space in it was not enough.

When students started working, I realized that all of them started discussing the tasks each one of them was going to develop, thus one of them started looking for images in the magazines; when found some good images, one of them cut them off, then another student glued them in the paper. When they found all the images they needed, they work together to organize them and create the sentences to describe the routine. This occurs in most of the groups, except one; they had clear the idea of the routine but they did not have enough materials to work, and they did not ask their other partner to help them so I had to ask a group of girls who had many magazines to lend one to them. Apart from that, they were not very constant in working, they started playing, talking and laughing. At the end of the activity, they and another group were the ones who did not finish the poster with the routine of a person.

Once the time I gave them was over, I stuck all the posters in the board, and then I chose one by one and asked the group to pass and present their poster. When each group had

presented its poster, I asked the rest of students to identify mistakes and we corrected them together. The class finished when all the students had presented their posters and received the feedback.

Evidences

According to the class' objectives, students were able to use the prepositions of place to find places in a town and to talk about daily routines using the simple present. However, it is more important for me to observe students' interaction and learning process in a collaborative way.

In these two classes implementing collaborative activities, I have noticed that students get very engaged, demonstrate real interest and are very active developing the activities in groups; in most of the cases, each student assumes a role in the group developing a specific task to contribute to the achievement of the goal.

In addition, the outcomes demonstrate that in the process they are learning together and constructing their own learning. I have observed that students help each other in the groups, they make sure that all the members take part in the development of the activity and that all of them understand the activity and the topic. For example, in the presentations in front of the classroom when one of the students gets stuck, the other try to help him/her giving clues about what she/he has to say or taking their lines. Also, it is important the way in which students take the roles in the groups because there is not a person who assigns them but each one of them takes the role and the task to develop.

Learning

Taking into account my project, I consider the collaborative activities are being the center of the class more than communicative activities. It means, what I am achieving, according to the observations, is that the collaborative activities are promoting interaction and communication among students, and not the other way around. Therefore, I think I have to consider modifying the title but it does not change what I want to achieve with my Basic II students.

In terms of the collaborative activities being developed in the classroom, I think it is necessary to guarantee that all of the students accomplish the goals proposed since some few students are not doing it, because in the groups they do not work but start playing or talking about other things. That is why, I consider it is important to look for a strategy to conform the groups since I always let them to make the groups as they want, and I have realized that in some cases it is not working.

- Class report 5, 2015-2

UNIVERSIDAD PEDAGOGICA NACIONAL
Assisted Practice – Centro de Lenguas
Class report # 5

Date: September 5, 2015

Course: Basic II

Trainee teacher: Maritza Martínez Cely

Population of the session: 24 students

Today students had the first term exam. The coordinator gave us the schedule of the day: from 8:00 am to 9:30 am, they had the speaking test and after break from 10:00 am to 12:00 m, they had to present the written exam that includes reading, grammar, listening and writing.

I started by explaining the order of the day, and I told students that the speaking test will be in pairs; I told them that I was going to ask them just three questions about the topics we had seen in class. Also, I gave them a worksheet with different activities for them to work on while I was calling students to do the speaking test. The worksheet had different activities about vocabulary; the first item was *Guess who*, students had to match the descriptions with the cartoon characters. For example: *I' m hungry. I want to eat little yellow birds; I' m huge and ugly but I have a big heart*. The second set of activities included in the worksheet was about school vocabulary: first, they had to match the pictures with the words (pen, scissors, notebook, pencils, etc.); then, they had to solve a word search and finally a crossword.

Then, I started to call students for the test. I asked them three questions: Tell me activities and food that you like and dislike; ask your partner about activities that he/she can and

cannot do; and ask your partner about his/ her daily routine. While they were talking, I took notes about what they said. I focused on aspects like comprehension, the way they ask and answer questions, and finally their language usage.

Regarding the comprehension, I could notice that most of students understand simple questions. When I asked them about the activities and food that they like and dislike, some of them answered without hesitation: *“I like playing, I like dancing, I don’t like reading or go to school” “I like play soccer with friends, I like swimming” “I love hamburgers, fruits, apple, grape, strawberry, and banana” “I no like to eat soup and onions”*. Then, when I told them to ask their partner about activities they can and can’t do, they also answered at once; few students hesitated when thinking about the activity: *“Teacher: Please, ask you partner about activities she can and can’t do; Student A: Ah ok, you...can you...ehhh...swim?; Student B: Yes, I can.”* Nonetheless, their answers demonstrated their comprehension of the questions. In addition, I noticed that comprehension between students also was good. In most of the cases, they understood what their partner asked and what they answered. When some of them did not understand, it was due to pronunciation issues *“Student A: Can you ‘chimbling’? Student B: chim...what? Student A: ‘chimbling’...escalar; Teacher: It’s climb; Student A: Ah eso, can you climb?, Student B: Ah, mmm yes, I can”*.

Some other students did not understand at once but they received help from their partners. When I told them to ask their partner about the daily routine using *“what time do you...?”* few students did not understand the question, and they looked at their partner to start asking: *“Student A: (low voice) ¡Empieza tú!; Student B: Ok, what time do you go to school? Student A: Ahh, the time...at 6...am; Teacher: Now you ask; Student A: What time...you do homeworks?; Student B: I do my homework at 3 pm.* I told students to try to give complete answers, in the previous example, when Student B asked again, Student A gave the complete answer as well not only the time.

Finally, few students could hardly understand what I asked them, they looked at me very confused but try to answer; however the answer was not correct so I repeated the question and their strategy to try to understand was to translate into Spanish the question: *“Teacher: Ask your partner about activities she can and can’t do; Student A: Ehh...activities? I...can*

run...; Teacher: Wait, you have to ask her about activities that she can and can't do; Student A: Ahh, tengo que preguntarle a ella, ¿si? You can draw?"

Taking into account all of the above, I could evidence that all of the students are able to ask and answer questions accurately. Even, some of them follow the structure given to answer but also complement the question: "*Student A: What time do you get up? Student B: Well, I wake up at 5:30 am but Saturday and Sunday I get up at 8 or 9*".

To finish, in regards students' language usage, it was evident that they could use it properly, although some of them had grammar mistakes. However, those mistakes did not interrupt the communicative process and they could understand each other, they were able to have a controlled conversation using the topics and vocabulary they knew. Nonetheless, a remarkable aspect that may affect their performance, in some cases, is the shyness, insecurity or nervousness when speaking. I think that a way to improve this aspect is to encourage and motivate them to talk more, it is important to give them the opportunity to use the language so that feel more confident to use it.

Learning

Regarding the communicative purpose of this project, I think it is important to continue fostering this kind of activities in the classroom to give the opportunity to students to use the language, to take advantage of the time in the English class and to motivate them to continue learning.

In addition, I could notice that students' comprehension of the language has improved not only when having a conversation with their partners, but also when I speak and give instructions to them. In regards to the oral production, although they have some grammatical mistakes, they are able to express, ask and answer, and communicate their ideas to their partners and me. Having in mind the communicative approach, the grammar should not be explicit in the English classroom to guarantee the communication, however in order to accomplish the syllabus' objectives it is important for students to have clear the grammatical aspect of the language. For this reason, in the classes I try to cover all the grammar topics students have to learn to pass the exams, but the communicative and

collaborative activities that I am implementing may help them to know how to use and to practice them.

- Class report 7, 2015-2

UNIVERSIDAD PEDAGOGICA NACIONAL

Assisted Practice – Centro de Lenguas

Class report # 7

Date: September 19, 2015

Course: Basic II

Trainee teacher: Maritza Martínez Cely

Population of the session: 23 students

Today's class aimed to reinforce the topic of simple past of verb to be and regular verbs, since at the end of the class students had to present the first term quiz.

The first hour of class was in the laboratory where students can have the opportunity to take advantage of technological resources to practice the foreign language. The class started at 8:05 am but some students arrive late, around 8:30 am. To start, I gave students the instruction to google *LyricsTraining*, which is a webpage to practice the listening skill with songs. The webpage provides the videos and lyrics of the songs, the idea is to listen to the song and complete the lyrics or choose the correct words from the options; there are four categories to choose the difficulty of the activity: beginner, intermediate, advanced and expert.

I explained the activity to students and they started to explore the webpage, I told them that they could choose any song they want and develop the exercise. All the students were very excited doing the activity although they had some difficulties with some words they could not understand but anyway they continued trying. I gave them 15 minutes to explore and develop the exercises.

After that, I told them we were going to watch a video to review the simple past of regular verbs. The video showed how to form affirmative, negative sentences and questions; it showed the rule and examples with images. In some parts of the video I paused it to ask

students some questions such as *“What is the meaning of No special person?”* referring to the third person; some students wanted to answer but when they tried to speak in English it was difficult for them to express, anyway they tried to do it. A student said *“is for...not she or he...o sea, she did, he did and I did”*, another student added, *“Yes, use did with all the persons”*. Also, I paused the video in the examples and I asked students to give examples using the verb and image given in the video: *“Teacher: ‘Cook, can you give an example?’*, *student: ‘they... cook...cooked dinner’”*, *“T: ‘Paint, give me an example, please’, S: ‘I...painted my...room, yes?’*. After that, I asked them if the topic was clear, if they had any doubt it was the moment to ask, nobody asked.

Then, we watched a video to introduce vocabulary about feelings and expressions. The video showed the image, word and sound, for example, *happy*, the image of a person smiling and a laugh’s sound. Some students repeated the sound or the word. When the video finished a student asked *“S: ‘Teacher, scared is asustado?’*, *T: ‘Yes’*, *S: ‘I...scared the...with the...grito’”*. The last word was scared and the sound was a girl screaming. Then, I asked them if they knew more vocabulary about feelings; they answered: nervous, sad, angry, excited, and furious. Then, I told them it was important to have the vocabulary and the review clear for the next activity, which was on the platform.

Therefore, I told to students to go to the Schoology platform, log in and go the discussion called *what did you do last weekend?* And they had to write at least five lines answering the question using the vocabulary they knew. I explained that I wanted to watch them writing by their own without using translator. They had 20 minutes to write their answers, while they were writing some of them asked me for some vocabulary and expressions. Below, there are some examples of students’ answers:

- *“last week i i got up to take a shower and got dress then i took a breakfast later i brushed my teeth and I went to the school and studied 8 hours . Then i arrived to my home and i did my homework and i ate my diner and i went to sleep.”*
- *“The last weekend, I made my homework and final proyect of my school my grandpa and my grandma visited my home with my cousins and my uncle, I played with my cousins soccer after eating pasta and salad vegetables. Sunday made my homework of math and english the math is very dificult and the english is very easy after going to the park with my cousins,played soccer and voleibol , I*

love soccer because is funny and very easy and get my home after the lunch see movin of scary I like movies of scary and sleeping, after see watch tv.”

When they finished writing their posts, we went to the classroom to continue the class. The next activity was to correct the letters they had written last class answering to a question about school, vacations or weekend activities. First, this time, I explained them the parts of the letter (heading, greeting, body, closing and signature) and I gave them a sheet of paper about them and some expressions they could use to improve the letter. Besides, I had make some corrections in the first draft and I told students to have them into account when rewriting the letter.

After break, the next activity was in pairs to create a dialogue about their last holiday, they had a sheet of paper with guiding questions to help the, create the dialogue. In the worksheet, they had a chart with the questions and other spaces for their own information and their partners' information. First, for this activity, I decided to make the groups and do not allow students to form them because they always join with their friends and in some cases the indiscipline is the main obstacle to develop the activity. Previously, I had made some cards with pairs of animals; in order to make the pairs every student took a card then they had to find the partner who had the same card.

To start with the activity, each pair had to complete the questions, for example, in the worksheet they could read *Where / go?*, they had to write *Where did you go?* Once students had completed the questions, they had to answer each other and write the information on the chart. Then, they had to create the dialogue, using all the question or some of them; if they wanted they could include more questions. During the development of the activity, students had many problems when completing the questions since they did not understand exactly what they had to do. Therefore, I was passing through the groups helping them and solving doubts; most of the times, students asked me in Spanish but I answered in English, for example “S: *Teacher, ¿qué es when?*, T: *I travelled to Venezuela last year, or on July*, S: *Ah...cuándo*”

When students finish with the questions, they started asking their partners to get the information and start creating the dialog. However, some students were not working together since they did not know their partners, and they felt shy or uncomfortable.

Therefore, I tried to encourage them to talk to each other, share their ideas and work together; in some cases, they did it but some others just answer the questions. The final moment of the activity was to present the dialogues. First, I told students to organize in a round table so that everyone could listen to their partners. In order to take the turns of the presentation, I did it at random by choosing an animal card from a bag (the same cards with which they organized the couples). At the beginning, I had told students that I did not want them to pass in front of the classroom and read the paper because they were just the guiding questions.

In most of the cases, students had the paper for support if they forget something but they tried to remember and not to use the paper. Some pairs gave the dialogue a context, for instance, they met and went to a cafeteria, they met in a park and started talking about their vacations, and they met at school. Few couples, or one of the members, were reading all the time and they just limited to ask and answer to the questions. In those cases, I made the observations about it and I told them that next time they will not have the opportunity to use the papers.

In terms of the content, the dialogues demonstrated students' knowledge about vocabulary; their understanding of the topic just with few mistakes, especially with irregular verbs and their creativity since most of them invent their vacations. When students were doing their presentations and one of them forgot something, his partner tried to help him or just continue the conversation. In other cases, students were very shy and insecure, they did not speak loud and we could not listen to them very well. At the end of the presentation, I congratulated all the students and made some recommendations for them to take into account for coming similar activities, such as taking advantage of time to create and practice the dialogue, their attitude in the presentation, the use of papers in the presentations and their voice tone.

Although, students had enough time to develop the activity, a couple of girls passed to present the activity, after some few questions one of them just stopped talking, and sat down. I asked her what had happened and she told me she got confused and did not want to present; her partner and I tried to encourage her to present, then I told her that I gave her

more time to practice and at the end she presented. When all the couples had presented, I told the girls to present but definitely the girl did not want to pass.

After this activity, it was planned to develop a simple past board game for students to practice more the topic and use the language, but they took more time creating and presenting the dialogue; therefore the game is pending for next class.

To finish the class, I asked students to organize in lines because they had to present the first quiz of the second term; it included three items in which students had to complete with the correct form of the verb and to organize words to make sentences.

Learning

From today's central activity, I learnt many things and I identified some aspects to reflect on and improve. I consider that the most important aspect to consider is the grouping of students; today I decided to organize the groups since when students organize by their own, they join their friends and, sometimes, the indiscipline does not allow developing the activities.

However, today I could notice that some students work better with their friends and it is difficult for them to socialize with other partners but the indiscipline was not an obstacle in the activity's development. Nonetheless, what I aim with my project is that students are able to communicate and interact with all their partners using the target language and working together. For this reason, I consider it is important to continue fostering interaction among all the students so that they can know better each other, talk about different things, share their ideas and opinions and develop the activities proposed.

- Class report 8, 2015-2

UNIVERSIDAD PEDAGOGICA NACIONAL

Assisted Practice – Centro de Lenguas

Class report # 8

Date: September 26, 2015

Course: Basic II

Trainee teacher: Maritza Martínez Cely

Population of the session: 24 students

Today's class started by explaining students The English Rule. First, I wrote on one side of the board and asked students what they thought it was about, some students translated the sentence: *Las reglas del inglés*. So, I told them that since today I wanted them to speak more English because it was an English class but they spoke Spanish; I showed them the list with the ten faces and told them that every time they wanted to participate or ask something they would have to do it in English. At the beginning, some students did not understand the idea of the English Rule but their partners tried to explain them. Regarding their reactions to this new strategy in the classes, I thought that maybe they could feel under pressure or worried, but this did not happen at all. On the contrary, students seemed very excited and they felt challenged to use English in the classroom, and indeed, during the class most of them tried to ask and participate in the class using the target language.

Then I told students that I was going to make an explanation to review the simple past of verb to be and regular verbs for them to clarify their doubts and ask if they had any question. So I started explaining, I made a big chart on the board and asked students to copy at the end because I wanted them to pay full attention. First, I explained the verb to be, affirmative and negative sentences, yes/no and wh- questions. In order to clarify the topics, I asked students about the grammar structure and examples for each kind of sentence. For instance, I wrote on the board *Verb to be*, then I asked students “‘*what is the simple past of verb to be?*’ S: ‘*was and were*’ T: ‘*when do we use was?*’ S: ‘*when use she or he or it*’ T: *Very good, give me an example*’ S: ‘*I was in the park, she was at home yesterday*’” At the moment of giving examples, some students were very participative but I had to ask some other students to give examples because they were very quiet.

During the first part of the explanation, some students arrived and started asking partners about the English Rule. After a while, I asked students to explain the English Rule to the students who just arrived. A student said “‘*In English?*’ T: ‘*Yes, of course*’ S1: ‘*Ehh ok, the English Rule is we cannot speak Spanish, yes?*’ S2: ‘*Yes, mmm Maritza has a list, ten faces; you speak Spanish and no faces, si teacher?*’” The students who arrived late understood the idea and agreed with the strategy.

Then I continued the explanation, the next part was about simple past of regular verbs and I did the same as with the verb to be. I started saying that we use the auxiliary *did* to make negative sentences and questions. Then, I asked students to give examples of affirmative sentences, some of the examples were: *I played soccer yesterday, I studied English, I played the guitar*. After that, I continued with the negative sentences in which students have more difficulties. So I wrote some sentences like the ones students had written in the platform activity: *I didn't played yesterday, he didn't cooked pasta, I didn't studied English*; and I asked students about the mistake. A student answered, "*Don't write didn't and -ed, I didn't play yesterday*", so I corrected the sentences and explain, I asked them if they had still doubts and a girl asked "*Why not use -ed if regular verbs finish -ed*". Then another students answered, "*because the past is didn't*" Next, I asked students to give examples of negative sentences and questions. Finally, I explained the irregular verbs. I asked them why they were called irregular; a girl said "*because they don't...finish -ed, they change*". Then, students gave examples of irregular verbs they knew: ate, slept, went, did, flew, cut, etc.

When I finished the explanation, I asked students to make groups of three in order to play a memory game with irregular verbs. They had two sets of cards: one with the verbs in infinitive and the other with the verbs in past, the idea of the game was to match the pairs and write one sentence with that verb. In order to develop this activity, students organized in groups of three and started playing on the floor. Some students had difficulty recognizing the verbs in past so I encouraged them to use the dictionary and the list of irregular verbs. Students were playing and writing the sentences, some of them showed me the sentences they wrote; students seemed very entertained with the game but because of time, they could not finish playing.

After break, I told students to organize in groups of three to develop the next activity. The activity was to create an interview of a famous person; previously I had told students to bring costume elements such as hats, clothes, wigs, glasses, etc. to use them in the representation. First, I gave students a chart where they had to write the steps they follow to develop the activity, so before starting they had to plan it; they had 10 minutes to do it. For this activity, students proposed different steps to follow, those steps are:

1. They discuss to choose the famous person they are going to interview.
2. They create the name of the TV show.
3. They think about the question they will ask to the guest.
4. They create the script of the interview.
5. They practice the interview

Other groups proposed other steps like choose the scenography and clothes, and memorize the script. In general, the steps that they proposed were a good guide to develop the activity and most of the groups follow them. However, some groups got distracted with the costume elements and did not take advantage of time.

In order to help them organizing the interview I gave students a sheet of paper with the organization of the interview and some key expressions to introduce the guests like *Here we are with* or *Today, we have a special guest*; to close the interview *Thank you for accepting the invitation* or *that's all for today, bye bye*. In addition, I suggested them some topics to ask about like childhood, career, profession, holidays, etc. Despite students had the guide, some groups were asking me for some expressions or words they did not know such as *“Démosle la bienvenida...”*, *“Con ustedes...”*, *“Cuéntanos acerca de...”*.

When students finished organizing and practicing the interview, I asked them to sit down on the floor to see the presentations. In order to choose the order in which students were going to present, I made some pieces of paper with numbers from 1 to 8, I passed through every group and they had to choose one paper, the number of the paper gave the order of presentations. This way is easier and faster than to ask for volunteers, since anybody wants to be the first group.

Then, they started doing the presentations. Most of the groups accomplished the activity as it was proposed and students demonstrated their knowledge. However, in most of the cases, the nervousness did not allow students to give their best but they tried to do it. In terms of the content, sometimes they made some mistakes but they were able to communicate and express their ideas. Although, they had enough time to prepare and organize, some interviews were short but the questions were good as well as the answers. As in most of the group activities, students helped each other when they forgot something;

they asked again if the partner did not understand, they whispered what their partner had to say to help remembering. In addition, students utilized the costume elements they had brought to make the presentation better. Nonetheless, I consider that if students really take advantage of time they could give better outcomes.

The last activity was to develop some exercises from the book in which they had to write sentences in simple past. They had the words and they had to write the sentence with the correct form of the verb. For instance, *my parents/not go/to Paris. They/go/to Madrid*, the correct answer was *My parents didn't go to Paris. They went to Madrid*. Most of students developed the activity correctly without difficulties, but some others had still problems identifying the irregular verbs.

Learning

I consider that in this class, I could identify a main issue that may affect students' performance: time management. I think that students have enough time to plan, organize and develop the activity but they do not take advantage of it, although I specify how much time they have. It is important to look for a strategy to improve this aspect and make students aware of the importance of taking advantage of time.

Another important aspect in this class has to do with the English Rule. If I want students to communicate in English, at least in the classroom, I have to encourage them to use it. Although at first, I considered that the English Rule may make feel students under pressure, their enthusiasm and attitude told me that they accept it as a challenge. So all the class I was insisting on avoiding Spanish, and most of the time students were trying to ask and participate in English; even the group activity, some students were speaking in English. In addition, I consider that this strategy had some effect on the collaboration among students since they helped each other using the language, when did not know a word or if a partner speaks in Spanish the others tell him to use English. Therefore, I consider this could increase the use of the target language in the classroom and improve their communication.

- Class report 2, 2016-1

UNIVERSIDAD PEDAGOGICA NACIONAL

Autonomous practice – Centro de Lenguas

Class report # 2

Date: February 20, 2016

Course: Intermediate 1

Trainee teacher: Maritza Martínez Cely

Population of the session: 23 students

In this class, we were going to review the daily routines, adverbs of frequency, and free time activities. To start the class, students had to present a quiz about the simple present and nationalities in pairs. They took 20 minutes to solve the quiz.

When students finished doing the quiz, I asked them to organize in the groups they were the previous class to present their family trees. Then, students started to present their families and to ask their partners some questions about their families. All the groups started by presenting the family: “This is father Raúl, she is mother Juliana, this is me...”, “I am Andrés, she is my wife Sofia, and our son Andres Jr.”. When each group presented their relationships in the family, they asked their partner questions like: “Who is my mother’s mother?” they expected their partners to say the person’s name according to the family tree. I gave students presenting a soft ball to throw it to the person they wanted to answer, that person got up from the chair and look at the family to answer. Some other questions were: “Who is father’s sister?”, “who is Andres’ wife?”, “Who is my grandpa?” When students had to answer, some of them found a little difficult to figure out who the person was, when the question used the genitive, so they looked at the family tree to give the answer.

Once we finished this activity, I asked students to organize in two groups in order to play a game to review the daily routine vocabulary. Taking turns, each group chose a person to imitate a daily routine given by the other group; the person’s group had one minute to guess what the activity was. We played until all students in each group had represented an activity. In both groups when the person was miming the activity, most of students in the

group, started shouting words related to the person's representation, they were very attentive to what their partners said and they complemented and figured out the answer.

Then, in order to introduce the adverbs of frequency, I asked students to work in pairs in a reading from the book which talked about the daily routines of two people; this text included daily routines vocabulary, time and adverbs of frequency. Then, they had to answer to some comprehension question about the text. I gave them some time to develop the activity; while they were working, some students asked to help them understand some questions because it was difficult for them to get the meaning; once they had clear the question the answer came up quickly since they had understood the text. When the time was over, I asked some students to read the text aloud again, then we socialize the answers.

After that, I asked them to focus on the words in red in the text, which were the adverbs of frequency. I asked them to tell me what they were and what we used for, a student told "we used them to... mmm say... when...can I say it in Spanish? Para decir qué tan seguido hacemos algo", so I wrote it on the board but in English and we made a list of them giving them a percentage where always was a 100% and never 0%. Then, I explained them difference between the adverbs and the expressions of frequency with examples. I wrote a question "How often do you go to the park", then I wrote two answers "I sometimes go to the park" and "I go to the park twice a month". Then, I gave them some minutes to take notes, and I started asking them questions: T: "how often do you go to the cinema?" S: "I sometimes go to the cinema...on weekends, yes?", T: "how often do you take a shower?" S: (Laugh) "I take a shower every day", T: "how often do you visit your family?" S: "I often visit my family".

Then, I explained students the next activity called "*Find someone who...*". For this activity, I gave students a chart for them to survey their partners asking them for some activities and how often they did them. However, in the paper they found expressions like: "...sometimes eat in a restaurant", they had to ask their partners "Do you sometimes eat in a restaurant?", if the answer was no, they had to ask someone else until they found someone who sometimes eat in a restaurant, they wrote the partner's name and ask for more information; I explained this giving an example with one students. Then, students stood up and started asking their partners, I was walking around the classroom, listening to their questions and

answers; I sometimes had to remind them to speak in English. Also, I had to make corrections to some students since they were asking “How often do you go to the hairdresser twice a month?” or “how often do you always wake up early?” But at the end of the activity, most of the students had made correct answers, and also they asked for information according to the first question, when they finished we socialized some of their answers.

To finish the class, we made an activity to review vocabulary about free time activities. In this activity, some students volunteered to pass in front of the class, I stood behind them showing the rest of the class an image of a free time activity, they had to start describing the image without mentioning the activity and the student had to guess it. For example, I showed them an image of going to the beach, they started saying: sand, sun, sea, vacations, relax, bikini, etc., with all these descriptions the student was able to guess the activity.

Learning

Regarding the indicators for this session, they are related to the comprehension and production processes, so they have to be able to understand simple questions but also ask for information and answer simple questions. In this way, it is important that students not only understand the teacher but also their partner so that they can communicate among them using English.

Thus, for the first indicator: students understand simple questions, in the comprehension activity of a text from the book, it was evident that sometimes students had some difficulties to get the meaning of some questions since they did not know some vocabulary. However, in the speaking activity of *Find some who*, students were able to understand their partners' questions regarding how often they did some activities, as well as the extra information questions they asked that were related to where, why, when, or who they did those activities.

On the other hand, the process of production in most of the cases is more fluent for students, since they are able to ask for information as well as to answer to simple questions asked by their partners and teacher. Although, they sometimes made some grammar mistakes, the remarkable aspect is that they are able to express and communicate

effectively in the foreign language and according to the communicative situation proposed in the classroom.

- Class report 3, 2016-1

UNIVERSIDAD PEDAGOGICA NACIONAL

Autonomous practice – Centro de Lenguas

Class report # 3

Date: February 27, 2016

Course: Intermediate 1

Trainee teacher: Maritza Martínez Cely

Population of the session: 23 students

In this class, the topic to review was present simple and present continuous. Also, we reviewed the time and vocabulary about jobs. First, we started the class with a game to review adverbs of frequency; it was a board game to play in groups of three or four people. I gave each group a board game, pins and dice; students had to take turns to throw the dice and move the number of squares, one of the other students ask the question and the person who threw the dice has to answer in the correct way using adverbs or expressions of frequency. The squares in the board game said "...watch films?", "...go to bed late?", "...play computer games?" Before they started playing I told them that one of the rules was to speak all the time in English, so that if one the people in the group asked or answered in Spanish they could make him go to start again. As students were playing I passed to every group watching and listening how they were playing. Most of students did not have big difficulties on asking or answering, thus this game was very useful for them to review the adverbs and expressions of frequency.

Then, I made a short explanation on how to say the time in English, since I had noticed that most of students had difficulties with it. I brought to class a clock made with cardboard and with clock hands to adjust the time. I explained them and gave them examples; then I wrote some times on the board and asked students to tell what time was it, when they took much time I helped them by adjusting the time on the paper clock, it made them easier for them.

After reviewing the time, I told student to organize in two groups to play a vocabulary game about jobs. The game consisted on guess a riddle the teacher said about jobs, for example “who fights crime?”, “who takes care of sick people?” One person of each group stood up on the back of the classroom, I put the markers on the floor in front of the board; then, I said a riddle, the two students ran to the board and wrote the right profession, if they had doubts they could ask their partners. Students had fun with this activity and it was a good listening exercise.

Then, we continued to review the topic present simple and continuous. First, I explained students the difference between them, I wrote some examples on the board: “I study English at the university” and “They are studying English right now”. Then I started asking questions like: “What is Paula doing?”, a girl answered “She is writing in the book”. Then, I told them to read a text from the book titled “Dream job for a day”, in this text they could see present simple and continuous used to talk about routines and activities happening in the moment. In order to practice, I asked students to work in pairs in an exercise from the book in which they had to look a table with some four people’s information about their daily routine and what they were doing “today” due to the “Dream job for a day”. They had to write sentences following the example “Ken usually drives a taxi but today he’s flying an airplane”.

To finish the class and in order to practice the topic, I asked students to work in groups of three to create a comic in which they could narrate a story or choose a topic they wanted but they had to use present simple and continuous. As we did not have enough time, today they made a draft of their comics in which they represented love stories, friendship stories, school life stories, an international fair, and terror stories. During this short time, they were discussing and creating their comics, I was passing through the groups asking them what they wanted to talk about in their comics, in most of the groups they told me different ideas they had such as: S1: “we want a comic of a girl...new in a school...” S2: “yes, and...she is nice...pero...her classmates don’t like because she is new” S1: “o podría ser...a girl in school that is popular but...she mmmm not happy because...no real friends, yes?” S3: “Si, no tiene amigos de verdad.” Other groups of girls told me S1: “Mmmm ok teacher, eh hh is

a...fair? Feria?...ehhh of students or people...international...” S2: “Yes, people from other countries. They show their typical of their countries.”

The next class they have to finish their comics, we will become the classroom a comic gallery in which all of us can see and read the comics.

- Class report 1, 2016-1

UNIVERSIDAD PEDAGOGICA NACIONAL

Autonomous practice – Centro de Lenguas Class report # 1

Date: February 13, 2016

Course: Intermediate 1

Trainee teacher: Maritza Martínez Cely

Population of the session: 21 students

Today’s class aimed to review the simple present to talk about family and nationalities. The previous class I gave students a worksheet about personal information; in this worksheet students had to draw an image of themselves, and then answer to some questions like name, age, eyes and hair color, and their favorite things such as color, food, sport, cartoon, animal, singer, etc. When they had finished answering the questions, students had to ask five of their partners some questions that they would like to know about them. Thus, today’s class started when I asked students to socialize some of the information they found, as they told me some sentences they wrote, I wrote them on the board; they told me sentences like: “Bryan like football”, “The favorite number of Mariana is seven”, “I like hamburger”, and “Carlos favorite color is blue”. Then, I asked students to check those sentences and told me if there was something wrong in them, so we started analyzing each sentence and they mentioned that there was missing an “s” for the third person, but they did not recognize the use of the possessive case. So we first did a fast review of the simple present, they solved doubts and gave examples.

The next activity was related to countries and nationalities. In order to start we made a list of them on the board, I started asking students to tell me a country and its nationality, as some of them did not get the idea at first I wrote the first example: Colombia – Colombian. After this, they started participating: Mexico-Mexican, USA-American, Argentina-Argentinian, Chile-Chilean, Portugal-Portuguese, Japan-Japanese, etc. When students finished telling the countries and nationalities they knew, I gave them some minutes to take notes. Next, we organized in round table and I asked to take out the flags they should bring and I also took put my own flag. I explained the activity that was a drill memory game with the nationalities and countries corresponding to the flags they brought. They had to use either the country or the nationality by saying “I am Colombian” or “I come from Colombia”, the next person had to say the previous partner country or nationality and his own, and so on. Most of students followed the instructions and developed properly the activity; nonetheless, some students had difficulties remembering all their partners’ nationalities or using the correct grammar: “She come from Australia”, “He Brazilian”, or “She comes is Argentinian”. When we finished the activity, I highlighted some of the mistakes they made and corrected them; some students took notes.

To continue the class, I asked students to work in pairs and make a list of male and female family members. At the beginning, some of them were a little confused because they thought they had to write the names of their own family members, so I explained them that the list was about the vocabulary of family members. They took around ten minutes to write the list; sometimes they asked me how to say a word in English but I told them to write the ones they knew. Then, I made a square on the board and started asking the students the vocabulary they wrote; they started participating a lot saying the corresponding words, although some of them did not know some vocabulary such as twins, step-mother, step-father, sister-in-law, mother-in-law, etc.

After break, I had drawn on the board my family tree on my mother's side to explain relationship and the use of the genitive. To start this part of the class, I presented to students my family tree and explained students that I wrote the relationship I had with each one of my relatives. First, I showed them where I was in the family tree, then I introduced my grandparents, parents, aunts, uncles, cousins, siblings, siblings-in-law, nieces, and nephews. Then, I asked some questions to introduce the possessive case: "Who is my mother's mother?" At the beginning, they did not understand so I explained them the use of the "s" for possession and I wrote some examples: "Sofia is my sister's daughter", "Esperanza is my mother's sister", and "Isaias is my mother's son". Then, I asked them again some questions expecting their answers: "Who is my sister's husband?" They took a little time to figure out the answer, but they could answer at last, they said my brother-in-law's name; then, they could answer to other questions similar to the first one.

Once I finished the explanation, I told students that in the next activity they were going to work in groups to create a family tree, therefore they were not only to be a group-work but also a family since they should be included in the family tree. I have asked students to bring magazines, scissors and glue, and I gave them a piece of paper for them to make the family tree. During the rest of the class, students had the time to finish their family trees; they started organizing the materials, then they discussed about how big the family was going to be, what their relationships were going to be, they started to look for pictures in the magazines, and then they glued them on the paper to create the family tree. For instance, a group of boys was looking for images in the magazines and they started talking about the relationship among them and the pictures they found, (sometimes they were speaking in Spanish): S1: "Mira Santi...you are the young, you are José son." S2: "(laughs) Yo soy José Jr" S3: "Yes, and Carlos my brother" S1: "I am your uncle" S4: "Y yo?" S2: "Ah pues Andrés...your father...o sea you are my grandfather, yes?" S4: "Listo, but my wife?... Teacher, eh...is there...a Sofia in the class?" T: "No, why?" S4: "Ah bueno...because she is my wife and her name is Sofia" S1: "(laughs) Listo, mmmm so we all are a family...ya...si o no?" S2, 3, 4: "Si" S3: "Ya podemos organizer el family tree."

Learning: Taking into account the activities developed during this session, it is possible to analyze the indicators established for it. The first indicator was that students comprehend and follow simple instructions; in order to analyze this indicator I paid attention to students' reaction every time I gave them some instructions, since the more simple ones such as sit down or close the door to the ones in which they had to organize to develop an activity and to interact with their partners. However, at the beginning of the class I made a video in which I asked students to follow some instructions such as: stand up, stretch your arms, sit down, take out your books, organize in a round table, don't drag the chairs, pick them up, and at the end I told them to walk around the classroom, say hello to their partners, talk to them and get to know each other a little since they were going to be partners all the semester. In this activity, it was evident that students comprehended simple instructions since they were able to follow and accomplish them; sometimes they followed the instructions when I made them too, like stand up or stretch their arms, but most of them they did them by their own. However, with the last instruction in which they were supposed to interact with their partners, shyness was a factor that did not allow them to follow the instruction at first, but I encouraged them

to talk to their partners, and at the end they did little groups in which they starting to chat among them.

Having in mind all of the above, I think students had a great advance regarding this indicator of the comprehension process in contrast to the previous semester in which I applied them a survey and they answered that sometimes it was difficult for them to understand all the instructions I gave them and that they had to ask their partners, the teacher or follow their partners' example and did what they did. Moreover, in the classes' development is evident that they understand the instructions not only to organize the classroom in a specific way but also when they have to develop any activity; few time I have to repeat many times the instructions or say them in Spanish.

To finish, the second indicator for this session was that students make agreements with their partners regarding the activity. Taking into account the family tree activity and the description I previously made, it is evident that this is an important part of the collaborative work process for students, since what they first do is to start discussing the how to develop the activity and they make agreements among them in terms of organization and development of the activity.

Figures

There are 19 figures supporting the statement of the problem and the data analysis, since they are images of the different students' answers to specific questions in the surveys.

- Figure 1. Demographic questions in the pilot survey.

| |
|--|
| <p>Nombre: <u>Karen sofia Falla ramirez</u> Edad: <u>70</u></p> <p>1. ¿Dónde vives? <u>Bosa centro</u></p> <p>2. ¿Con quién vives? <u>papa, mama, hermana, hermano, prima, prima segunda</u></p> |
| <p>Nombre: <u>Juan Sebastian Quintero</u> Edad: <u>11</u></p> <p>1. ¿Dónde vives? <u>San Francisco</u></p> <p>2. ¿Con quién vives? <u>con mi mama, mi papa, mi hermana y mi abuela</u></p> |

- Figure 2. Demographic questions in the second survey.

| | | |
|--------------------------|-------------------------------|--|
| 1. ¿Eres...? | <input type="checkbox"/> Niña | <input checked="" type="checkbox"/> Niño |
| 2. ¿Cuántos años tienes? | 12 años | |
| 3. ¿Dónde estudias? | En el Bernardo Jaramillo | |
| 4. ¿En qué curso estás? | En séptimo | |

| | | |
|--------------------------|--|-------------------------------|
| 1. ¿Eres...? | <input checked="" type="checkbox"/> Niña | <input type="checkbox"/> Niño |
| 2. ¿Cuántos años tienes? | 11 Años | |
| 3. ¿Dónde estudias? | En el liceo Santa Bernardita | |
| 4. ¿En qué curso estás? | en Quinta de Primaria | |

- Figure 3. Students' responses to the question: "¿Te gusta aprender inglés? ¿Por qué?" in the pilot survey.

| | |
|---|---|
| 4. ¿Te gusta aprender inglés? ¿Por qué? | Si porque el ingles es un idioma que tienes que aprender para poder graduarte |
| 4. ¿Te gusta aprender inglés? ¿Por qué? | si porque así puedo sentirme bien y superior |
| 4. ¿Te gusta aprender inglés? ¿Por qué? | Si, porque podría servir mucho en toda la vida si se viajara a otros países. |
| 4. ¿Te gusta aprender inglés? ¿Por qué? | si me gusta aprender ingles por que puede ayudarme en el futuro |

- Figure 4. Students' choices about activities they would like to be developed in class, noticing their interest to work in pairs and groups.

E. Marca con una X, cuáles de las siguientes actividades te gustaría que se realizaran en clase

- Trabajo en parejas
- Trabajo en grupo
- Realizar las actividades del libro
- Juegos
- Talleres
- Lecturas
- Uso de canciones, videos, imágenes
- Actividades de vocabulario
- Otro ¿Cuál? _____

E. Marca con una X, cuáles de las siguientes actividades te gustaría que se realizaran en clase

- Trabajo en parejas
- Trabajo en grupo
- Realizar las actividades del libro
- Juegos
- Talleres
- Lecturas
- Uso de canciones, videos, imágenes
- Actividades de vocabulario
- Otro ¿Cuál? _____

E. Marca con una X, cuáles de las siguientes actividades te gustaría que se realizaran en clase

- Trabajo en parejas
- Trabajo en grupo
- Realizar las actividades del libro
- Juegos
- Talleres
- Lecturas
- Uso de canciones, videos, imágenes
- Actividades de vocabulario
- Otro ¿Cuál? _____

E. Marca con una X, cuáles de las siguientes actividades te gustaría que se realizaran en clase

- Trabajo en parejas
- Trabajo en grupo
- Realizar las actividades del libro
- Juegos
- Talleres
- Lecturas
- Uso de canciones, videos, imágenes
- Actividades de vocabulario
- Otro ¿Cuál? como por ejemplo salir fuera y hacer las clases al aire libre

- Figure 5. Students' answers to the question "¿Te gusta participar en clase? ¿Por qué?"

9. ¿Te gusta participar en clase?

Sí No

¿Por qué? para poder aprender más haci me de pena
pregunta y participo porque eso es buena para mi mente

9. ¿Te gusta participar en clase?

Sí No

¿Por qué? porque aunque me quibce aprendo de los
ellos

9. ¿Te gusta participar en clase?

Sí No

¿Por qué? porque aunque me quibce aprendo de los
ellos

9. ¿Te gusta participar en clase?

Sí No

¿Por qué? me corrigen y aprendo más

9. ¿Te gusta participar en clase?

Sí No

¿Por qué? para poder aprender más haci me de pena
pregunta y participo porque eso es buena para mi mente

- Figure 6. Students' responses to the question "¿Cómo te gusta trabajar en clase?" and identifying their role in group working.

13. ¿Cómo te gusta trabajar más en clase?

Individual Parejas Grupo

¿Por qué? porque para mí así se aprende mejor

14. Cuando tienes que trabajar en pareja o en grupo, tú

Ayudas a tus compañeros
 Sólo escuchas lo que los demás dicen
 Aportas idea para desarrollar la actividad
 Ayudas a corregir sus errores
 Te ríes cuando alguien se equivoca

13. ¿Cómo te gusta trabajar más en clase?

Individual Parejas Grupo

¿Por qué? por todas(a) aprendemos de otras(a)

14. Cuando tienes que trabajar en pareja o en grupo, tú

Ayudas a tus compañeros
 Sólo escuchas lo que los demás dicen
 Aportas idea para desarrollar la actividad
 Ayudas a corregir sus errores
 Te ríes cuando alguien se equivoca

13. ¿Cómo te gusta trabajar más en clase?

Individual Parejas Grupo

¿Por qué? me gusta trabajar que me ayuden y que yo ayude

14. Cuando tienes que trabajar en pareja o en grupo, tú

Ayudas a tus compañeros
 Sólo escuchas lo que los demás dicen
 Aportas idea para desarrollar la actividad
 Ayudas a corregir sus errores
 Te ríes cuando alguien se equivoca

- Figure 7. Students' responses to the question "¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?"

12. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?
 Me siento asustado porque me se ni esta bien

12. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?
 asustado porque temo equivocarme

12. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?
 Nerviosa porque es diferente el idioma

12. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?
 tímida porque si digo una palabra mal empiezo a darme la profesora que han no se dice

12. ¿Cómo te sientes cuando tienes que hablar en frente de todos en inglés? ¿Por qué?
 un poco nerviosa por que tengo miedo de decir algo mal

- Figure 8. Students' answers to the question "Al momento de realizar actividades en clase, ¿qué tanto comprendes las instrucciones de la docente para desarrollarlas?"

1. Al momento de realizar actividades en clase, ¿qué tanto comprendes las instrucciones de la docente para desarrollarlas?
 Totalmente
 Casi siempre
 Tengo que preguntar a un compañero/profesora
 No entiendo
 ¿Por qué? Porque a veces hay vocabulario que no entiendo

1. Al momento de realizar actividades en clase, ¿qué tanto comprendes las instrucciones de la docente para desarrollarlas?
 Totalmente
 Casi siempre
 Tengo que preguntar a un compañero/profesora
 No entiendo
 ¿Por qué? a veces no entiendo y para comprenderlo tengo que preguntar

1. Al momento de realizar actividades en clase, ¿qué tanto comprendes las instrucciones de la docente para desarrollarlas?
 Totalmente
 Casi siempre
 Tengo que preguntar a un compañero/profesora
 No entiendo
 ¿Por qué? la profesora nos explica bien y le entiendo de esta forma de enseñanza

1. Al momento de realizar actividades en clase, ¿qué tanto comprendes las instrucciones de la docente para desarrollarlas?
 Totalmente
 Casi siempre
 Tengo que preguntar a un compañero/profesora
 No entiendo
 ¿Por qué? la profesora explica de una manera no tan complicada y se me facilita






- Figure 9. Students' answers to the questions "Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?"

| |
|---|
| <p>Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?</p> <p>si entiendo pero si algunon veces no le pregunto</p> |
| <p>Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?</p> <p>Pues buveses la entiendo y cuando no entiendo le pregunto</p> |
| <p>Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?</p> <p>si le entiendo o cuando no le entiendo le pregunto</p> |
| <p>Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?</p> <p>si cuando no entienda la profesora la repite de nuevo y hace actividades.</p> |
| <p>Cuando la profesora habla en inglés, ¿entiendes todo lo que dice? ¿Qué haces cuando no entiendes?</p> <p>La mayoria de veces si pero si no entiendo algo le pregunto directamente a la profesora o si no me quedo muy caro busco en internet</p> |

- Figure 10. Students' answers to the question "Cuando se hacen ejercicios de comprensión en clase, ¿qué dificultades tienes? ¿Qué haces por mejorar? Por ejemplo: actividades de escucha, preguntas de comprensión sobre el audio o un texto, presentaciones de tus compañeros, preguntas de comprensión hechas por la profesora."

| |
|--|
| <p>2. Cuando se hacen ejercicios de comprensión en clase, ¿qué dificultades tienes? ¿Qué haces por mejorar?</p> <p>Por ejemplo: actividades de escucha, preguntas de comprensión sobre el audio o un texto, presentaciones de tus compañeros, preguntas de comprensión hechas por la profesora.</p> <p>A veces no comprendo las preguntas y para mejorar pongo atención</p> |
| <p>2. Cuando se hacen ejercicios de comprensión en clase, ¿qué dificultades tienes? ¿Qué haces por mejorar?</p> <p>Por ejemplo: actividades de escucha, preguntas de comprensión sobre el audio o un texto, presentaciones de tus compañeros, preguntas de comprensión hechas por la profesora.</p> <p>un texto porque a veces no entiendo</p> |
| <p>2. Cuando se hacen ejercicios de comprensión en clase, ¿qué dificultades tienes? ¿Qué haces por mejorar?</p> <p>Por ejemplo: actividades de escucha, preguntas de comprensión sobre el audio o un texto, presentaciones de tus compañeros, preguntas de comprensión hechas por la profesora.</p> <p>Indesos se me dificulta cuando es vocabulario nuevo preguntar</p> |
| <p>2. Cuando se hacen ejercicios de comprensión en clase, ¿qué dificultades tienes? ¿Qué haces por mejorar?</p> <p>Por ejemplo: actividades de escucha, preguntas de comprensión sobre el audio o un texto, presentaciones de tus compañeros, preguntas de comprensión hechas por la profesora.</p> <p>se me dificulta el audio. Escucha en mi casa quisiere en inglés.</p> |

- Figure 11. Comprehension exercise of a dialogue from the book Upbeat Starter

| |
|--|
| <p>1. Where did the friends come in the talent show? • The friends come in at youth club</p> <p>2. Why isn't Polly happy? Polly is not happy, because don't like the photos</p> <p>3. What is on Zac's video? In the video of the zac's are "rap too".</p> <p>4. What are the friends going to do now? The friends watch the video</p> <p>5. What is Josh going to do after that? Josh going to was buy his computer</p> |
| <p>1 club after the talent show</p> <p>2 because don't want to be in the photo</p> <p>3 Zac got a video of your rap too</p> <p>4 record the video</p> <p>5 Dad help with his new computer</p> |
| <p>1 The friends were in the club</p> <p>2 Because she hate a photos</p> <p>3 The video is about the presentation of Romeo and Julieta</p> <p>4 The friends is going to see a video</p> <p>5 Josh is going to help his dad</p> |
| <p> in the club and the talent show</p> <p> she don't want to be in the photo</p> <p> Video of the rap</p> <p> help with his new computer</p> <p> lets go and see the video</p> |

- Figure 12. Students' answers to the question "¿Cómo te sientes al momento de expresar tus ideas u opiniones en inglés? ¿Por qué?"

| |
|--|
| <p>3. ¿Cómo te sientes al momento de expresar tus ideas u opiniones en inglés? ¿Por qué?</p> <p>Bien porque han que digo algo mal me pueden corregir y puedo hablar mejor inglés</p> |
| <p>3. ¿Cómo te sientes al momento de expresar tus ideas u opiniones en inglés? ¿Por qué?</p> <p>Yo me siento bien pues me expreso de formas que yo creo que me definen.</p> |
| <p>3. ¿Cómo te sientes al momento de expresar tus ideas u opiniones en inglés? ¿Por qué?</p> <p>Muy bien ya que aprendo cosas nuevas</p> |
| <p>3. ¿Cómo te sientes al momento de expresar tus ideas u opiniones en inglés? ¿Por qué?</p> <p>bien, porque estamos fortaleciendo el idioma y así entenderlo mejor</p> |

- Figure 13. Students' answers to the question "¿Qué opinas de The English Rule? ¿Cómo te has sentido con ella? ¿Por qué?"

| |
|---|
| <p>7. ¿Qué opinas de The English Rule? ¿Cómo te has sentido con ella? ¿Por qué?</p> <p>Es una corrección que nos dan me he sentido bien ya que me ayuda a mejorar mis errores</p> |
| <p>7. ¿Qué opinas de The English Rule? ¿Cómo te has sentido con ella? ¿Por qué?</p> <p>Bien es una buena tecnica para que los estudiantes se acostumbren a la lengua inglesa</p> |
| <p>7. ¿Qué opinas de The English Rule? ¿Cómo te has sentido con ella? ¿Por qué?</p> <p>bien porque aprendo mas vocabulario</p> |
| <p>7. ¿Qué opinas de The English Rule? ¿Cómo te has sentido con ella? ¿Por qué?</p> <p>que es buena, bien, porque no ayuda a aprender que en clase de ingles se habla ingles y no español</p> |

- Figure 14. Students' responses to the question "Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad?"

| |
|---|
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Repartimos las actividades o a veces lo hacemos todos juntos |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Repartimos el trabajo para que todos hagan algo y aprendan |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Nos organizamos de manera de cuantos puntos hay y cada uno hace un punto. |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Nos separamos los roles para que quede bien realizado Daniela |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Nos organizamos de la parejas y opinamos lo que pensamos |

- Figure 15. Students' answers to the question "Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad?"

| |
|---|
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Repartimos las actividades o a veces lo hacemos todos juntos |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Repartimos el trabajo para que todos hagan algo y aprendan |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Nos organizamos de manera de cuantos puntos hay y cada uno hace un punto. |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Nos separamos los roles para que quede bien realizado Daniela |
| 3. Cuando trabajas en grupo, ¿cómo se organizan tú y tus compañeros para desarrollar la actividad? Nos organizamos de la parejas y opinamos lo que pensamos |

- Figure 16. Students' answers to the question "Al trabajar en grupo, ¿qué rol asumes para desarrollar la actividad?"

| |
|--|
| <p>4. Al trabajar en grupo, ¿qué rol asumes para desarrollar la actividad?</p> <p><input checked="" type="checkbox"/> Eres el líder</p> <p><input type="checkbox"/> Eres quien reparte las tareas</p> <p><input checked="" type="checkbox"/> Eres quien escribe</p> <p><input type="checkbox"/> Erés quien sigue las instrucciones de tus compañeros</p> <p><input type="checkbox"/> Haces un poco de todo</p> <p><input checked="" type="checkbox"/> Otro. ¿Cuál? <u>De ideas</u></p> <p>¿Por qué asumes ese rol? <u>Porque quiero que todos participen y que nos saquemos buenas notas</u></p> |
| <p>4. Al trabajar en grupo, ¿qué rol asumes para desarrollar la actividad?</p> <p><input type="checkbox"/> Eres el líder</p> <p><input type="checkbox"/> Eres quien reparte las tareas</p> <p><input type="checkbox"/> Eres quien escribe</p> <p><input type="checkbox"/> Erés quien sigue las instrucciones de tus compañeros</p> <p><input checked="" type="checkbox"/> Haces un poco de todo</p> <p><input type="checkbox"/> Otro. ¿Cuál?</p> <p>¿Por qué asumes ese rol? <u>Por que no me gusta mandar pero a veces me toca, a veces reparto las tareas de quien hace tal cosa, a veces me toca escribir, a veces sigo las instrucciones de mis compañeros</u></p> |
| <p>4. Al trabajar en grupo, ¿qué rol asumes para desarrollar la actividad?</p> <p><input type="checkbox"/> Eres el líder</p> <p><input type="checkbox"/> Eres quien reparte las tareas</p> <p><input type="checkbox"/> Eres quien escribe</p> <p><input type="checkbox"/> Erés quien sigue las instrucciones de tus compañeros</p> <p><input checked="" type="checkbox"/> Haces un poco de todo</p> <p><input type="checkbox"/> Otro. ¿Cuál?</p> <p>¿Por qué asumes ese rol? <u>porque creo que puedo ayudar y dejar que me ayuden</u></p> |
| <p>4. Al trabajar en grupo, ¿qué rol asumes para desarrollar la actividad?</p> <p><input checked="" type="checkbox"/> Eres el líder</p> <p><input type="checkbox"/> Eres quien reparte las tareas</p> <p><input type="checkbox"/> Eres quien escribe</p> <p><input type="checkbox"/> Erés quien sigue las instrucciones de tus compañeros</p> <p><input type="checkbox"/> Haces un poco de todo</p> <p><input checked="" type="checkbox"/> Otro. ¿Cuál? <u>llegamos a un acuerdo todos los integrantes</u></p> <p>¿Por qué asumes ese rol? <u>porque me gusta ayudar y ser líder y llegar a un acuerdo, y me gusta que todo quede bien</u></p> |

- Figure 17. Students' answers to the question "¿Cómo deciden qué rol debe asumir cada uno en el grupo?"

| |
|---|
| <p>5. ¿Cómo deciden qué rol debe asumir cada uno en el grupo?</p> <p><u>Dependiendo lo que cada uno sabe hacer mejor y lo hace.</u></p> |
| <p>5. ¿Cómo deciden qué rol debe asumir cada uno en el grupo?</p> <p><u>Segun los talentos que tenga y para que de esos talentos es mejor</u></p> |
| <p>5. ¿Cómo deciden qué rol debe asumir cada uno en el grupo?</p> <p><u>Preguntandoles a cada uno que sabe hacer mejor</u></p> |
| <p>5. ¿Cómo deciden qué rol debe asumir cada uno en el grupo?</p> <p><u>que quien es bueno en cada cosa se asume ese rol</u></p> |

- Figure 18. Students' answers to the question "Cuando terminas una actividad en grupo, ¿estás seguro de haber aplicado lo que aprendiste? ¿Cómo sabes que aplicaste lo que aprendiste en clase?"

| |
|---|
| <p>6. Cuando terminas una actividad en grupo, ¿estás seguro de haber aplicado lo que aprendiste? ¿Cómo sabes que aplicaste lo que aprendiste en clase?</p> <p>si porque me esfuerzo y se que lo hice a conciencia</p> |
| <p>6. Cuando terminas una actividad en grupo, ¿estás seguro de haber aplicado lo que aprendiste? ¿Cómo sabes que aplicaste lo que aprendiste en clase?</p> <p>si porque lo aplico de una forma creativa y es mas facil aprender asi</p> |
| <p>6. Cuando terminas una actividad en grupo, ¿estás seguro de haber aplicado lo que aprendiste? ¿Cómo sabes que aplicaste lo que aprendiste en clase?</p> <p>si porque aprovecho el tiempo y por medio de estos trabajos aprendo a manejar mejor el tema</p> |
| <p>6. Cuando terminas una actividad en grupo, ¿estás seguro de haber aplicado lo que aprendiste? ¿Cómo sabes que aplicaste lo que aprendiste en clase?</p> <p>si, si al final del ejercicio me queda mas claro todo y me va bien en el ejercicio.</p> |

- Figure 19. Students' autoevaluation about group working.

- TRABAJO EN GRUPO

Pues bien pero necesitamos organizacion me senti bien ya que es otra forma de aprender lo que debo mejorar es mi forma de hablar

Auto-evaluación

- trabajo en grupo: Me siento bien con mis compañeras, debo mejorar la indiciplina
 bre neces, critica, puedo mejorar

1 Me gusta porque nos ayuda mas entre todos

2 esta bien pues me hace qren

- Trabajo en clase (Grupo)

* Me senti bien ya que me ayda a solucionar mejor el trabajo

Transcriptions

Transcription # 1

This is the transcription of a video in which students were having a short conversation about their last holiday; this activity was developed in the class # 7 on September 19th, 2015. The objective of this activity was that students were able to have a guided conversation about their last holiday using the simple past. The participants of this video were a boy and a girl of the Basic II course. The duration of the video is 47 seconds.

Student 1 = S1

Student 2= S2

S1: Hi María Paula

S2: Hi Sebastián

S1: Where did you go on holidays?

S2: I went to Cali

S1: Cool!

S2: And where did you go?

S1: I went to the United States

S2: Amazing!

S1: When did you go? I went in November 30, and you?

S2: I went on December 10

S1: Where did you stay?

S2: I stayed in the hotel

S1: I stayed in my grandparents' house

S2:How long did you stay?

S1: I stayed one month and ten days

S2: I stayed two weeks...I need to go...I need to go, bye

S1: Bye

Transcription # 2

This is the transcription of a video in which students were having a short conversation about their last holiday; this activity was developed in the class # 7 on September 19th, 2015. The objective of this activity was that students were able to have a guided conversation about their last holiday using the simple past. The participants of this video were two girls of the Basic II course. The duration of the video is 2 minutes and 16 seconds.

Student 1 = S1

Student 2= S2

S1: Hello, how are you?

S2: Fine, thank you, and you?

S1: Fine, thanks!

S2: Eh...Do you want to go to the cafeteria?

S1: Mmm yes!

S2: Let's go!

...

S2: Hello, two lemonades, please!

S1: Ehh...how was your last holiday?

S2: Ehh...

S1: Fine (whispering)

S2: Fine, thank you, and you?

S1: Fine. Where did you go?

S2: I went to the pool, and you?

S1: I went to Jamaica

S2: When did you go?

S1: In my last holiday, and you?

S2: In my last holiday

S1: Ah...eh...who did you go with?

S2: Ehmm...I went with my mom and cousins

S1: I went with my family. How did you get there?

S2: I travel...I traveled in the bo...in the bus, and you?

S1: I traveled in plane

S2: Where did you stay?

S1: I stayed in the hotel, and you?

S2: I stayed... in the hat
 S1: Ehh...What did...what did you stay?
 S2: I swim...I swam...and you?
 S1: I stayed...I traveled in...

S2: And what did you buy?
 S1: I bought memories, and you?
 S2: I did not buy...buy...bought
 S1: buy...how long did you stay?

S2: I stayed on weekend...and you?
 S1: I stayed on week...ehh...did you have fun?
 S2: Yes, I did.
 S1: ...Ya

Transcription # 3

This is the transcription of students' second oral exam audio in which they had to prepare a conversation in a specific situation. In this case, students were having a conversation in a supermarket; the test was made on March 12th, 2016. The participants of this conversation were two girls of Intermediate 1 course. The duration of the audio is 58 seconds.

Student 1 = S1
 Student 2 = S2
 S1: Hello, my name is Laura, I am the cashier.
 S2: Hello Laura, my name is Katherine.
 S1: Can I you help you?
 S2: Ehh...yes, can you give me ple...can you give me three apples, some meat, and a bottle for...ehh...of water?
 S1: Yes, one moment.

S2: Ok.
 S1: Information: in ten minutes...close the supermarket.
 S2: Why?
 S1: Because I have to visit my mother, my brother, and my nephew at... ten o'clock.
 S2: Oh! Ok.
 S1: Taking your mar...taking your market.
 S2: Thanks...ehh...good bye
 S1: Ok, see you later!

Transcription # 4

This is the transcription of students' second oral exam audio in which they had to prepare a conversation in a specific situation. In this case, students were having a conversation in a restaurant; the test was made on March 12th, 2016. The participants of this conversation were three girls of Intermediate 1 course. The duration of the audio is 58 seconds.

Student 1 = S1
 Student 2 = S2
 Student 3 = S3
 S1: Hi Mariana, how are you?
 S2: Hi Paula, I'm fine and you?
 S1: I'm fine, where is Valentina?
 S2: Here comes Valentina!
 S3: Hi girls, how are you?
 S1: Ehh...hello Valentina, I'm fine and you?
 S3: I'm fine, thanks.
 S1: Where is the restaurant?
 S2: The restaurant in the... is on the corner.
 S1: Ehh...what do we...eat?

S3: I eat sandwich
 S2: I eat ehh...hot dog. I love...
 S1: I...pizza.
 S3: The food is delicious!
 S1: Ok, good bye girls!
 S2 and 3: Good bye!
 S1: What time can we meet?...Good bye...Can...can see you the next week?
 S2: what time ehh can we meet?
 S1: Ehh...at four o'clock.
 S2: Ok.
 S1, 2 and 3: Ok, good bye.

Pictures

The pictures that follow were used in the data analysis. They present students' outcome of their group work in two different activities developed in the two semesters of intervention.

These pictures are the evidence and result of the students' process working collaboratively. The first set of images show a city map created by students, and the second shows a comic created by students, too.

City map



Comic



