

**COLLABORATIVE STRATEGIES TO ENHANCE ORAL INTERACTION IN AN
EFL CLASSROOM**

SAIDY FARID VALENCIA VALENCIA
UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES DEPARTAMENTO DE LENGUAS

THESIS DIRECTOR
JOHANA MONTAÑO


BOGOTÁ D.C

2018

ABSTRACT

Classroom interaction is one of the most important aspects in the learning process of a foreign language, that is why this qualitative action research study aimed to enhance oral interaction in 41 seventh graders from I.E.D Rafael Bernal Jimenez, through the implementation of Collaborative Strategies in the class. This proposal came up from the needs analysis made during the observation period, where students presented a lack of oral interaction as well as a lot of difficulties to work in groups and a bad relationship between them. The study started being developed the first semester of 2017 and it finished the first semester of 2018. Data was collected through students' productions, interviews, surveys and field notes. There was a period of implementation of the collaborative strategies which revealed to have encouraging and supportive responses for the interaction in a collaborative classroom.

Key words: Collaborative learning, oral interaction and EFL classroom.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>UNIVERSITY OF PEDAGOGY</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 3 de 86	

1. Información General	
Tipo de documento	Trabajo de Grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Collaborative strategies to enhance oral interaction in an EFL classroom
Autor:	Valencia Valencia, Saily Farid
Director	Montaño, Johanna
Publicación	Bogotá. Universidad Pedagógica Nacional 2018. 86 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	ORAL INTERACTION; COLLABORATIVE LEARNING.
2. Descripción	
<p>El siguiente trabajo de grado es una investigación-acción de tipo cualitativo que fue llevado a cabo en la Institución Educativa Distrital Rafael Bernal Jiménez en el grado séptimo. Dado a que se identifica tanto un problema de aprendizaje significativo como de interacción no solo en la lengua, sino entre compañeros, en este estudio se implementó el uso de estrategias colaborativas en las clases de inglés con el fin de promover dicha interacción, así como la relación entre los estudiantes. Para ello, se diseñó un plan de intervención pedagógica que constó de tres ciclos, los cuales permitieron que los estudiantes reconocieran la importancia de interactuar y ser conscientes de su aprendizaje y su rol en el grupo.</p>	

3. Fuentes
<p>Ausubel, D. P. (1963). <i>The Psychology of Meaningful Verbal Learning</i>. New York: Grune and Stratton.</p> <p>Barry P. <i>Teaching ESL: Incorporating a Communicative, Student-Centered Component</i> TESOL</p>

Quarterly, Vol. 17.

- Bryman, A. (2012). *Social Research Methods*. (4th Edition). New York: Oxford. Recovered from: <http://books.google.com.co/books?id=vCq5m2hPkOMC&printsec=frontcover&dq=Social+Research+Methods+BY+Bryman&hl=en&sa=X&ei=orVSU5fyIIInnsASUkYD4Dw&ved=0CCoQ6AEwAA#v=onepage&q=Social%20Research%20Methods%20BY%20Bryman&f=false>.
- Burns, A. (1999) *Collaborative Action Research for English Language Teachers*. Cambridge University Press, United Kingdom.
- Burns, A. (2009). *Action research in second language teacher education*. The Cambridge guide to second language teacher education.
- Burns, A. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners*. Routledge: New York
- Creswell, J. (2014) *Designing Research. Qualitative. Quantitative and mixed method approaches*.
- Contreras León, J. J., & Chapetón Castro, C. M. (2016). *Cooperative learning with a focus on the social: A pedagogical proposal for the EFL classroom*.
- Cruz, K (2016). *Communicative activities to foster collaboration and communication among A1 EFL learners*. Universidad Pedagógica Nacional. Bogotá
- Grundy, S. (1987). *Curriculum: Product or praxis?* Lewes: Falmer Press.
- Golafshani, N. (2003). *Understanding reliability and validity in qualitative research*. The qualitative report, 8(4), 597-606.
- Hymes, D.H. (1972). *On Communicative Competence In: J.B. Pride and J. Holmes (eds) Sociolinguistics*. Selected Readings. Harmondsworth: Penguin.
- Johnson, D. W., & Johnson, R. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.)*. Boston. Allyn & Bacon
- Johnson, D. W., Johnson, R., & Holubec, E. J. (2008). *Cooperation in the classroom (8th Ed.)*. Edina, MN: Interaction Book Company
- May, K.(1991). *Interview techniques in qualitative research: concerns and*

challenges. In Morse J, (ed) *Qualitative nursing research*. Newbury Park: Sage Publications.

Nacional, M. d. (1998). *Lineamientos Curriculares de Idiomas Extranjeros*. Bogotá.

Nacional, M. d. (2016). *Derechos Básicos de Aprendizaje: inglés, grado sexto a 11*. Bogotá.

Panitz, T.(1999). *Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning*. Cape Cod Community College, peninsula, Massachusetts .

Mackey, A. (1999). *Input, interaction and second language development. An empirical study of question formation in ESL. SSLA, 21, 557-587.*

Parsons R & Brown K (2002). *Educator as reflective practitioner and action researcher*.

Stottok, B, Bergaus, M., & Gorra, A. (2011). *Color Coding: An Alternative to Analyze Empirical Data via Grounded Theory*. Leeds Metropolitan University, UK, 1-11.

Strauss, A. L., & Corbin, J. M. (1998). *Basics of Qualitative Research: Techniques and procedures for Developing Grounded Theory*. London: Sage Publications, Inc.

Thuan, L. T., & Nhu, N. T. (2010). *Theoretical Review on Oral Interaction in EFL. Studies in literature and language*.

Terwel, J. (1999). *Constructivism and its implications for curriculum*. Curriculum Studies, 195-199.

Tudor, I. (2001). *Visions of learning in the dynamics of the language classroom*. Cambridge, UK: Cambridge University Press.

Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. London: Harvard University Pres.

4. Contenidos

La investigación presentada busca analizar el impacto del uso de las estrategias colaborativas para promover la interacción oral en la clase de inglés en grado séptimo. Con el fin de presentar los resultados encontrados, este documento se divide en seis capítulos:

En el capítulo 1 se presenta la introducción, la presentación del problema y el foco de la

investigación. Así como también, los objetivos y las preguntas que guiaron el estudio y la justificación de este.

En el capítulo 2 se desarrolla el marco teórico base de este estudio. De igual forma, se realiza una presentación de otros trabajos revisados también como base. Así mismo, los constructos teóricos que sustentaron la investigación: estrategias colaborativas para mejorar la interacción e interacción en el aula para promover el aprendizaje.

Por otro lado, el capítulo 3 muestra el diseño de la investigación. Se define el estudio en el paradigma cualitativo de investigación y se caracteriza bajo la investigación acción. Luego, se realiza una descripción de los instrumentos que se usaron para recolectar los datos y los procedimientos empleados para este proceso.

El capítulo 4 describe la intervención pedagógica de la investigación. En la primera parte se presentan las visiones de currículo, lengua, aprendizaje, y salón de clase concebidas. Luego se muestra la intervención pedagógica y se caracteriza cada fase que se siguió en cada uno de los ciclos del estudio.

En el capítulo 5 se presenta el análisis de los datos y los hallazgos encontrados durante la investigación. Primero, se incluye una descripción del enfoque utilizado para el análisis de los datos, la perspectiva que se consideró para realizar el análisis de los datos y los procedimientos de validación codificación y triangulación que se realizaron. Finalmente, se describen las categorías que surgieron del análisis y se hace una discusión de los resultados.

Para concluir, en el capítulo 6, se dan las conclusiones del estudio basadas en el análisis de los resultados. Se incluyen también las implicaciones del proyecto para la comunidad de enseñanza y aprendizaje del inglés en la institución donde se desarrolló el proyecto, y para los participantes del estudio incluyendo la investigadora. Igualmente, se discuten las limitaciones del estudio para finalmente presentar sugerencias para posteriores investigaciones.

5. Metodología

Este proyecto está guiado bajo los parámetros de la investigación-acción dado a que se abordó una problemática encontrada en una población específica, para luego proponer una intervención pedagógica. El estudio tuvo lugar en la ciudad de Bogotá, en la Institución Educativa Distrital Rafael Bernal Jiménez con 41 estudiantes de grado séptimo con edades entre los 11 y 16 años. Para la recolección de datos se utilizaron instrumentos tales como; diarios de campo, encuestas entrevistas y producción de los estudiantes. Por otra parte, se diseñó una propuesta pedagógica que constó de dos ciclos, uno para la implementación de la propuesta, la cual estuvo comprendida de tres fases y el segundo para el análisis de datos y las conclusiones. Dicha propuesta se fundamentó en la implementación de estrategias colaborativas para promover la interacción oral en el aula.

6. Conclusiones

A partir de la implementación de estrategias colaborativas se evidenció que estas influenciaron la interacción oral de los estudiantes en cuanto a compartir sus ideas, motivación por la clase, conocimiento de su rol en el grupo y la adquisición de sentido de unidad, todo esto con el fin de alcanzar los logros propuestos en la clase. Al principio fue difícil la implementación,

especialmente cuando tenían que trabajar con otros compañeros diferentes a su grupo habitual, pero a lo largo del proceso, aprendieron a expresar y compartir sus ideas, además de confiar en los otros. Otro aspecto importante desarrollado fue el interés por la clase, durante el periodo de observación, los estudiantes se mostraban interesados pero dicho interés se limitaba a realizar sopas de letras, dibujos o colorear, pero sin ningún tipo de interacción o desarrollo de habilidades orales. Al final del estudio los estudiantes mostraron más interés en otro tipo de actividades y empezaron a ser más activos y participativos.

Elaborado por:	Valencia Valencia, Saily Farid
Revisado por:	Montaño, Johanna

Fecha de elaboración del Resumen:	05	04	2018
--	----	----	------

Note of acceptance

President of the Jury's signature

**Johanna Montaña Moreno
Teacher Advisor**

TABLE OF CONTENTS

CHAPTER 1

THE PROBLEM	8
Description of the setting and context	8
Population	9
Statement of the problem.....	10
Research Question.....	12
Objectives	12
Rationale of the study	13

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW	14
State of art.....	14
Literature Review	19
Collaborative learning vs Cooperative learning	19
Collaborative learning strategies to enhance interaction	20
Classroom interaction to foster learning	23

CHAPTER 3

RESEARCH DESIGN	26
Research paradigm.....	26
Type of research	27
Data collection instruments.....	28
Procedures for data collection	30

CHAPTER 4

PEDAGOGICAL INTERVENTION	32
Vision of curriculum.....	32
Vision of language.....	33
Vision of learning	34
Vision of classroom.....	35
Instructional design.....	35

CHAPTER 5

DATA ANALYSIS AND FINDINGS	40
Data analysis procedures.....	40
Categories of the Analysis.....	41

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS	63
Conclusions.....	63
Implications.....	66
Limitations of the study.....	66
Further Research.....	67

REFERENCES	68
-------------------------	-----------

ANNEXES	70
----------------------	-----------

CHAPTER 1

THE PROBLEM

Description of the setting and context

This study took place at Rafael Bernal Jimenez I.E.D. (RBJ) Which is a public educational institution located in San Fernando neighborhood, in Barrios Unidos, (the 12th) district from Bogotá, Colombia. This neighborhood is close to two important streets which are: 72th avenue and 80th street, what facilitates the arrival of the students from different places of the city. The neighborhood counts mainly with residential areas belonging mostly to strata 2 and 3, but there are also industrial activities like the elaboration of furniture, lithography, shoes and others.

The school mentioned, which is the setting where the project was developed, was founded in 1978, at the beginning it had morning and afternoon shift but currently, there is only one shift. It has two different branches, one for primary and the other for high school. These headquarters are separated by three blocks. The high school headquarter, which goes from 5th grade to 11th grade, consists of 2 buildings each one of three floors, one auditorium and two courtyards part of a spacious playground. In terms of educational resources, teachers have access to a photocopier where material they need for the classes can be printed, there is also one English laboratory and some classrooms count with TV sets but they are not used a lot.

Regarding the institutional mission, RBJ leads a pedagogical process in which competent people is formed; people manager of a life project through humanistic though

and technological knowledge that turn them into generators of a new critic, constructive and transformer society. In the future, the school aims to be recognized at district level by its leadership in the pedagogic and administrative use of Tics as technological, motivative and innovative tool with humanistic perspective in the approval of knowledge to institutional quality management oriented to reach the educative excellence, all of this by the year 2019. Furthermore, the institutional pedagogical project is focused on formation with human transcendence to leadership in science and technology.

Population

Students from seventh grade (702), from the school mentioned, were the population selected for the current proposal, this grade had 41 students. There were students from 11 years to 15 years (and one student of 16), among boys and girls and some students were taking the grade by second time. They received their English classes in a very spacious and illuminated classroom, with one TV set, to which they got just for this class and it is beside the main courtyard.

In terms of location, the majority lived in nearby neighborhoods, such as: Barrios Unidos, patria, Benjamin Herrera, Simón Bolívar, la Estrada, among others. Only twelve students lived away and must take public transportation to arrive. Their journey started at 6:15 am to 3:00 pm, from Monday to Friday and the English class was taken on Monday and Tuesday from 9:30 am to 11:20, during the day they received 2 snacks which were given to them to eat in class.

The main activities they did in class were the ones that involved drawing and coloring images and word puzzles. To resolve word puzzles was the activity that they did

the most in an individual way but, they helped to each other working in small groups and some of them listened to music with headphones while doing the activities. About the organization of the classroom, when students arrived to class, the existent rows disappeared since they sat down close to other partners. Finally, an important fact found in field notes and interviews made to a sample of ten students and the home room teacher was that the discipline of the course was a problem that does not let to develop other kind of activities different to the ones already mentioned, this will be explained in the next section.

Statement of the problem

Considering the *Derechos Básicos de Aprendizaje en Inglés¹ (DBA)*, in seventh grade, students have to perform certain communicative activities such as: to participate in short conversations giving information about itself, to write short and easy texts about actions, experiences and family plans; to understand the main idea and some details related to activities, places and people in a short descriptive text, to give and receive instructions, recommendations and suggestions, to describe, in an oral way, people, activities, events and personal experiences and to describe actions related to a topic of its family or school environment.

However, the data collected during the diagnosis stage, through field notes, interviews (to students and the home room teacher) and surveys, showed that the class was mainly focused on learning vocabulary and translating, there was a lack of interaction and communicative activities in English, which were almost never done in most of the cases

¹ “Los derechos básicos de aprendizaje” are a tool proposed by the educational ministry as a guide to identify the basic knowledge that students must learn in each grade of school education

because of the discipline of the course. The class was always developed in Spanish and the activities done were specially written activities, without fostering interaction or enhancing the relationship between students because, as it was seen, students did not usually interact with others different to their group of friends and fights were usually seen during the class. It was clearly seen that in general terms, they did not have a good relationship with their classmates.

On the other hand, students' performances were limited to do activities which were always focused on writing and sometimes drawing in an isolated and decontextualized way that did not allow any kind of interaction or collaboration between them. Bad words were often said, and in this way, there was little communication among classmates; that is why it was a necessity to improve their relationship to promote a good interaction and collaboration and also to change the kind of class there were used to in which when they finished one activity, another one was given, usually a copy with an exercise or written on the board, keeping this way until the class was over; it was observed that this type of class was done to make them being quiet and sit down working avoiding speaking. When an activity was in groups, it took most of the time one hour or almost two hours of the entire class, but students only cared about finishing fast to start talking with their friends and sometimes only one worked and the others did not do anything.

Another important fact to consider is that, in *Lineamientos curriculares de idiomas Extranjeros, MEN* (1998), the use of the language should be contextualized in order to a foreign language interaction to be achieved. The problematic already mentioned comes from the need to engage students to interact among themselves by using activities in which they can realize that learning a language is more than only resolve word soups or written

exercises, also that they can be conscious of their learning process and how having a good relationship and help from their classmates might help, forgive the repetition, to this process. Considering this, the activities proposed were related to real situations and communication in which they must interact, because, although students enjoyed English class and the activities proposed by the other teacher, they said they would like to do other kind of activities and they were also conscious of the problems of behavior and the lack of interaction of the whole group. This was an asset for this study because most of the students were opened to develop more communicative activities in which they could know other ways of learning by collaborating between them and enhancing their relationship.

Research Question and Objectives

Research Question

The research question that guided this study was:

What is the impact of implementing collaborative strategies to enhance oral interaction between students from a seventh grade EFL classroom?

Objectives

General Objective

To describe the impact of implementing collaborative strategies to enhance interaction between students from a seventh grade EFL classroom at Rafael Bernal Jimenez

I.E.D

Specific Objectives

- To identify what collaborative strategies students use to achieve a common goal
- To analyze the students' responses to the implementation of collaborative strategies.

Rationale of the study

Classroom interaction and collaborative learning have been object of study for a long time, difficulties and benefits of this interaction have been stated in studies around the world. In addition to this, interaction is the basis of a good communication especially if we talk about learning a foreign language. That is why this research aimed to apply some collaborative strategies to know how they might help or benefit the approach to the foreign language, the interaction and consequently the relationship between students from seventh grade in the high school mentioned.

According to Johnson & Johnson (1999) working together helps to accomplish shared goals in any environment. They state that in the ideal classroom, all students would learn how to work with others. This is the reason why this study focused on developing activities in which students must apply collaborative strategies, not just to get a good grade in the class but to learn how to interact and collaborate between each others, even in another situation different to the class. It was important for this study to guide the students through interaction using different kind of activities to promote real communication, because as Widdowson (1978) says, students must be aware of what they are doing when they undertook language tasks, bearing in mind that communication can occur when people know how to use the right words to express in a precise context.

The current research might be favorable in the teaching field, because considering previous studies (see chapter 2), foreign language teachers have become aware of the fact that interaction is one of the key factors to achieve a meaningful language approach. Therefore, this research was designed also, to overcome difficulties in language skills by enhancing and setting an appropriate environment of communication, implementing the class time to reinforce lacks in the topics proposed by the school through collaborative learning and making students realize that the main objective in learning a language is to achieve communication.

The main idea of this proposal was to describe how collaborative learning helps learners to foster interaction and how it helps to encourage a meaningful approach to the language, as well as the teaching aim designated to guide students to communicate in a precise and appropriate way taking help of their partners in the foreign language and enhancing their relationship.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the theoretical framework and the literature review, both basis, for the development of this research study. First, five different national and international studies related to collaborative working and classroom interaction in the learning of a foreign language are reviewed. Finally, the theoretical constructs that frame this research: collaborative learning to enhance interaction and classroom interaction to foster learning, will be explained.

State of the art

The first research project that was considered in this chapter was entitled *Communicative activities: a way to foster collaboration and communication among A1 EFL learners*, it was carried out by Martinez (2016), and it intended to analyze the influence of implementing communicative activities in collaborative learning and in the oral communication process in an EFL classroom. The research took place at Centro de Lenguas Universidad Pedagógica Nacional in Bogotá, in an A1 group and action research principles were applied in the study.

The researcher implemented communicative activities to improve students' communicative skills in the foreign language and to foster collaborative work in the classroom, to ensure the social aspect of the learning process. Activities like pair and group activities, role-plays, or dialogues were implemented to enable students to express their ideas and opinions and to interact with their partners and teacher using the target language.

The results showed that these kind of activities influenced collaboration between students' learning process. They could develop pair and group activities working together to reach a common goal, that is why this project was important for the current proposal because it analyzed how communicative activities and group working influence the learning process of a foreign language and how enhancing interaction between learners, the language is enhanced too.

Another research taken into account was the one proposed by Cruz (2016), and it is called *Communicative Activities to Promote Communication*, this study was carried out at a public school in Bogotá. The aim of this research was to implement communicative activities to foster real communication between 40 students of a sixth grade which were not used to develop this kind of activities and had a low production in English to enhance the oral skills in this language and the communication. During the process, the researcher changed the way in which the class was given promoting interaction activities and a peaceful environment to develop the class. The classes were given taking into account “classroom chunks” which are phrases in English, it means that they had to practice with the language in the class. In this way students could realize the importance of communication and interaction in a foreign language, especially when this is being learnt, the class was mainly focused on experimenting and using the language as much as it was possible. The researcher found that not only oral skills were enhanced but also the social skills of the students which helped to improve the relationship between them and gave a peaceful environment to foster the development of the class and their willingness to use English, because such as in this project, the researcher had to deal with the behavior of the class and with a lack of communication in English.

This study is important for this research too, because it shows how the classroom interaction and environment helps to reach a better approach to the foreign language especially when the activities proposed are focused on enhancing communicative abilities. Also, it shows that the proposal helped to foster the relationship between students and being conscious about their learning process, which is one of the goals of this study.

The last national research taken into consideration was the one proposed Camargo, Miranda and Montoya (2008), called *Cooperative based activities as a bridge in the interactive communication in English*. This was an action research study, where researchers proposed and analyzed how the implementation of collaborative activities in an EFL classroom from an elementary school in Bogotá, with young learners, was useful to develop communicative skills in the foreign language.

The activities proposed by the researchers involved interaction and a meaningful learning of the language taking also into account, the way they share with their classmates and their function in the group. The results showed that collaborative working among students allowed them to interact better and to recognize their role in the group and to enhance their social skills and their cognitive growth in the foreign language. In addition to this, they could recognize themselves as part of a real society and how to act in it.

This research was considered for this study because such as the previous researches, it shows how collaborative activities in the classroom and communicative activities influence the enhancing of oral interaction and social skills in the process of learning a foreign language. Also, participants learnt how to work together enhancing, in this way

their communication and relationship, which is one of the aims of this proposal, taking into account the characteristics of the population already mentioned.

Besides national studies, two international studies were also taken into consideration. The first one was entitled *Relationship Between Group Seating Arrangement in the Classroom and Student Participation in Speaking Activities in EFL Classes*, done by Correa, Lara, Pino & Vera (2017). This study attempted to figure out the effects of changing the distribution of the classroom, from rows to group seating, to develop speaking activities and how this distribution influenced participation in students in EFL classes at a school in Chile.

This was an action-research study and was divided into two phases, in the first phase students were organized by rows, in the second, in group seating. The authors recorded the classes and interviewed a sample of some students to analyze their perception about the two types of organization and how both had an effect in their participation during the speaking activities in class. The results showed that group seating enhance interaction between students and their motivation to participate in the activities proposed in class. Students got the opportunity to interact with other classmates and participate of the lessons, and most important, they realized the importance of the achievement of oral communication as the best way of participation. Also, they feel more comfortable and supported to practice oral skills when they were beside their partners.

The previous study is relevant for this current project because it contributes to the analysis of the benefits of group seating and group working in EFL classes, showing that the participation and interaction between students in class increase helping to improve their

skills in the target language and motivates to learn when they feel in confidence to speak with others.

Finally, a dissertation presented by Khadidja (2010) called *The Effect of Classroom Interaction on Developing the Learner's Speaking Skill*, aimed to show that classroom interaction could be the best pedagogical strategy to develop, not only the learners speaking skills, but also to foster their capacity to generate language. In this way, learners should have opportunities to use the language naturally interacting between themselves.

The study was carried out in a third-year language program at an university from Algeria. The research was based on two questionnaires administrated to third year students and teachers of the Oral Expression class to get information about their perception of the impact of classroom interaction on developing communicative skills. With the analysis of the questionnaires the researcher could conclude that both, learners and teachers considered classroom interaction as an important pedagogical strategy in enhancing the abilities in the target language but also that it is a tool that needs to be more used in class and it is necessary to lose the thought that classroom interaction and group working are excuses to lost time.

Despite of being carried out at an university, this study is relevant because it analyzes the perception of teachers and students of language teaching about how classroom interaction influences and helps in the learning process of a foreign language and, as this proposal attempts to enhance this classroom interaction through the implementation of collaborative strategies, it is important to know what teachers and trainee teachers think about this topic.

Literature Review

Collaborative Learning vs Cooperative Learning

Cooperative learning and collaborative learning approaches have been object of study in the educational field, specially, since the socio-constructivist theory in which social learning is a process of peer or group interaction that is mediated and structured by the teacher and the context; both approaches share similarities and differences. According to Matthews, R. Cooper, J. Davidson, N & Hawkes, P. (1995) these approaches share some similarities which are: Stress in the importance of active learning, the teacher acts as facilitator, teaching and learning are experiences shared by both the student and the teacher, enhance higher order cognitive skills, greater emphasis is placed on students' responsibility for taking charge of her or his learning, involve situations where students must articulate ideas in small groups, help students develop social and teambuilding skills, increase student success and information retention and utilize student diversity.

There are several differences between cooperative and collaborative approaches which are going to be shown in the following chart presented by the authors already mentioned:

Table 1. *Differences between cooperative and collaborative learning*

Cooperative	Collaborative
<ul style="list-style-type: none"> ■ Students receive training in small group social skills. 	<ul style="list-style-type: none"> ■ There is the belief that students already have the necessary social skills, and that they will build on their existing skills in order to reach their goals.
<ul style="list-style-type: none"> ■ Activities are structured with each student having a specific role. 	<ul style="list-style-type: none"> ■ Students organize and negotiate efforts themselves.
<ul style="list-style-type: none"> ■ The teacher observes, listens and intervenes in a group when necessary. 	<ul style="list-style-type: none"> ■ The activity is not monitored by the instructor. When questions are directed towards the teacher, the teacher guides the students to the information needed.
<ul style="list-style-type: none"> ■ Students submit work at the end of class for evaluation. 	<ul style="list-style-type: none"> ■ Students retain drafts to complete further work.
<ul style="list-style-type: none"> ■ Students assess individual and group performance. 	<ul style="list-style-type: none"> ■ Students assess individual and group performance.

The previous chart explains in a brief way the main differences between cooperative and collaborative approaches, which are very similar one to each other and it was seen, we can say that the main difference to determine one or other is the learner's autonomy in the process; this is important to clarify the chosen approach for this study which is going to be collaborative learning. Also, the main constructs that frame this project will be defined in this section. These are related to collaborative learning strategies and classroom interaction.

Collaborative learning strategies to enhance interaction.

Considering that this research aims to know and analyze the effect of incorporating collaborative learning to enhance interaction in an EFL classroom from a public school in Bogotá, it is necessary to define what collaborative learning strategies and classroom interaction are.

According to Panitz (1999) collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. Taking this into account, Collaborative learning (CL) takes place when students work together to “achieve shared learning goals” (Barkley, Cross & Major, 2005, p. 4). This is seen as an active teaching and learning strategy which has benefits such as: content mastery, development of critical thinking and problem-solving skills, and improvement of interpersonal skills (Johnson, Johnson, & Smith, 1999).

Johnson et al. (1990) pointed out 5 basic elements in CL which is not simply a synonym for students working in groups. A learning exercise only qualifies as CL to the extent when the following elements (that will be explained) are present:

Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences. Members need to believe that they are linked with others in a way that ensures that they all succeed together. Johnson et al. (1990) say that when students clearly understand positive interdependence, they understand that each group member’s efforts are required and indispensable for group success and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

Promotive interaction. Members help and encourage each other to learn. They do this by explaining what they understand and by gathering and sharing knowledge. Group members must be done interactively providing one another with feedback, challenging one another's conclusions and reasoning, and perhaps most importantly, teaching and

encouraging one another. It is important that students feel comfortable because when they do not feel comfortable by working in groups the whole performance will be affected and each member's intervention ends up in individual efforts.

Individual accountability and personal responsibility. All students in a group are held accountable for doing their share of the work and for mastery of all the material to be learned. Johnson et al. (1990) add that Individual accountability is the structural element required to discourage and lower the likelihood of free riders or social loafing. Johnson and Johnson (2001) say that the purpose of cooperative learning groups is to make each member a stronger individual in his or her right; when students learn together, they can subsequently perform higher as individuals.

Social skills. This concept was influenced by the socio-constructivism theory that states about the importance of the context and the interaction with others to create new knowledge. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills; they become more able to solve problems that demand collaboration among participants.

Group self-evaluating or group processing. Team members set group goals, periodically assess what they are doing well as a team and identify changes they will make to function more effectively in the future. It involves a reflection about what actions of the members of the group were effective or not. It means that, all the members must assess the conducted actions and determinate the best ones.

Collaborative learning, including these elements presented, is the instruction that involves members working in groups to accomplish a common goal (Johnson et al., 1990);

it means to reach a good communication, to develop an activity or exercise, to win a competence or even to reach a good grade in the class. Following these authors, in the ideal classroom, all students should learn how to work collaboratively with others. In this way, not only the interaction between all the students will be guaranteed but, also a good relationship and behavior. (these aspects, the main problematic situations with the population of this study).

According to Vygotsky (1978), young learners have the necessity to enhance their abilities as speakers and listeners at school in order to promote their cognitive, linguistic, social and emotional development. Considering the previous concept, in his social cultural theory, Vygotsky says that the child's learning process could be developed only when interaction and collaboration are presented. Although this study will focus on a seventh-grade EFL class, students are still in a basic level of the language and these concepts of interaction and collaboration are not seen in the group. now, let us define classroom interaction.

Classroom interaction to foster learning

Every communicative process requires interaction between at least two people who share information. Wagner (1994) defines interaction as a set of reciprocal events that require at least two objects and two actions, interaction occurs when these objects and events naturally influence one another. It means, when information is given and received between two or more people to achieve communication.

Interaction in this pedagogical intervention is seen as an opportunity for all the participants, both students and teacher, to express their own ideas or comment on those of

others in a dialogical co-construction of knowledge. It is a cyclical process of interaction which means that the initiator of the interaction can be the teacher or the student and that there are no predicted or mechanical responses but a dialogical cycle of action and reflection where students can have an active role that allows them to have an active participation and their voices can be heard. In this sense, students will develop other kind of activities in addition to the ones they have already been developing, this activities with the aim to create interaction and communication in the classroom, aspects that are little worked, and in this way, to help in the improvement of their relationship. Contreras & Chapetón (2016) talk about the importance of classroom interaction in building knowledge about the language and developing skills that will help learners to improve their communicative competence and establish and maintain personal relationships. Classroom interaction depends mostly on the teacher and the type of activities that he/she develops during the class, these activities must promote an active communication between students.

Classroom interaction is characterized for following teacher – student interaction or student–student interaction patterns. Teacher – student interaction is the most common interaction pattern followed in any classroom, the teacher controls and guides the interaction in the class and students are limited to answer questions and receive feedback from the teacher. (Thuan & Nhu, 2010). The student–student interaction occurs among learners as they are the main participants. Teacher’s role is to monitor the class while learners are developing the communicative activities proposed to reach the good communication and important, a meaningful approach or learning of the foreign language.

The meaningful learning is defined by Ausubel (1963) as the way how individuals relate new knowledge to relevant concepts they already know. New knowledge must

interact with the learner's knowledge structure, it means that, meaningful learning occurs when the learner chooses conscientiously to integrate new knowledge, afterwards, it depends also on the teacher's activities orientation during the classes. Meaningful learning can be contrasted, according to Ausubel with rote learning. He believed in the idea of meaningful learning as opposed to rote memorization. The latter can also incorporate new information into the pre-existing knowledge structure but without interaction. Rote memory is used to recall sequences of objects, such as phone numbers. However, it is of no use to the learner in understanding the relationships between the objects. It involves a recognition of the links between concepts and has the privilege of being transferred to long-term memory. The most crucial element in meaningful learning is how the new information is integrated into the old knowledge structure.

In the case of this proposal, the aim of incorporating collaborative learning and classroom interaction is that the students reach a meaningful approach to the foreign language as a result that will possibly emerge from the intervention proposed. That is why the designed activities in this research study are going to be oriented to this approach, which helps to reach a meaningful learning because students need to interact and remember words by taking the context and expressing what they feel to their classmates.

In this chapter, five previous studies that served as frame of references and the constructs used as basis for the study were described. It was described also the reason why they were used for this proposal. The next chapter will explain the research design that was followed in this project.

CHAPTER 3

RESEARCH DESIGN

This chapter explains the methodological approach that the study followed. Aspects as the research paradigm, the type of study, the data collection instruments and the procedures will be presented and explained. All of them to clarify how this investigation process was carried out.

Research paradigm

The research paradigm that framed this study is the qualitative one which seeks to comprehend an educative situation considering the experiences of the individual and how they think and act in their environment. According to Creswell (2014), its aim is to gather a deep understanding of human behavior and the reasons that direct such behavior. Bryman (2005) points that there are five principles to make qualitative research which were followed during this study. The first one is the general research question, which provides an explicit statement of what the researcher wants to know, this question was formulated after a diagnosis and characterization process of the group; the second is sampling cases, in this part people from whom the researcher will recollect the information is selected, although this is the second step, the population was selected previously; the next step is data collection, in which the researcher establishes what needs to collect the information; then the data analysis, where the application of statistical techniques to analyze the data as establish categories is made; and finally the writing up, this is a final product with the following steps: introduction, literature review, research methods, results, discussion and conclusion. The Qualitative paradigm allows to gather and characterize data from the

children's interaction, their context and social behaviors, aspects that were important in this investigation process.

Type of research

The project followed the principles of action research, because, as Burns (2009) states, it analyses a problem and develops a solution to be applied within one's own social environment and in this way, it helps to enhance certain problematic, it is, following Burns, mainly qualitative. That is why, in this study, students from 702 grade from Rafael Bernal Jimenez high school were observed during the English class to know and comprehend how the class was developed, the interaction with their classmates, their strengths and weaknesses in oral interaction and how these aspects could be improved to propose and apply a pedagogical intervention which helped to give a solution.

In agreement to Parson and Brown (2002), action research is developed in four phases which go in a cyclic way. It starts with a planning stage where the problem is identified, then a plan of action is developed, next step is to proceed to collect data, afterwards data is analyzed, and conclusions are formed to finally, adjust the theory and begin again if it is necessary. As the aim of this study was to incorporate collaborative strategies to enhance interaction, the population was observed during a period to identify a problem and propose an intervention, implement it in another period, collect and analyze the data and in a final period find the conclusions of the research.

Data collection instruments

With the aim to collect information, this research used qualitative approach techniques for data collection as: the students' production, field notes, surveys and interviews, all of this to respond to triangulation purposes. In accordance with Burns (2010) triangulation was a combination of several types of data that allowed the researcher to compare and cross-check if one source's evidence is reflected in another one. It is also important to talk about triangulation to achieve the validity and reliability of the investigation process. Joppe (2000) cited in Golafshani (2003) points that validity is what determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Researchers generally determine validity by asking a series of questions and will often look for the answers in the research of others. (p. 1). Joppe also defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. (p. 1). Thus, to guarantee the validity and reliability of the research, the instruments already mentioned were used as it follows:

Table 2. Plan of triangulation

OBJECTIVES	DATA COLLECTION INSTRUMENT N1	DATA COLLECTION INSTRUMENT N2	DATA COLLECTION INSTRUMENT N3
To identify what collaborative strategies students use to achieve a common goal.	Field notes of the classes	Surveys	Interviews
To analyze the students' responses to the implementation of collaborative strategies.	Field notes of the classes	Surveys	Interviews

Field notes. Following Burns (2010) there are several types of field notes: factual, descriptive, and reflective field notes. In this study, the field notes were a combination between description and reflection exercises because what was happening in the classroom was described, then, this information was interpreted to reflect about the process to follow in the planning and intervention which took place when the observation period finished. During the period of observation class, which was once a week for three months approximately, field notes were taken writing the details of what happened and how students developed the activities proposed by the teacher in charge, such as the interaction between all the participants. (See annex 1).

Surveys. According to Burns (1999) surveys allow to collect data through determined questions in a written format. According to this author there are three types of information that can be obtained, these are: factual or demographic, who the interviewees are and their background/experiences; behavioral, what they do, or did in the past; attitudinal, attitudes, opinions, beliefs, interests and values. There were multiple option surveys items and open-ended items in order to get the three types of information presented by Burns. These determined personal and academic aspects about students and the data collected helped to characterize and to know the problem which this study aimed to enhance or solve. There was one survey made to students as a diagnosis in the observation period and another survey at the end of the implementation period. (See annex 5).

Interviews. Following Burns (2010) Interviews are a classic way to conduct a conversation that explores a focus area, it means, it is a conversation with a purpose. There are three fundamental types of research interviews, May K M. (1991) defines them as: structured, semi-structured and unstructured. Structured interviews are, essentially, verbally

administered questionnaires, in which a list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration. Unstructured interviews are performed with little or no organization, it may simply start with an opening question, they are usually very time-consuming and can be difficult to manage, and to participate in. Finally, Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. The type of interview used in this study was semi-structured, because the aim was to know specific aspects about the class, how it was developed but also, to know deeply more about the students' thoughts about the class. There was one interview to a sample of ten students at the beginning of the observation period with the purpose to find out their academics aspects and one final interview at the end of the implementation period to know their perception of what was done; one interview since the point of view of the teacher in charge with the aim to know, from her perspective, what the most difficult for the students was, in terms of communicative skills, this also at the beginning of the process.

Procedures for data collection

Data was collected during three cycles starting the first on March 7th/2017 with the first field note and finishing on May/2018 with the final interviews. As action research deals with ethical considerations when a study is developed, first an informed consent was sent to ask for children's parents' permission to allow the students to participate in the project on March /2017 such as an inform consent to ask the children and their parents if they wanted to participate considering that their identities were in the anonymity, their

participation was voluntary and they were be able to quit the intervention whenever they wanted (see annex 4).

The cycles were divided into the following: The first cycle was of observation and it took place from March 7th/2017 to May 31st/2017. The students and the teacher in charge answered a survey and an interview (10 students answered the interview) during the first month, the rest of the cycle field notes were taken, and the intervention proposal started to be planned. In the second cycle, which started on June/2017 to December/2017, the proposal was applied, field notes were taken during each class and there was an interview applied to ten students in the middle of the cycle. Finally, in the third cycle that started on February/2018 to June/2018, field notes were taken as well as in the previous cycles, all the students answered a final survey and a final interview was applied to another sample of ten students. (students' productions were taken also into account)

In this chapter, the research design was explained, likewise the type of study that followed action research principles. In the same way, the data collection instruments, their procedures were presented to clarify how this research was developed. The following chapter presents the pedagogical instruction and intervention proposed to answer the research question.

CHAPTER 4

PEDAGOGICAL INTERVENTION

This chapter aims to present and describe the curricular vision, the vision of language, vision of learning and vision of classroom in order to understand the focus of the study; these topics are presented as well as the instructional design that was applied and the the cycles of implementation, all of this, with the aim to collect and analyze the data collected.

Curricular vision

To follow a process of collaborative working to enhance interaction between students, it is necessary to see the curriculum from a constructivist perspective; as a way for the students to interact and confront real situations in order to reach common goals. In this sense, Terwel (1999) states that in a curriculum based on the constructivism, students have an active role in their learning process and promote a better face to face interaction in a collaborative learning environment.

According to Vygotsky's perspective (1978) the teachers' role is to explore the actual level of their children and determine the potential development they can achieve with the appropriate guidance and problem-solving activities with peers or in group work, which is one of the objectives of this study, where the students can achieve the goals proposed in class by interacting, sharing and helping each other. Also, following what Grundy (1987) says, the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process, even the students had the chance to propose some

activities during all the implementation. Also, the rhythm of learning of them was taken into account when planning the topics for each class.

Vision of language

Taking into account that this study focused on interaction, the vision of language that underpins the pedagogical proposal was conceived since Tudor (2001), who states that a language is a means of achieving functional goals, a means of self-expression favors in which the learner wishes to express and determine as well as the learning goals. In this regard, Tudor, (2001) avers that language is also a means of self-expression to explore our interests. Tudor (2001) points out that language is a medium by which we build up personal relationships, express our emotions, and explore our interests. In this sense, this vision of language is involved into the humanistic perspective, this approach has five main components according to Tudor, these are: feelings, which include personal emotions and esthetic appreciation; social relations where friendship and cooperation are encouraged; responsibility that includes and accepts the need of public scrutiny, criticism, and correction; intellect which includes knowledge, reason, and understanding; and self-actualization that looks for full realization of one's qualities.

It is important to consider that the population of the study was framed in a context in which the class focused on the main components of the language system such as grammar and vocabulary. This means that, the students have, in principle, a language's learning goal based on a system code, which leaves individual's interests, insights and feelings outside of a social practice where a meaningful learning is not granted. Hence, the

language considered as self-expression, creates the possibility for the learners to express aspirations and interact with the others, one of the goals of this proposal.

Vision of learning

This project focused on a vision of learning seen as the product of interaction and collaboration which helped them to be more conscious and interested in their own learning process. As Mackey (1999) states, conversational interaction facilitates second language development, when developing any kind of activity in the classroom, students create a kind of "interdependence" that fosters relying on their peers all the time, using either Spanish or English. Mackey recognizes the importance of interaction and meaning negotiation as a contribution to the learning process. According to Mackey (1999), the more you interact the more successful your second language development is. This is supported by Tudor's experimental vision on learning, which says that "learners are immersed in a variety of possibilities in the EFL classroom, where they can encounter interaction and experience, mainly, developed directly and reflectively". (Tudor, 2001).

As the students were used to working only with the aim of passing the signature, they were not interested in learning the language at all. This vision of learning helped to change a little bit the way they saw the language, how important was that they learnt and that there are different options of learning, showing them more ways or activities to make it interesting promoting the interaction and collaboration.

Vision of classroom

Considering the objectives of this study, the classroom was considered as a communicative space, in which the teacher must develop activities that allowed students to use and practice English in a positive environment, in which most of the activities should be developed as a team. As it was said in chapter 1, one of the principal problems of the group mentioned was the bad relationship among classmates, where they only talked to their closer friends. According to Barry (1989) creating a positive environment is an important aspect in teaching, because it could help to enhance, promote and encourage students' learning. In this sense, for this proposal, it was essential to create and promote an atmosphere of interaction and respect during the class.

Instructional design

The pedagogical objective of this study was to enhance oral interaction through applying collaborative strategies, such as: Positive Interdependence, Individual Accountability, Equal participation and Social Skills, these strategies were implemented in three cycles, with sessions of two hours twice a week. All the sessions were structured in lesson plans (See annex 6). The proposal was based mainly in applying the collaborative strategies mentioned relating them with the topics they must study in seventh grade and some extra topics to promote their interest and interaction and to see how their attitude towards the class changed with the new methodology. Also, it was opened to be modified adding any other activity or a meaningful topic for students and for the research.

The following table illustrates the three cycles and stages of the implementation and how the strategies were divided into each one. Off course, in some cases other strategies were used for them without necessarily being in the exact stage.

Table 3. Cycles of implementation

CYCLE	TOPICS	COLLABORATIVE STRATEGY	OBJECTIVES	LANGUAGE VOCABULARY/GRAMMAR
1 <i>“Getting together”</i> (Respect) August to October 2017	<ul style="list-style-type: none"> - My team - My hobbies and my partners’ - My partner has also something to say 	<ul style="list-style-type: none"> ❖ Promotive interaction ❖ Simultaneous interaction 	<ul style="list-style-type: none"> - To introduce and promote interaction between classmates who never sit down close. - To know a little bit about the hobbies of the other partners and what they have in common - To respect the ideas of all the members of the team 	<ul style="list-style-type: none"> - Introducing myself - Personal information about others - Hobbies - Abilities
DATA COLLECTION	Field notes, surveys and students’ production			
2 <i>“Accepting our differences”</i> (Tolerance) October to November 2017	<ul style="list-style-type: none"> - What I like and my partners like - Achieving a goal together - My qualities and my partners’ qualities 	<ul style="list-style-type: none"> ❖ Individual accountability ❖ Equal participation 	<ul style="list-style-type: none"> - To recognize differences in terms of likes of the members of the team - To describe the qualities of the other partners - To share and listen the ideas of the others to achieve a goal in common 	<ul style="list-style-type: none"> - Like / don’t like - Expressing preferences about food, tv programs, sports, clothes, colors, etc - Adjectives
DATA COLLECTION	Field notes, interviews and students’ production			
3 <i>“Getting closer”</i> (Friendship) February to April 2018	<ul style="list-style-type: none"> - How close I am to my partners - What is my role in the team? - Do we help and give advice in problematic situations? 	<ul style="list-style-type: none"> ❖ Social skills ❖ Positive interdependence 	<ul style="list-style-type: none"> - To be conscious that each member of the team has an important role - To reinforce collaborative working in hypothetical problematic situations. 	<ul style="list-style-type: none"> - Asking and giving information about my friends - Talking about agrees and disagreements - Giving advices
DATA COLLECTION	Field notes, surveys, interviews and students’ production			

Cycle 1. Getting together

In this cycle of implementation, first, students knew how the methodology of each session was and that they would be immersed into a constant collaborative process. In general, all the lesson plans were designed to be developed in two hours and sometimes three. Each lesson plan was composed by a warm up, an explanation of a topic (sometimes a review of previous ones), an activity that usually was worked in groups of three and in few cases four, a correction and feedback often done on the board with the students' participation.

There were used resources as worksheets, songs, readings, etc., and the students' production was the most important fact of the process. Due to technical inconvenients and the students' behavior, the tv and the bilingualism classroom were not allowed to be used but it was not a problem for the research.

This cycle aimed to implement two main collaborative strategies such as promotive interaction and simultaneous interaction to promote communication between students who were never close in class and to allow them to know about the other's hobbies, what they had in common respecting also the ideas of the other members of the team when developing any activity and expressing their ideas in the target language. the topics were related to: introducing personal information of oneself and the others and hobbies (see annex 6). For example, in the first lesson plan applied called "knowing my team" they had to make groups with partners who they never worked with and ask about personal information filling a chart given, after that, they introduced their partners to the other groups; all of this with the objective that they knew other students and learn how to give information about others..

Cycle 2. Accepting our differences

The second cycle, aimed that students recognized and accepted the differences in terms of likes of each members of the team, also that they could describe the qualities of the other partners and their own qualities, also in the target language, and that they could share and listen the ideas of the others to achieve a goal in common to reinforce collaboration and team work. In this part, collaborative strategies such as individual accountability and equal participation were applied in order to reach the objectives already mention, the topics covered included description of abilities and likes.

In this cycle, the students had the chance to work on activities in which they had the chance to create and produce working together, for example, there was a lesson plan called “*our super hero*”, to develop this activity, first, they had to learn about abilities and remember how to give descriptions, then making teams and create a super hero; they drew, painted and wrote all the information about him/her giving all the description and abilities to finally presenting her/him in front of the class. To reach this, they had to share their ideas and collaborate with the group to agree and decide how to work.

Cycle 3. Getting closer

As this was the final cycle, the collaborative strategies applied were social skills and positive interdependence in order to students to be conscious that each member of the team had an important role and that, as partners they should help each other not only to reach good grades or finish an activity but also in other aspects, that is why they worked together to try to solve hypothetical problematic situations, give suggestions and organizing ideas..

For example, some activities were developed on the board or in different stages which obligated them to rely on the other and be responsible of a specific function. That is the case of a lesson plan called “ordering ideas”, in this class, some pieces of paper were given to each group, these papers were part of a story and they had to organize it. They passed one by one to the board to organize the story, when the paragraph was finished each member of the group passed again to the board to continue it with their own version but when one was on the board the others could not see what was written. Relaying and responsibility were important aspects to develop this kind of activities.

This chapter presented the theoretical support of the pedagogical intervention that will be applied in this study. The vision of language and learning that follow the research were developed, also the instructional design was explained and characterized in the three cycles of intervention. In the following chapter the findings and the analysis done will be showed.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

This chapter shows the analysis of the data collected as well as the findings of this research study. First of all, the approach for data analysis is presented as well as its procedures such as: assembling of data, coding and analysis. Secondly, the categories that emerged from the data collection process and the analysis of findings are explained.

Data analysis procedures.

The data was analyzed following the Grounded theory. Strauss and Corbin (1998) state that the grounded theory allows the researcher to develop theory through grounding data that is systematically gathered and analyzed. In this process, there are three steps which are: Data collection, data management and data analysis. According to Cohen, Manion, & Morrison (2007) the grounded approach is *emergent* and *systematic* because the theory emerges from data. In this research categories emerged from the data, it means that the categories were not preestablished; this data was collected systematically during the second and part of the third cycle of implementation. It is important to mention that the analysis was done from an insider perspective of the observations of the classes because, the researcher in this project was immersed in the class context, thence, what Patton (2002, p. 329) called the *emic perspective*, which means that, rather than seeing and prescribing what is happening, the observer is able to feel and perceive what is inside the context by immersing as an active agent of the culture.

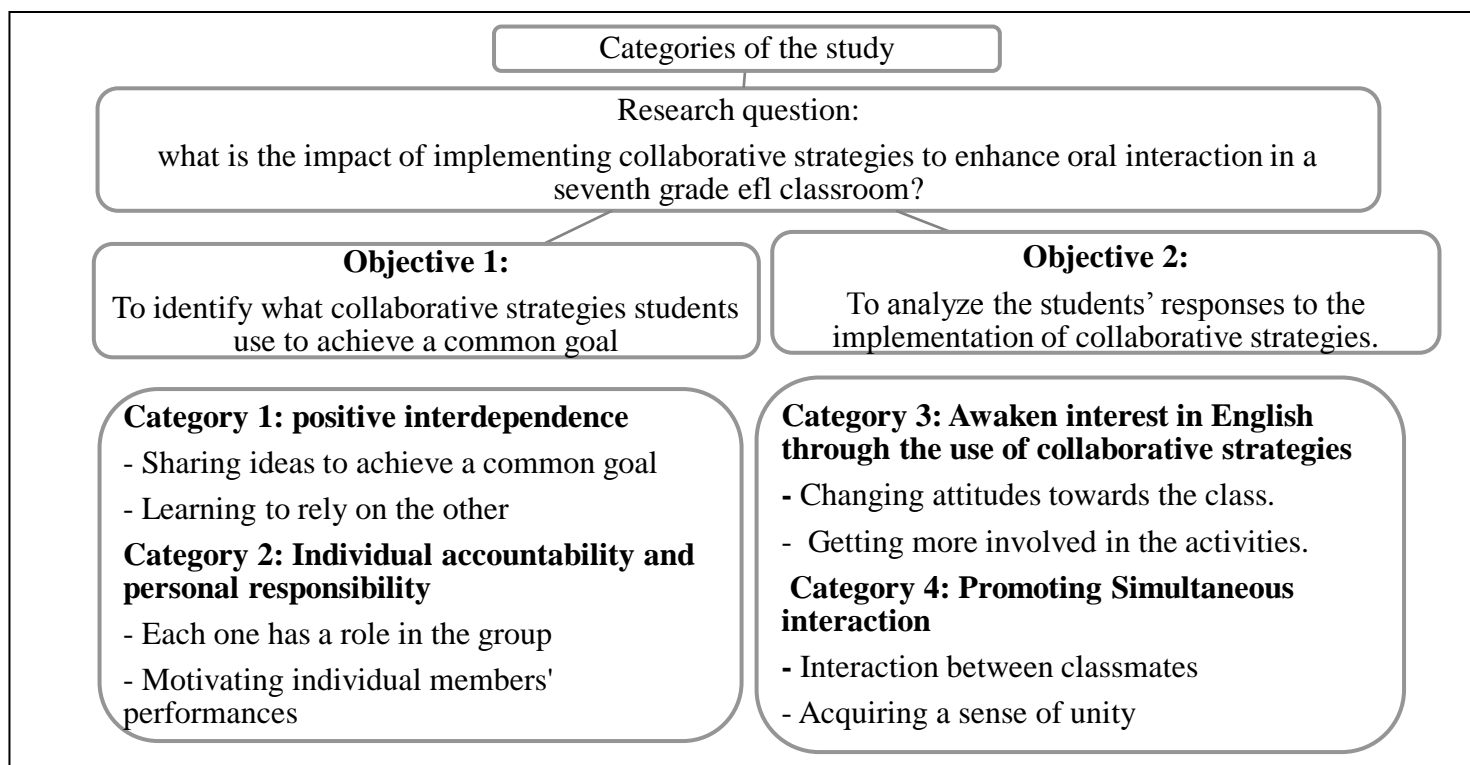
All the data was analyzed according to what students produced during the activities in class; there was also data collected from the surveys and interviews (which were

transcribed) and these were managed with color coding to finally analyze all the results. Stottok, Bergaus, & Gorra (2011) suggest that in initial categories and subcategories, the use of a visual way based on colors is very efficient and practical to perceive the emerging findings; and the material collected during each cycle was separated by colors in different folders. In this way, it was easier to classify the information and the collaborative strategies found in the students' process. Taking this into account, each emerging category was also classified with a different color. Afterwards, all the data was compared (interviews, surveys, students' production and field notes). A reflection process of what was found in the analysis of data was done also considering the theory and the perspective of the researcher to eventually present the categories and the analysis report which is going to be explained bellow.

Categories of the Analysis.

This project aimed to analyze the impact of implementing collaborative strategies to enhance oral interaction between students from a seventh grade EFL classroom, as well as to identify what collaborative strategies students use to achieve a common goal and analyze the students' responses to the implementation of collaborative strategies during the class. There is a visual representation (figure No.1) in which the categories and sub-categories that emerged in response to the research question and objectives are shown. Furthermore, the categories and sub-categories' development and the data findings are explained.

Figure 1.



The category 1 *Positive interdependence*, corresponds to the first objective *To identify what collaborative strategies students use to achieve a common goal* and from this category two sub – categories emerged from it, these are: *sharing ideas to achieve a common goal* and *learning to rely in the other*. The category 2 *Individual accountability and personal responsibility* also came from this objective with its sub-categories *each one has a role in the group* and *motivating individual members' performances*. *Category 3: Awaken interest in English* arose from the research question and objective number 2, both of them with the aim to know the impact and the responses of students to the implementation of collaborative strategies, this category has in turn, two sub – categories, *changing attitudes towards the class* and *getting more involved in the activities*; finally, the last category *Promoting Simultaneous interaction*, appeared from the second objective and its sub – categories are *interaction between classmates* and *acquiring sense of unity*. These

categories mentioned are the result of the process of analysis and triangulation of all the information picked up in the intervention cycle and they are going to be explained bellow.

Category 1: Positive interdependence

This category comes from the need that students shared their ideas and knowledge to achieve a common goal. According to Johnson et al. (1990) they must believe that they are linked with the other partners in a way that ensures that they all succeed together Johnson and Johnson (2001) state that *positive interdependence*, promotes a situation in which the members of a small group work together to maximize the learning of all, sharing their resources, providing mutual support, and celebrating their joint success. Throughout the implementation of the activities, the data showed the importance of making activities that allowed students to share the different ideas of each member of the group and in which they could rely in the others for the good development of the exercises. These two elements derived in two sub – categories: *sharing ideas to achieve a common goal* and *learning to rely on the other*.

Sharing ideas to achieve a common goal. Sharing ideas was one of the results of proposing activities in which all students had to provide an idea and help among each other. Also, when students were involved in a positive interdependence, they shared what they had to say with the other members and then decide the best idea or the best way to start the exercise given. This is one of the principles of the positive interdependence due to the students could develop their ability to participate and share ideas to contribute to the group success.

The following extract was taken from a transcription of a semi structured interview applied after an activity in which students had to work in groups of 3 or 4 to create a super hero, draw her/him and give all the description about its appearance and what it can do or not.

Interview: ¿Cómo les pareció la actividad? ¿Les gustó? ¿Por qué?

S1: Si me gustó mucho

Interview: ¿Por qué?

S3: Porque me gusta dibujar

S2: Me gustó porque entre todos nos inventamos un súper héroe chévere y quedó bien bonito el dibujo.

S2: Y yo hice casi toda la traducción de lo que podía hacer y ayudé a pintar.

S4: yo ayudé a pintar y a traducir

(...) Interview: ¿Cómo decidieron qué hacer? O quien lideró el proceso

S1: Pues yo tuve como la idea de qué podíamos hacer más o menos y les dije y a todos les gustó.

S2: ella dio la idea y mientras uno iba dibujando a otro se le ocurría algo más y así

S3: Lo bueno es que entre todos ayudamos y hicimos lo que tocaba y nos pusimos de acuerdo fácil. **S4:** entre todos ayudamos a hacer todo .

[extracts of s semi structured interview/ September 5th /2017]

As it can be seen the group of students interviewed said they enjoyed doing this kind of activity because it let them (or obliged them) to share their ideas and their knowledge, in the case of this group, one of them gave the general idea of what to do and the others follow it and provide more ideas to the character they created. Also, they helped each other with drawing, painting and translating. This was not the case of all the groups, there were some in which only one person was working while the others waited talking about different things but, in general terms it was an activity that almost all the class liked.

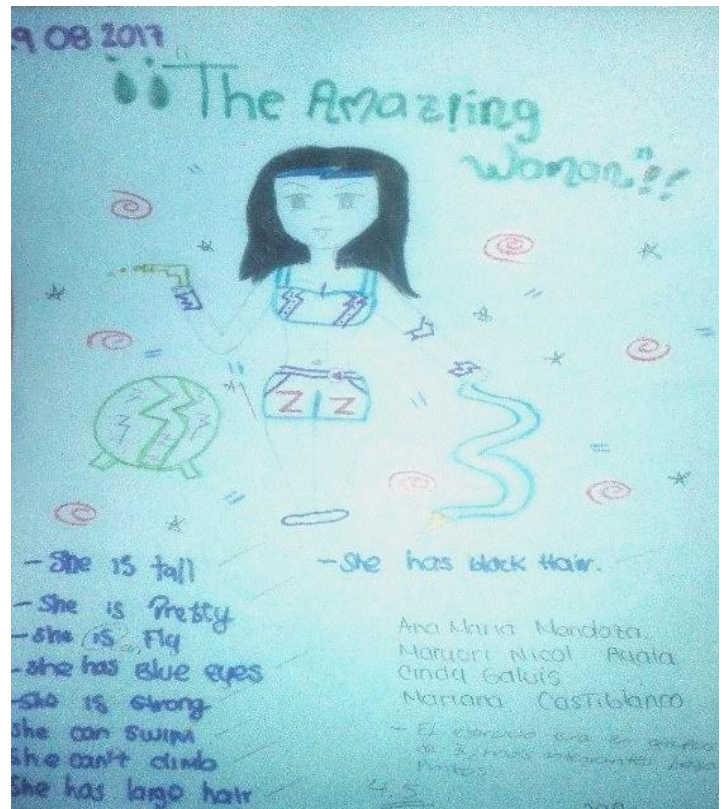
As it is shown in the following extract from the field note of that day.

...9:50 some students complain and don't make the groups in a fast way, others ask again what they have to do and others start working immediately.

10:00 after some minutes, almost all the class is working, a few students don't want to do anything. Every moment any group called me to ask how something is said. A lot of them show interest in the activity and participate actively. There are 2 or 3 groups in which only one or two students work, and the others don't. Just one group

doesn't work in anything. They just talk without showing any interest and some students are alone but they don't want to do the exercise...
[Field note, September 5th, 2017/ lines from 8 to 17]

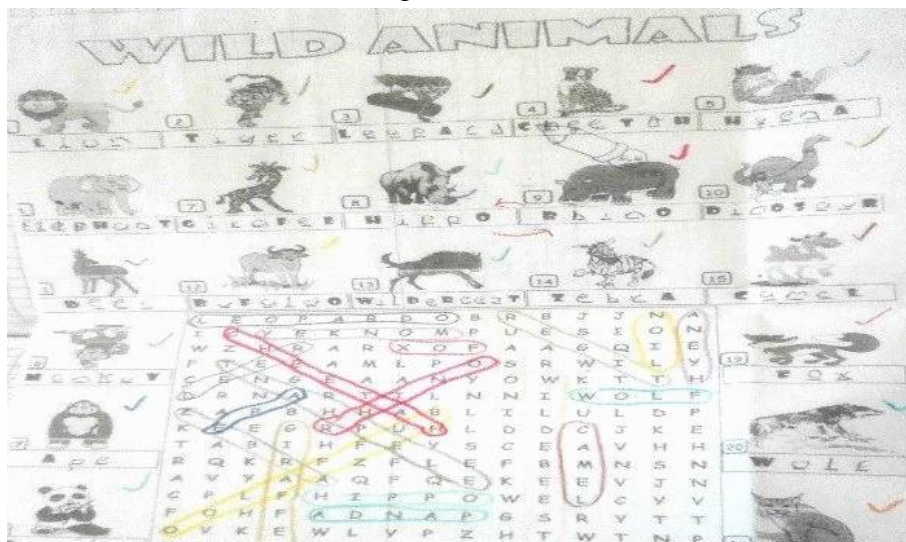
In this activity, they had to work together to achieve a common goal, decide the role of each one in the assignment, propose their ideas and distribute all the work. Most of them did not have any problem in the teams, it means, they could manage their different ideas to reach a common objective; there was one case in which some students did not like the group they were into and decided to be alone, but these students did not present anything at the end of the class. When time was over, they had to choose a person who presented their work in front of the class. One or two members of the group (in most of the cases two) showed their drawing and read the description of the character.



[Students' artifacts, September 5th / 2017]

Besides, in another activity they had to find vocabulary about wild animals in a word search (that was one of the activities the used to do the most), the difference between

this activity and the others they were used to doing is that in this one a group of five different animals was given to each student, they had to create a riddle with each animal saying what this one can and cannot do, then look for the partners who had the same group and form a team. In this team, they read their riddles and complemented the ones that they already had to create one more complete with each. After having the final version of each one, a competition was done the last minutes of the class, each member of the teams read one riddle and the rest of the class had to guess the name of the animal.



[Students' artifacts, August 22nd, 2017]

To develop this activity, they had to make groups in most of the cases with students that they did not want to work with, but the instruction was clear, and they could not change. The papers with the names of the animals were given with the names of the students in each group too. At the beginning they did not want to be in the groups given but they must, this caused that in some cases students did not do the exercise or try to do it individually, as it can be noticed in the following extract of a field note.

...11:00 in some groups, students do not want to work with the classmates in the team, three or four students are away from their groups and want to work alone, I try to talk to them... other groups are arguing about what it is better to say but in a good way. They ask me about how to say some words. Most of the groups are interested, some others say they are bored ... 11:30 Homeroom teacher answers questions that some students ask her. One student that does not want to do anything ask her for another exercise to do, she gives her another word search. ... Three students do not do anything and are sit down in a corner of the classroom... 12:00 we start with the competition, some groups want to be the first, but some students do not want to read, they say: “profe yo no... yo no sé leer en inglés...” “...Qué lea (another student) a mí me da pena y no sé” “ay bueno leo yo”.

[Field note, august 22nd, 2017/ Lines from 20 to 35]

Despite that in most of the cases they were not comfortable with the organization of the members of the teams, the majority of students did the exercise and share their riddles with the others. When they had to read the riddles of the group, they were paying attention at the beginning to what the others said. Unfortunately, time was not enough and they had to read just one riddle per group. There were at least eight or ten students that did the task alone or did not do it. But as it can be observed, the activity was completed with the instructions by at least more than the half of the class, they share what each one invented and among all the members completed and created one riddle per each animal to compete with the other groups.

Learning to rely on the other. This sub – category emerged due to data revealed that in some exercises they had to not only share ideas but rely on what the others do, it means, to trust in the knowledge of the other and trust that each member has their function

clear and is going to help the team such as Johnson et al. (1990) states, if any team members fail to do their part, everyone suffers consequences. For example, there was an activity in which they had the pieces of an extract of a story, each member of the group had two lines and they had to organize them in the correct order to have the story complete but they had to organize it one by one on the board first than the other groups. In this case, it was a difficult activity in terms of grammar structures and in some teams when the line that a student organized was not correct the others got desperate and tried to give the answer. The field note of the day shows the impressions and the attitude of students towards the class.

9: 45 after giving the instruction I tell them to choose a member of the group to be on the board and write the first line. They take some minutes to understand what they had to do (...) 9: 55 the first members go to the board but they feel quite lost, I tell them that if they do not know which line is the correct, give the marker to another partner. (Homeroom teacher is angry because they make noise) (...) After some minutes they understand better the exercise and with the aim of winning the competition they start doing it faster (...) they tried to help their classmates but when they were not right they said things like: “usted es muy bruto” “vamos a perder por su culpa” “sientese y dejeme a mí” among others.
[Field note, august 29th 2017 / lines 15 to 30]

According to the data, at the beginning it was difficult to do these kind of activities because they were very individualist and when someone failed in doing something most of them were mad and that is why sometimes some students wanted to work alone, but despite of these problems, at the end in the final interviews they showed their taste in these exercises because it allows them to socialize with the others. As can be seen in the following extract of the last interview.

Interviewer: ¿sienten que los temas que se han trabajado con este tipo de actividades o sea en la que tienen que hablar con los demás, les han ayudado a aprender mejor o no se han aprendido tanto?
(...) **S2** yo creo que si ya que hemos aprendido nuevas palabras y a expresar mejor lo que sentimos y a aprender mejor a socializar y a tener más paciencia con los

compañeros (...) **S4**: yo creo que si nos ayuda porque nos hace hablarle a la otra persona en inglés.

Interviewer: ¿cómo te has sentido en clase de inglés desde agosto?

(...) **S3**: yo creo que bien ya que ha llegado alguien que nos hace nuevas cosas, haciendo nuevas actividades y nuevos proyectos y aprendemos a trabajar con otros.

S2: yo me siento cómodo, ya que cada persona puede aportar sus ideas a los trabajos de actividades de inglés.

Interviewer: ¿habían trabajado antes interactuando con todos los estudiantes en clases como por ejemplo cuando tienen que pararse a buscar información que tienen otros compañeros?

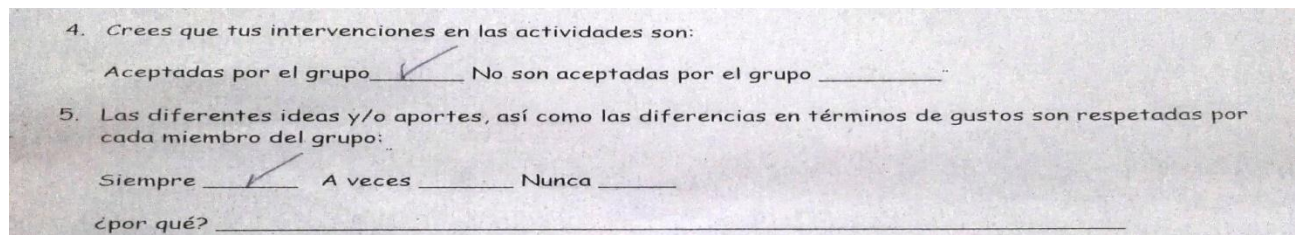
(...) **S2**: no, porque con la otra profesora no habíamos hecho otras actividades y con la profesora nueva sí. **S3**: creo que no hemos trabajado estas actividades en clase.

Interviewer: ¿y cómo notan eso positivo, negativo, les gusta o no les gusta?

S1: yo pienso que si es positivo ya que es un trabajo para socializar actividades con las demás personas. **S2**: positivo porque nos ayuda a expresar palabras, a decirle a otras personas. **S4**: yo creo que es positivo porque nos ayuda a conocer a la otra persona ya que no trabajamos siempre con ellas.

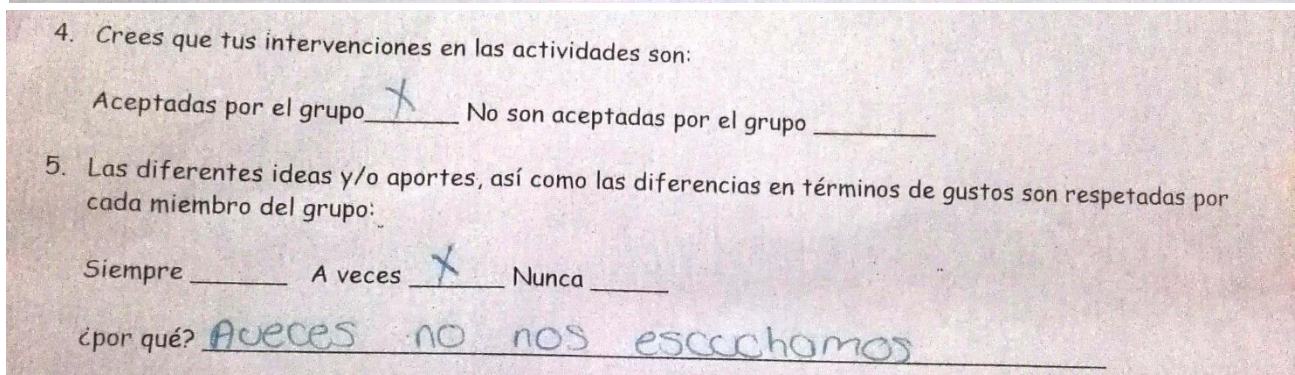
[Extract of the final semi structured interview, February 20, 2018]

The final survey showed that in most of the cases they could accept their others' interventions and respect their different ideas, as it is observed in the following extracts of it (see annex 5), some of them still need to work on this aspect but it was seen that this was enhanced along the intervention:



4. Crees que tus intervenciones en las actividades son:
Aceptadas por el grupo No son aceptadas por el grupo _____

5. Las diferentes ideas y/o aportes, así como las diferencias en términos de gustos son respetadas por cada miembro del grupo:
Siempre A veces _____ Nunca _____
¿por qué? _____



4. Crees que tus intervenciones en las actividades son:
Aceptadas por el grupo No son aceptadas por el grupo _____

5. Las diferentes ideas y/o aportes, así como las diferencias en términos de gustos son respetadas por cada miembro del grupo:
Siempre _____ A veces Nunca _____
¿por qué? A veces no nos escuchamos

[Excerpt of students' final survey /February 20, 2018]

It is seen that in the positive interdependence, sharing ideas and relying on the others are very important facts in which students can achieve their common goals and also to knowing that everyone is important for the team success. It allows them to accept the different opinions of the others and listen and think how all their ideas can be used to reach one result. Johnson and Johnson (2001) suggested that if learners realize that each one is a piece of an ensemble that need to work together, they all are going to learn and think as a team. In addition, they state that team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers the consequences.

Category 2: Individual accountability and personal responsibility

This category involves the belief of each individual that he/she is accountable for his/her performance and learning. This exists when the performance of everyone is assessed, and the results are given back to the individual and the group in order to identify who needs more assistance, support, and encouragement in learning. (Harkins, & Petty, 1982; Kerr, & Bruun, 1981; Williams, Harkins, & Latane, 1981). Accordingly, two sub-categories emerged through the data: each one has a role in the group and motivating individual members' performances.

Each one has a role in the group. It refers to the responsibility that all the members of a team have for the group success. It means that each member has an important function when developing any activity. In the activities, some of the groups preferred to identify their individual abilities in order to determine who was good at something such as writing, coloring, speaking, drawing or translating. In the final survey, made to all students, some of them recognized a disorganization in the members' roles assignment but others had clear

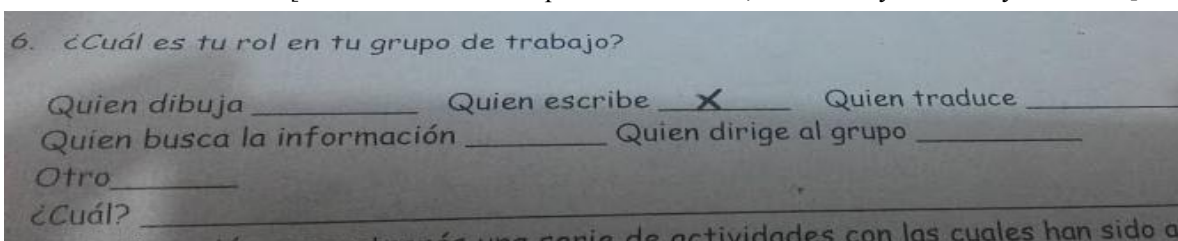
their role or their function in the assignments. As it can be seen in the answers to the following question.

¿cuál es tu rol en el grupo?

S1: quien dibuja. S2: quien escribe. S3: quien traduce. S4: quie busca la información.

S5: quien maneja el grupo.

[Students' answers to question number 6, final survey / February 20th/2018]



[Excerpt of a student's final survey /February 20, 2018]

In this question almost all the students gave one answer and only 3 or 4 gave two, none of them gave more than two. Eleven students answered they draw, nine write, four translate, five look for the information and six manage the group. They also answered a question that asked them how the team worked, and their answers were:

- La mayoría de las actividades propuestas implican trabajar en equipo, cuando se realizan dichas actividades, en el grupo:
S1: hay un líder que da las instrucciones. **S2:** cada uno trabaja por su cuenta.
S3: todos aportan sus ideas y colaboran por igual.

[Students' answers to question number 3, final survey / February 20th, 2018]

Five students answered that there is a leader, four students that everyone works by their own and twenty-two answered everyone give their ideas and collaborate by equal. This survey (see annex 5) specially these two questions given, showed in their answers that in most of the cases when working in teams everyone has their role clear and their responsibility with the group to do the exercises proposed. Likewise, in the extracts of the field notes previously shown, there were always few students in all the classes that did not want to work with the others and did the activities by their own (mainly at the beginning of

the implementation) and some others that almost never did nothing. But in general terms, one of the results of the team work was that they learnt to work together and realized that each one was an important part of the group.

Motivating individual members' performances. This sub-category is focused on the ability to motivate the other members of the group to perform in a good way, in this sense, the students had to manage attitudes to help their classmates to perform and have the confidence to participate and share their ideas in the activities in order to correct their mistakes and enhance their group work. A field note taken during an activity on the board that needed the participation of each member of the group shows the differences that they had at the beginning of the exercise but also how they managed their roles.

(...) they tried to help their classmates but when they were not right they said things like: “usted es muy bruto” “vamos a perder por su culpa” “sientese y dejeme a mí” among others. After some minutes, the exercise was better understood, in some moments any student gave up and didn't want to try and gave the marker to another partner, but some groups motivated them with words like: “hagale” “eso està fácil, piense” ¡apurele, si no sabe paselo rápido!” (...) at the end they were more motivated, and two groups finished correctly the exercise at the same time, at this moment the others started to do it faster to not be the lasts.

[Field note, august 29th 2017 / lines 30 to 45]

Besides, in the final survey students were also asked if their ideas were accepted by the group or not and these were their answers:

Interviewer: ¿Crees que tus intervenciones en las actividades son?:

S1: Aceptadas por el grupo. **S2:** No son aceptadas por el grupo.

[Students' answers to question number 4, final survey / February 20th, 2018]

In this question most of the students said their ideas were accepted, thirty students gave this answer, only five students said the opposite. But according to the answers of the

majority, they felt accepted and they shared all their ideas as it is supported in the previous field notes, interviews and the following extract of the final interview.

Interviewer: ¿Creen que las actividades donde tienen que interactuar con otros compañeros han ayudado a conocerse un poco mejor o a mejorar la relación entre ustedes?

S1: sí porque hay personas como que no nos hablamos con esas personas y en este momento podemos socializar más. **S3:** Sí, porque nos ha ayudado a decirnos los pensamientos de la otra persona y a conocernos más.

Interviewer: ¿Estas actividades les han ayudado a entenderse un poco más en cuanto a gustos, intereses, diferencias de los demás compañeros?

S1: Yo creo que sí porque ya estamos aportando más. **S3:** Si, porque nos ha ayudado con lo que piensan las demás personas de nuestras diferencias. **S4:** Yo creo que sí porque esto nos ha ayudado a entender más de lo que le gusta a la otra persona y sus gustos.

[Extract of the final semi structured interview, February 20th, 2018]

These students' answers showed how at the end they could manage their differences and provide their ideas for the group and the benefit of their own knowledge, such as Johnson and Johnson (2001) state, the purpose of collaborative learning groups is to make each member a stronger individual in his or her right.

Category 3: Awaken interest in English through the use of collaborative strategies

This category emerged after analyzing all the information collected during the process and taking into account the diagnosis made at the beginning of the study, where most of the students did not pay attention of their learning and this was limited to only work on word searches and activities that did not promote the interaction or a meaningful learning of the language. Up to this point, and according to Vygotsky's social cultural theory (1978), child's learning process could be developed only when interaction and collaboration are presented, and in the case of this group of study, the use of collaborative strategies helped to develop an interest towards the class that was not seen when the research started, and students got more involved with learning.

Changing attitudes towards the class. As it has been said since the beginning of this project, students did not have a good behavior during the classes. These classes were focus on activities that had the only purpose of making them be in their seats with any kind of interaction in English. During all the process, the activities were focus on interaction and work group also with the aim to promote a different attitude of what learning English is. Let us remember that when the observation period started, the behavior of the group was not good in terms of interest of their learning and relationship between classmates. But at the end of the cycle of implementation, it can be said that most of the students develop an interest in learning English and in doing the different activities proposed as can be observed in the answers of the final interview.

Interviewer: ¿cómo te has sentido en clase de inglés desde agosto?

S2: la mejor **S3:** yo creo que bien ya que ha llegado alguien que nos hace nuevas cosas, haciendo nuevas actividades y nuevos proyectos **S4:** me he sentido bien porque han realizado distintas actividades **S5:** yo me siento cómodo, ya que cada persona puede aportar sus ideas a los trabajos de actividades de inglés.

Interviewer: ¿notan algún cambio con respecto a las clases desde mitad de año?

S1: sí, que se han trabajado muchas más actividades de las que habíamos trabajado antes, además proyectos que realizar. **S2:** pues hay más cosas que realizar que antes **S3:** vimos más temas que no sabíamos otra manera de ver las cosas y ya.

[Final interview, February 20th, 2018]

In another group of students, who also answered the same interview, the answers were not exactly the same but there was a recurrent kind of answers:

Interviewer: ¿Notas algún cambio con respecto a las clases desde mitad de año?

S1: sí. **S2:** sí

Interviewer: ¿Qué tipo de cambio, Positivo o negativo? **S1, S2:** Positivo.

Interviewer: ¿Por qué?

S1: Positive, porque se aprende más. **S2:** Positivo, porque hay diferentes actividades.

[Final interview, February 20th, 2018]

These interviews show the perception of students towards the class, it is noticeably that there was a positive change in the way they feel learning English together with their partners and they are conscious about this; one of the aims proposed in chapter 1.

Another change that was seen was the fact that before the project started, they were used to doing mostly word searches and writing exercises and despite that in general, they liked this kind of class, they could know other activities that made them being more interested in it; even the final survey gave them the chance to choose the activities they liked the most.

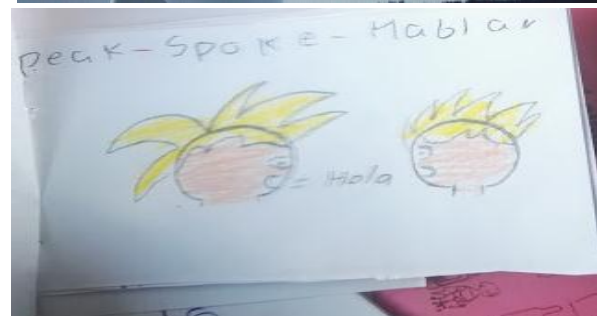
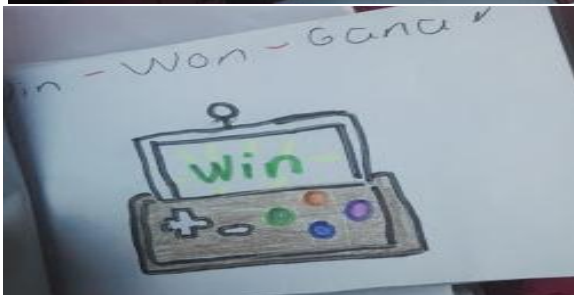
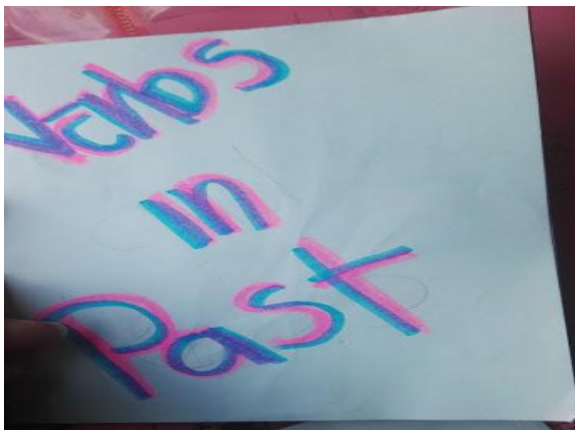
7. A continuación, encontrarás una serie de actividades con las cuales han sido abordados los temas planteados en la clase de inglés. Califica el nivel de interés que has desarrollado frente a cada actividad

Actividad	Poco	Nada	Mucho
Preguntas a otros compañeros			✓
Exposiciones			✓
Juegos			✓
Ejercicios de dibujo	✓		
Ejercicios de traducción			✓
Ejercicios de completar información			✓
Ejercicios de lecto - escritura	✓		
Ejercicios de gramática			✓

[Excerpt of students' final survey /February 20, 2018]

In this question they had to tick the activities they were more interested in, and the most recurrent answers were the activities that involved oral interaction and group work, it means the activities that they did not do when the project started and most of them manifested not being interested at all in the other activities they were used to; this is a notorious change due to at the beginning of the study they said they liked these activities that now they are not interested in.

Getting more involved in the activities. As the development of a noticeable change in the attitude to learn English, students' artifacts showed a notorious interest in the activities they had to do in class. That is the case of the final lesson plan that was applied at the end of the third cycle of implementation. The activity they had to work on was about irregular verbs, in this activity they had to create a kind of short book or dictionary of verbs in which they write the verb in present, past and its meaning with its respective drawing. Some of the books they created are below:



[students' artifacts, february 19/ 2018]

This activity was developed in groups of three students. Such as in the rest of the activities, they had to work together with different classmates and help each other because this was an exercise that took a lot of time so, they had to manage, firstly, their time and secondly, their specific function in the activity, the ideas to make it in the best way and the final production.

The final interview also showed how the collaborative work and the topics worked have changed the way they develop each activity and how this could help them to be more involved in the class and interested in the activities done with other classmates.

Interviewer: ¿sienten que los temas que se han trabajado con este tipo de actividades o sea en la que tienen que hablar con los demás, les han ayudado a aprender y estar más interesados en la clase o no se han aprendido tanto?

S1: hemos aprendido a decir nuevas palabras y aprendimos más vocabulario

S2: yo creo que si ya que hemos aprendido nuevas palabras y a expresar mejor lo que sentimos y a aprender mejor a socializar

S3: si porque nos ayudo a expresar el habla en ingles

S4: yo creo que si nos ayuda porque nos hace hablarle a la otra persona en ingles aprendiendo más del vocabulario.

[Final interview, February 20th, 2018]

Another group of students gave similar answers to an interview done at the end of one of the activities developed during the second cycle, in this interview they answered questions about the process of production of the activity, and their general impression was that they liked because it was an exercise different from the ones they did before and they were very involved in the exercise participating in the creation of a super hero invented by them:

Interview: ¿Cómo les pareció la actividad? ¿Les gustó? ¿Por qué?

S1: Si me gustó mucho

Interview: ¿Por qué?

S3: Porque me gusta dibujar

S2: Me gustó porque entre todos nos inventamos un súper héroe chévere y quedó bien bonito el dibujo.

S2: Y yo hice casi toda la traducción de lo que podía hacer y ayudé a pintar.

S4: yo ayudé a pintar y a traducir. (...)

(...) **Interview:** ¿Ya habían hecho antes actividades así?

S1: no, con la otra profe casi no hacíamos esas cosas, o sí pero individual o más simple.

S2: Yo no sé o no me acuerdo, no creo que no

S3: ¿Cómo así la pregunta?

Interview: ¿Qué si ya habían hecho antes actividades así? O sea trabajar en grupo o crear algo así

S3: Ahhh no... con la otra profe solo traducimos y hacemos sopas de letras.

S4: pero ella también nos pone a dibujar y pintar, pero lo que ella copia del tablero

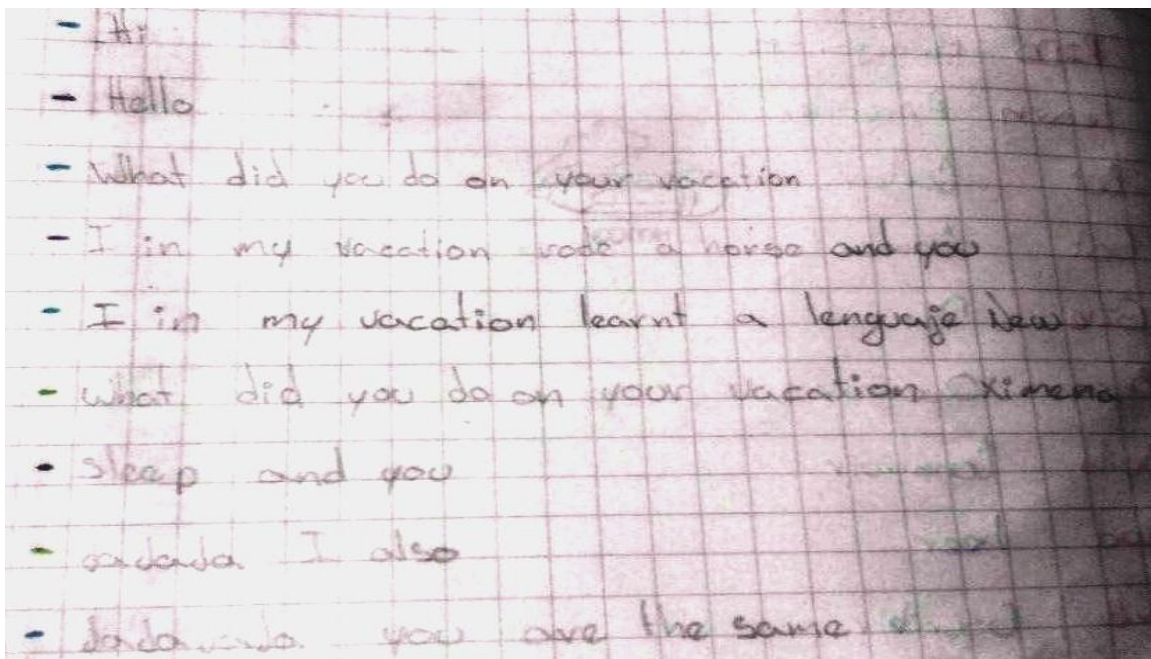
[extracts of the semi structured interview/ September 5th /2017]

Accordingly, getting involved in the activities was an important result of the process as well as the positive change that most of the students got from the collaborative activities and the notorious interest which increased during the whole process of implementation of the proposal.

Category 4: Promoting Simultaneous interaction







In this category, students' performances and productions demonstrated that they could encourage one another in a way that they feel comfortable. Johnson et al. (1990) state that it is important that students feel comfortable because when they do not feel comfortable by working in groups the whole performance will be affected and each member's intervention ends up in individual efforts, but they also point that when students are enrolled to work in groups, each member performance encourages to each other to achieve goal. Up to this point, data results showed an important influence of the kind of activities that involved interaction and helped them to be conscious that as a team, they should be linked

Interaction between classmates. Every communicative process requires interaction with at least two people to be successful. Wagner (1994) defines interaction as a set of reciprocal events that require at least two objects and two actions, interaction occurs when these objects and events naturally influence one another. As it has been already said during the project, one of the aims of this study was to make students interact in a good way not only to learn English but to help them to enhance their interaction and subsequently their relationship and behavior. In this sense, considering that the activities that involved interaction were promoted by the simultaneously conversations among the different groups. One of the activities that showed this interaction is one where they had to create a dialogue about their last vacation to present in front of the class.



[students' artifact. November 14/ 2018]

There were also activities where they had to stand up and look for information about other students. In this kind of activities, they could ask in English and know a little bit about their classmates' life and likes. The picture below shows a chart which they filled with other's partners abilities.

Name	Can you swim? 	Can you drive? 	Can you cook? 	Can you sew? 	Can you play the piano? 	Can you ride a bike? 
Cesar	✓	✓	✓	✓	X	✓
nicolas	X	✓	✓	✓	X	✓
nado	✓	✓	X	✓	✓	✓
arero	✓	✓	✓	X	X	✓
laura	✓	X	✓	✓	✓	✓

[Student's artifact, September 5/2018]

These types of activities in which they looked for information and completed charts were the ones that they enjoyed the most, they were done asking about classmates and also to complete about readings given. For example, in one of the classes, they read about ancient cultures each group had a different reading. They had to read, complete their part of the chart and then look for the missing information asking the others to finally have all and prepare a poster explaining all the cultures with their own words.

	Mayas	Incas	Aztecs
Country	Mexico and Central America	Peru	Mexico and Central America
Food and farming	Corn, sweet potatoes, peas, hot, pineapples, avocados, etc.	Corn, cotton, beans and white potato	
housing	they were architects and built large built things and c.	Important cities were Cuzco and Machu Picchu	the capital of the empire was Tenochtitlan where Mexico city
Inventions	calendar with 18 months	Created water irrigation systems because their land was dry and cold	there were huge pyramids too because they were great engineers

[student's artifact / October 5th /2017]

As it has been shown during the analysis, all the activities were focused on promote interaction between classmates and also communication to foster a meaningful learning and other facts like behavior and relationship of the whole course, because as Ausubel (1963) defines it, meaningful learning is the way how individuals relate new knowledge to relevant concepts they already know. It means that, it occurs when the learner chooses conscientiously to integrate new knowledge, afterwards, it depends also on the teacher's activities orientation during the classes. In the case of this proposal, the activities were mainly oriented to interaction.

Acquiring sense of unity. This last sub – category shows that students were able to acquire a sense of unit because they learnt how to take into account the other's ideas to support them and support the group. Moreover, pupils share what they knew to support other students. Because of this, they started to understand that the other students have to be taken into account to have better perform and also as a result of the other student's needs. This can be supported by the students' answers in the final interview already shown.

Interviewer: ¿Cómo te has sentido en clase de inglés desde agosto?

S4: me he sentido bien porque han realizado distintas actividades **S5:** yo me siento cómodo, ya que cada persona puede aportar sus ideas a los trabajos de actividades de inglés. (...)

Interviewer: ¿Creen que las actividades donde tienen que interactuar con otros compañeros han ayudado a conocerse un poco mejor o a mejorar la relación entre ustedes?

S1: Si porque hay personas como que no nos hablamos con esas personas y en este momento podemos socializar más. **S3:** Sí, porque nos ha ayudado a decirnos los pensamientos de la otra persona y a conocernos más.

[Extracts of the final interview, February 20th, 2018]

In the final interview students were also asked about the way they liked to work, and the majority answered that they preferred to work in groups but small groups, only few students said they liked to work individually and no one answered big groups. This supports the previous extract of an interview where they showed their interest and like in working in groups.

3. La mayoría de las actividades propuestas implican trabajar en equipo, cuando se realizan dichas actividades, en el grupo:

Hay un líder que da las instrucciones _____ Cada uno trabaja por su cuenta _____
Todos aportan sus ideas y colaboran por igual

[Excerpt of students' final survey /February 20, 2018]

In another question, most of them answered that when they are in groups all the members participate and collaborate giving their ideas, others said that there is a leader and just in few cases, they do not do anything. It was noticeable that there were cases in which some students did not like the new methodology but in general terms, they could learn to work as a unity.

4. Crees que tus intervenciones en las actividades son:

Aceptadas por el grupo No son aceptadas por el grupo _____

[Excerpt of students' final survey /February 20, 2018]

According to the acquirement of a sense of unit, the individual knowledge was not the most important factor, to reach unity, the support to all the participants was a very important factor that helped that all the group improved their relationships with their partners.

This chapter presented the analysis of the data collected as well as the findings of this study. The categories that emerged for the analysis were defined and characterized in the light of theory and supported by all the information and evidences collected through the different instruments already explained. The following chapter will present the conclusions, implications, limitations and further research.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions for this study based on the findings and the analysis done; also, it shows the implications for the classroom where the research was carried out as well as for the researcher and the institution. Finally, it describes the limitations of the project and show some suggestions for a further research.

Conclusions

This research aimed to know the impact of implementing collaborative strategies to enhance oral interaction in an EFL classroom. The research question that guided the project was: What is the impact of implementing collaborative strategies to enhance oral interaction in a seventh grade EFL classroom?

Taking into account the research question, the data analysis showed that students used three main collaborative strategies: *Positive interdependence*, *individual accountability* and *simultaneous interaction*, which influenced their oral interaction in terms of sharing ideas, motivation, roles in the group and sense of unity, all of this to achieve common goals in the class. The data revealed that, in the case of positive interdependence, students had to share what they thought and what they had to say with the other members of their groups for the group success. At the beginning it was difficult specially when they had to work with partners who they were not used to working with, but as some students said, at the end they learnt, in most of the cases, to express ideas and share their contributions to the tasks proposed. It is also important to mention that in this category most of them had to learn to rely in the others, a very hard aspect to develop when working in groups; as it was seen

during the analysis, it was not easy to achieve this result, especially when students were used to working individually and on exercises that did not allow them to interact, but in general terms, there was a group success (not only to do the activities) but in the way how they distributed the work.

Also, they could develop their individual accountability, where they could realize the important role that each one has in the group and the responsibility in each activity proposed. Besides, in some cases they could manage their attitude to help the other members to develop their performances or their confidence to participate actively and share opinions. This was important when they had to do activities that required interaction and participation of all the members and helped them to improve their relationship in general.

Furthermore, it was observed that students got more interest in English. Despite that during the observation period they showed interest in the class, this interest was limited to do word searches, drawing and painting but without any kind of interaction or development of oral skills. At the final stage of the implementation, it was seen a change of attitude towards the class, they showed more interest in the development of different activities. Also, they were more involved in the class, they started to be more active and participative especially when learning new topics and when they had to interact with their classmates.

Finally, to promote the simultaneous interaction, they had to interact with their classmates, even with other students which they did not have common interests or simply, they were not friends, some of the exercises done in class, obliged them, mostly at the beginning, to talk and ask about the others finding information to share about them with the rest of the class. This helped them not only to interact but to create a sense of unity in

which they could know more about their interest and accept the differences to be able to work in a better way.

All in all, the implementation of collaborative strategies to enhance the oral interaction could change students attitude towards their learning process of English, their way of participating and there was an improvement of the communication between classmates.

Implications

This section shows the implications which arose after the implementation of this project. First, in the EFL Colombian classroom in the field of collaborative strategies, second, the students who participated in the study and the educational institution where the project was applied and finally, for me as a researcher and pre-service teacher.

Firstly, it is necessary to develop strategies that respond to the Colombian EFL classroom. Throughout this project, it was seen that the learning and the interaction become meaningful when collaborative activities are involved. In this way students learn how to work and share with the others helping to enhance the oral interaction. Education should have a collaborative perspective due to students can coexist as a small community and they could become conscious of their own learning process and could learn how to take advantage of working collaboratively improving their relationship.

About the implications that this study may have for Rafael Bernal Jimenez I.E.D, it is important to mention that the implementation of this project implicated that students' performances were taken more into account and that the methodology applied in the English class was changed. Also, as the behavior of one of its most complicated grades had

a good improvement, it should be taken into account to be replied in other grades and why not achieving less problems and better learning.

As a pre-service teacher, and as it was the first experience of teaching at a public school where it was necessary to deal with several limitations in terms of time, materials and behavior of students, the application of this proposal implicated to learn how to manage numerous groups, deal with the fear to be in charge and plan the best that was possible for them. Besides, it was necessity to teach English from a different perspective to the one students were used to, it means, that I had to prepare different classes that made them be interested. Besides, I had to learn about the law that governs education in Colombia and search about the theory to be implemented with the students.

Limitations of the study

It is also important to mention the limitations that as researcher were necessary to deal with during the study. Firstly, the number of students sometimes did not permit to finish the activities in a short time because all of them required certain attention that in some cases took most of the time expected. Secondly, during the year there were some activities organized by the school such as: parents' meetings or pedagogical events, which did not permit the development of some classes.

By the other hand, the home room teacher interfered in many cases, to the point of giving the class by herself and a class totally different from the topics and the activities already planned. There were also moments in which she disallowed and took the control of students ordering them to do something completely different than what it had been said previously. Despite of these inconvenients, the project continued the best way it could, and

although the third phase of the implementation could not be applied in its totality due to the factors mentioned, there was enough information to analyze and write this report.

Further Research

Although the implementation of collaborative strategies is a topic that may have been already explored, this study provided important insights to promote and enhance the oral interaction of an EFL class which had very particular conditions in terms of behavior of the students and methodology of the class

To conclude, a suggestion for a further research would be to implement this kind of project with the little kids, to see how they learn since the very beginning of their social and school life to interact with the other partners to make their learning process of a foreign language more meaningful and may be to help them in the construction of basis for their future life.

REFERENCES

- Ausubel, D. P. (1963). *The Psychology of Meaningful Verbal Learning*. New York: Grune and Stratton.
- Barry P. *Teaching ESL: Incorporating a Communicative, Student-Centered Component* TESOL Quarterly, Vol. 17.
- Bryman, A. (2012). *Social Research Methods*. (4th Edition). New York: Oxford. Recovered from:<http://books.google.com.co/books?id=vCq5m2hPkOMC&printsec=frontcover&dq=Social+Research+Methods+BY+Bryman&hl=en&sa=X&ei=orVSU5fyIIInnsASUkYD4Dw&ved=0CCoQ6AEwAA#v=onepage&q=Social%20Research%20Methods%20BY%20Bryman&f=false>.
- Burns, A. (1999) *Collaborative Action Research for English Language Teachers*. Cambridge University Press, United Kingdom.
- Burns, A. (2009). *Action research in second language teacher education*. The Cambridge guide to second language teacher education.
- Burns, A. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners*. Routledge: New York
- Creswell, J. (2014) *Designing Research. Qualitative. Quantitative and mixed method approaches*.
- Contreras León, J. J., & Chapetón Castro, C. M. (2016). *Cooperative learning with a focus on the social: A pedagogical proposal for the EFL classroom*.
- Cruz, K (2016). *Communicative activities to foster collaboration and communication among AI EFL learners*. Universidad Pedagógica Nacional. Bogotá
- Grundy, S. (1987). *Curriculum: Product or praxis?* Lewes: Falmer Press.
- Golafshani, N. (2003). *Understanding reliability and validity in qualitative research*. The qualitative report, 8(4), 597-606.
- Hymes, D.H. (1972). *On Communicative Competence In: J.B. Pride and J. Holmes (eds) Sociolinguistics*. Selected Readings. Harmondsworth: Penguin.

- Johnson, D. W., & Johnson, R. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.)*. Boston. Allyn & Bacon
- Johnson, D. W., Johnson, R., & Holubec, E. J. (2008). *Cooperation in the classroom (8th Ed.)*. Edina, MN: Interaction Book Company
- May, K.(1991). *Interview techniques in qualitative research: concerns and challenges*. In Morse J, (ed) *Qualitative nursing research*. Newbury Park: Sage Publications.
- Nacional, M. d. (1998). *Lineamientos Curriculares de Idiomas Extranjeros*. Bogotá.
- Nacional, M. d. (2016). *Derechos Básicos de Aprendizaje: inglés, grado sexto a 11*. Bogotá.
- Panitz, T.(1999). *Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning*. Cape Cod Community College, peninsula, Massachusetts .
- Mackey, A. (1999). *Input, interaction and second language development. An empirical study of question formation in ESL*. *SSLA*, 21, 557-587.
- Parsons R & Brown K (2002). *Educator as reflective practitioner and action researcher*.
- Stottok, B, Bergaus, M., & Gorra, A. (2011). *Color Coding: An Alternative to Analyze Empirical Data via Grounded Theory*. Leeds Metropolitan University, UK, 1-11.
- Strauss, A. L., & Corbin, J. M. (1998). *Basics of Qualitative Research: Techniques and procedures for Developing Grounded Theory*. London: Sage Publications, Inc.
- Thuan, L. T., & Nhu, N. T. (2010). *Theoretical Review on Oral Interaction in EFL*. *Studies in literature and language*.
- Terwel, J. (1999). *Constructivism and its implications for curriculum*. *Curriculum Studies*, 195- 199.
- Tudor, I. (2001). *Visions of learning in the dynamics of the language classroom*. Cambridge, UK: Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. London: Harvard University Pres.

Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press

ANNEXES

Annex N. 1. Field note: Implementation period

FIELD NOTES FORMAT	
Name: Saidy Valencia Valencia	Date: September 5 th /2017
Place: I.E.D. Rafael Bernal Jimenez	Grade: 702
Signature: English	Room: 105
Home Room teacher: Emilce Ariza	Hour: 9: 30 am – 11:20 am
DESCRIPTION	INTERPRETATION
<p>1 At 9: 30 the ring sounds and students start getting into the</p> <p>2 classroom after the recess period. I greet them and ask them</p> <p>3 to make groups of no more than 4 students.</p> <p>4</p> <p>5 When the groups are ready, I give them a paper and tell</p> <p>6 them that they must create and draw a super hero and give</p> <p>7 all the description of him/her.</p> <p>8</p> <p>9</p> <p>10 9:45 some students complain and don't make the groups in</p> <p>11 a fast way, others ask again what they have to do and others</p> <p>12 start working immediately.</p> <p>13</p> <p>14 10:00 after some minutes, almost all the class is working, a</p> <p>15 few students don't want to do anything. Every moment any</p> <p>16 group called me to ask how something is said. A lot of</p> <p>17 them show interest in the activity and participate actively.</p> <p>18</p>	<p>When students arrive, the classroom is organized in rows but they move to get closer with their friends in small groups.</p> <p>Most of them complain about the number of members in the group, they ask for bigger groups. Some students do not like the activity but anyway they start to do it</p> <p>Just one group doesn't work in anything. They just talk without showing any interest and some students are alone but they don't want to do the exercise</p>

19	There are 2 or 3 groups in which only one or two students	
20	work and the others don't.	
21		
22	10:45 I tell them that time is over and they must choose one	
23	or two members to pass in front of the class and share their	
24	work.	
25		At the beginning they do not want to present but they did it after
26	Two members of each group presented and there were two	telling them that it was part of the grade.
27	groups in which three students passed.	
28		They took a lot of time choosing who was going to present and
29	11:20 ring sounds and students leave the classroom giving to	starting. They said they were shy
30	me their drawings.	
31		

Annex N. 2. Interviews to students

Interview N. 1 Observation Period

Transcription

Date: April 25th/2017 Hour: 10:30 am

Place: I.E.D Rafael Bernal Jimenez

1. **Interviewer:** ¿Cuánto tiempo has estudiado con tus mismos compañeros?
2. **S1:** Como desde cuarto
3. **Interviewer:** ¿Cómo es la relación con ellos?
4. **S1:** con algunos, pues bien, y con otros me agarro
5. **Interviewer:** ¿me agarro? ¿cómo así me agarro?
6. **S1:** pues darles en la geta, para darnos puños
7. **Interviewer:** ¿Qué tipo de actividades se realizan en la clase?
8. **S1:** Pues sopas de letras, los vocabularios esos, que busquemos palabras
9. **Interviewer:** ¿Y cuáles te gustan más?
10. **S1:** No pues, las sopas de letras
11. **Interviewer:** ¿Por qué?
12. **S1:** Por que uno puede buscar y aprender más cosas cierto
13. **Interviewer:** ¿Cómo se te facilitan más realizar las actividades, individual o en grupo?
14. **S:** En grupo
15. **Interviewer** ¿Por qué?
16. **S1:** porque uno habla y uno puede... mm pues como le digo, pues que en grupo se ayudan
17. **Interviewer** ¿Cuál crees que es la mayor dificultad del grupo en inglés?
18. **S1:** Pues la escucha y el habla
19. **Interviewer** ¿Por qué?
20. **S1:** Porque hablan, todo el mundo habla y nadie le pone atención a la profesora y el escucha porque, esto como le digo, la profesora habla y todos se ponen a hablar, no le ponen atención entonces la profesora está regañando para que le pongan atención
21. **Interviewer** ¿Y cómo se llama eso?
22. **S1:** no pues irrespeto...

Interview 2. Implementation period

Transcription

Date: September 5th /2017 Hour: 11: 10 am

Place: I.E.D Rafael Bernal Jiménez

1. **Interview:** ¿Cómo les pareció la actividad? ¿Les gustó? ¿Por qué?
2. **S1:** Si me gustó mucho
3. **Interview:** ¿Por qué?
4. **S3:** Porque me gusta dibujar
5. **S2:** Me gustó porque entre todos nos inventamos un súper héroe chévere y quedó bien
6. bonito el dibujo.
7. **S2:** Y yo hice casi toda la traducción de lo que podía hacer y ayudé a pintar.
8. **S4:** yo ayudé a pintar y a traducir
9. **Interview:** ¿Cómo decidieron qué hacer? O quien lideró el proceso
10. **S1:** Pues yo tuve como la idea de qué podíamos hacer más o menos y les dije
11. y a todos les gustó.
12. **S2:** ella dio la idea y mientras uno iba dibujando a otro se le ocurría algo más y así
13. **S3:** Lo bueno es que entre todos ayudamos y hicimos lo que tocaba y nos pusimos de
14. acuerdo fácil.
15. **S4:** entre todos ayudamos a hacer todo
16. **Interview:** ¿Ya habían hecho antes actividades así?
17. **S1:** no, con la otra profe casi no hacíamos esas cosas, o sí pero individual o más
18. simple.
19. **S2:** Yo no sé o no me acuerdo, no creo que no
20. **S3:** ¿Cómo así la pregunta?
21. **Interview:** ¿Qué si a habían hecho antes actividades así? O sea trabajar en grupo o
22. crear algo así
23. **S3:** ahhh no... con la otra profe solo traducimos y hacemos sopas de letras.
24. **S4:** pero ella también nos pone a dibujar y pintar, pero lo que ella copia del tablero

Interview 3. Implementation period

Transcription

Date: February 20th /2018. hour: 11: 40 am

Place: I.E.D Rafael Bernal Jiménez

1. **Interviewer:** ¿de qué forma te gusta trabajar en la clase de inglés?
2. **S1:** en grupo
3. **Interviewer:** ¿por qué?
4. **S1:** porque así nos ayudamos entre sí y podemos terminar más rápido.
5. **S2:** yo digo en parejas porque entre más personas como que empiezan la gente como a
6. desconcentrarse y a no trabajar en eso, entonces con dos personas estaría bien y ambos
7. aportan las ideas.
8. **Interviewer:** ¿individual, pareja o en grupo?
9. **S3:** yo pienso que en grupo ya que en grupo se pueden dividir las tareas haciéndose más fácil
10. la actividad.
11. **Interviewer:** ¿grupos de cuántos?
12. **S3:** tres o cuatro
13. **S4:** en grupo
14. **Interviewer:** ¿Por qué?
15. **S4:** porque uno puede realizar las actividades más fáciles que individual
16. **Interviewer:** ¿grupos de cuanto?
17. **S4:** de tres o cuatro
18. **Interviewer:** ¿cómo te has sentido en clase de ingles desde agosto
19. **S1:** bien
20. **S2:** la mejor
21. **S3:** yo creo que bien ya que ha llegado alguien que nos hace nuevas cosas, haciendo nuevas
22. actividades y nuevos proyectos
23. **S4:** me eh sentido bien porque han realizado distintas actividades
24. **S5:** yo me siento cómodo, ya que cada persona puede aportar sus ideas a los trabajos de
25. actividades de inglés
26. **Interviewer:** ¿notan algún cambio con respecto a las clases hasta mitad de año a como se
27. han trabajado hasta agosto ¿notan alguna diferencia?
28. **S1:** si, que se han trabajado muchas más actividades de las que habíamos trabajados
29. antes, además proyectos que realizar.
30. **S2:** pues hay más cosas que realizar que antes
31. **S3:** vimos más temas que no sabíamos otra manera de ver las cosas y ya
32. **S4:** eh visto cambio de actividades, talleres y ya
33. **S5:** yo creo que si porque hemos trabajado más temas en la pronunciación de las palabras y
34. pues también o sea en otros tipos de actividades
35. **Interviewer:** ¿o sea el cambio es positivo o negativo?
37. **S1:** yo creo que positivo porque no enseñan cosas nuevas para responder a situaciones
38. diferentes a las que normalmente hacemos
39. **S2:** es muy bueno porque aprendemos más del otro idioma porque podemos hablar
40. y conversar
41. **S3:** porque conocemos más palabras que no sabemos pronunciar
- 42.

43. **S4:** yo creo que si porque el cambio nos ayudo a aprender más de las lenguas extranjeras
44. **Interviewer:** ¿habían trabajado antes interactuando con todos los estudiantes en clases como
45. por ejemplo cuando tienen que pararse a buscar información que tienen otros compañeros?
46. **S1:** no tal como así ya que no nos habían hecho esas pruebas
47. **S2:** no, porque con la otra profesora no habíamos hecho otras actividades y con la profesora
48. nueva si
49. **S3:** creo que no hemos trabajado estas actividades en clase
50. **Interviewer:** ¿y como notan eso positivo, negativo, les gusta o no les gusta?
51. **S1:** yo pienso que si es positivo ya que es un trabajo para socializar actividades con
52. las demás personas
53. **S2:** positivo porque nos ayuda a expresar palabras, a decirle a otras personas
54. **S4:** yo creo que es positivo porque nos ayuda a conocer a la otra persona ya que no
55. trabajamos siempre con ellas
56. **Interviewer:** ¿Como trabajabas antes de agosto con tus compañeros? O sea mmm
57. interactuando en clase
58. **S1:** yo creo que individualmente porque antes nos hacíamos unas pocas personas o
59. individualmente
60. **S2:** individualmente porque antes las actividades eran para una persona
61. **Interviewer:** ¿sienten que los temas que se han trabajado con este tipo de actividades o
62. sea en la que tienen que hablar con los demás, les han ayudado a aprender mejor o no se han
63. aprendido tanto?
64. **S1:** hemos aprendido a decir nuevas palabras y aprendimos más vocabulario
65. **S2:** yo creo que si ya que hemos aprendido nuevas palabras y a expresar mejor lo que
66. sentimos y a aprender mejor a socializar
67. **S3:** si porque nos ayudo a expresar el habla en ingles
68. **S4:** yo creo que si nos ayuda porque nos hace hablarle a la otra persona en ingles
69. aprendiendo más del vocabulario
70. **Interviewer:** ¿Creen que las actividades donde tienen que interactuar con otros compañeros
71. han ayudado a conocerse un poco mejor o a mejorar la relación entre ustedes?
72. **S1:** si porque en estos momentos podemos socializar con otras personas
73. **S2:** yo creo que si ya que tú tienes que pararte a preguntar cosas sobre la persona
74. haciendo que tu conozcas más sobre los temas
75. **S3:** si porque nos ha ayudado a decirnos los pensamientos de la otra persona y conocernos
76. mas
77. **S4:** yo creo que si porque este trabajo nos ha ayudado a entender más de las lenguas
78. extranjeras
79. **Interviewer:** ¿sienten que los temas que se han trabajado con este tipo de actividades o
80. sea en la que tienen que hablar con los demás, les han ayudado a aprender y estar más
81. interesados en la clase o no se han aprendido tanto?
82. **S2:** yo creo que si ya que trabajamos en este tema hay al menos uno o dos puntos que
83. son más de los que serían los temas normales y toca un poquitico más la personalidad de la
- 84.. persona
85. **S3:** si porque nos ha ayudado con lo que piensan las otras personas de nuestras diferencias
86. **S4:** yo creo que si porque esto nos ha ayudado como a entender más de lo que le gusta a la
87. otra persona y sus gustos y entenderse mas
88. **Interviewer:** ponganle cuidado a esta ¿Qué papel crees que cumples al trabajar en
89. grupo? O sea cuál es tu función en el grupo, que es lo que haces en el grupo.

90 **S1:** pues yo seria buscarles la información
91 **S2:** yo creo que seria escribirle
92 **S3:** yo dibujar
93 **S4:** yo creo que dar órdenes algunas veces que ayudan al grupo
94 **Interviewer:** ¿Un líder?
95 **S4:** si más o menos.
96 **Interviewer:** ¿Que fortalezas ven en el trabajo en grupo hasta el momento? En que los
97 beneficia o que fortaleza hay así en trabajar por grupos
98 **S1:** que nos ayudamos entre nosotros y ya
99 **S2:** pues que trabajar en grupo el trabajo se divide y no hay que esforzarse tanto y además al
100 trabajar en grupo puedes conocer a las demás personas con las que trabajas
101 **S3:** que el trabajo se vuelve más fácil porque, hay personas que tienen
102 ideas más concluyentes que otras
103 **S4:** yo creo que fortalece el compañerismo porque el trabajo en equipo ayuda a
104 trabajar más con nosotros mismos y con nuestros compañeros
105 **Interviewer:** ¿Y debilidades?
106 **S1:** cuando molestan, hablan
107 **S2:** yo creería que a veces hay pues diferentes ideas y no nos decidimos
108 **S3:** cuando molestamos, cuando no nos gusta la idea de otros porque es boba
109 **S4:** cuando a veces los compañeros se distraen, no dejan trabajar o a veces tienen ideas
110 diferentes a la de nosotros provocando peleas
111 **Interviewer:** ¿Cómo hace para decidir la elaboración de una actividad? O sea como se
112 ponen de acuerdo para empezar o como deciden que hacer primero
113 **S1:** yo diría que aportando ideas para que el grupo tenga una idea en especifica
114 **S2:** empezando a aportar ideas hasta que todos coincidimos con una y la empezamos a
115 desarrollar.
116 **S3:** dando ideas concluyentes para que queden bien para escribirlas
117 **S4:** alguien aporta una idea para el trabajo y nosotros lo que hacemos es complementarla las
118 ideas
119 **Interviewer:** gracias chiquillos.

Annex N. 3. Interview to room teacher transcription


Date: April 25th/2017

Place: I.E.D Rafael Bernal Jiménez

1. **Interviewer:** ¿Cuántos años lleva en la institución?
2. **Teacher:** cuatro
3. **Interviewer:** ¿Solo enseña inglés o alguna otra materia?
4. **Teacher:** Inglés y comprensión lectora
5. **Interviewer:** ¿Es la primera vez que tiene clase con el curso o ya vienen de años atrás?
6. **Teacher:** De años atrás
7. **Interviewer:** ¿Hace cuánto?
8. **Teacher:** Con este curso del año pasado
9. **Interviewer:** ¿Qué tipo de actividades considera que le gustan más a los estudiantes?
10. **Teacher:** Sopas de letras, frisos, completar palabras, dibujar
11. **Interviewer:** ¿con que recursos o materiales brindados por la institución cuenta para realizar las actividades?
12. **Teacher:** la fotocopidora, el televisor, pero el televisor nunca se puede usar porque ellos no dejan, son muy indisciplinados
13. **Interviewer:** ¿Qué considera que funciona mejor a la hora de realizar las actividades el trabajo en equipo o individual?
14. **Teacher:** trabajo en quipo
15. **Interviewer:** ¿Por qué?
16. **Teacher:** Por que los niños se colaboran más, el aprendizaje es más efectivo, se aprenden mejor las estructuras, se esfuerzan
17. **Interviewer:** ¿A qué tipo de actividades dedican más tiempo en clase escuchar, hablar, leer o escribir?
18. **Teacher:** escribir
19. **Interviewer:** ¿Por qué?
20. **Teacher:** Por qué es la actividad que a los estudiantes más les gusta

Annex N. 4 Consent form. Students

Consent form. Parents

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1	

Estimado Padre y/o acudiente de familia:

De manera atenta me presento, mi nombre es Saidy Valencia Valencia, soy estudiante del programa de Español y Lenguas Extranjeras de la Universidad Pedagógica Nacional, quien inicia su proyecto de investigación con los estudiantes del grado 702 del Colegio Distrital Rafael Bernal Jiménez.

Para la realización de dicho proyecto, es necesaria la participación de su hija/o, resaltando que este proyecto que empezará este semestre y finalizará el próximo año, tiene la aprobación tanto de la institución educativa y sus directivas como de la universidad de la cual hago parte.

El objetivo del proyecto es identificar las fortalezas y debilidades que presentan los estudiantes en el área de inglés para así mismo diseñar procesos de mejoramiento de las mismas. Para ello, los estudiantes participarán resolviendo cuestionarios, entrevistas, talleres y en algunos casos es posible que se requiera material fotográfico y grabaciones de video; estos materiales serán usados únicamente con fines académicos.

De esta manera, y teniendo en cuenta que el material recolectado durante la investigación será confidencial (no se solicitarán nombres de los estudiantes ni datos personales) y como se dijo anteriormente, netamente académico, solicito su autorización para que su hijo/a pueda participar en el proyecto, esta participación es voluntaria y de ser necesario, usted o su hijo/a pueden abstenerse o retirar su participación en cualquier momento.

Si usted está de acuerdo y desea que su hija participe en el proyecto, por favor complete la siguiente información; de lo contrario haga caso omiso a esta carta.

Cualquier duda o comentario, se puede comunicar al siguiente contacto:
Saidy valencia
Saidy20a@gmail.com

AUTORIZACIÓN DE PARTICIPACIÓN PARA PADRES

Yo Jairo Holguín, identificado con la cédula de ciudadanía 65726297 de Bogotá, autorizo que mi hijo/a Karen Holguín estudiante del curso 702 del colegio Rafael Bernal participe en el proyecto de investigación de Saidy Valencia Valencia, estudiante de la Universidad Pedagógica Nacional.

Firma [Firma]

C.C. 65726297

Annex N. 5 Final survey. Implementation period.

11/17/20

Institución Educativa Distrital Rafael Bernal Jiménez
Encuesta N. 1

1. ¿Habías trabajado antes en la clase de inglés actividades que promuevan la interacción con los demás compañeros?

Sí No _____ A veces _____

2. Teniendo en cuenta las actividades realizadas hasta el momento, cómo prefieres trabajar:

En grupos pequeños En grupos grandes _____ Individual _____

3. La mayoría de las actividades propuestas implican trabajar en equipo, cuando se realizan dichas actividades, en el grupo:

Hay un líder que da las instrucciones _____ Cada uno trabaja por su cuenta _____
Todos aportan sus ideas y colaboran por igual

4. Crees que tus intervenciones en las actividades son:

Aceptadas por el grupo No son aceptadas por el grupo _____

5. Las diferentes ideas y/o aportes, así como las diferencias en términos de gustos son respetadas por cada miembro del grupo:

Siempre A veces _____ Nunca _____

¿por qué? _____

6. ¿Cuál es tu rol en tu grupo de trabajo?

Quien dibuja _____ Quien escribe Quien traduce _____
Quien busca la información _____ Quien dirige al grupo _____
Otro _____
¿Cuál? _____

7. A continuación, encontrarás una serie de actividades con las cuales han sido abordados los temas planteados en la clase de inglés. Califica el nivel de interés que has desarrollado frente a cada actividad

Actividad	Poco	Nada	Mucho
Preguntas a otros compañeros			<input checked="" type="checkbox"/>
Exposiciones			<input checked="" type="checkbox"/>
Juegos			<input checked="" type="checkbox"/>
Ejercicios de dibujo	<input checked="" type="checkbox"/>		
Ejercicios de traducción			<input checked="" type="checkbox"/>
Ejercicios de completar información			<input checked="" type="checkbox"/>
Ejercicios de lecto - escritura	<input checked="" type="checkbox"/>		
Ejercicios de gramática			<input checked="" type="checkbox"/>

Annex N. 6 Lesson Plan 1

INSTITUCIÓN EDUCATIVA DISTRITAL RAFAEL BERNAL JIMÉNEZ

Lesson plan No 1

TEACHER'S NAME: Saidy Valencia Valencia

CEFR: A1 **DATE:** 8th, august, 2017.

TOPIC: Introducing myself. **Time:** 90 minutes

GOAL: At the end of this session students will learn how to introduce themselves in English and how to ask about personal information

ACHIEVEMENTS:

- Ask and answer in affirmative and negative forms.
- Uses vocabulary about personal information.
- Participate and share actively with his/her teacher and classmates.

GRAMMAR: Verb to be.

KEY VOCABULARY: personal descriptions.

MATERIALS: A worksheet.

1. **Warm up.** As soon as students arrive, teacher will ask them about what they think collaborative work is and how much they know about other classmates. There will be a discussion about this topic. (15 - 20 minutes)
2. **Activity: Knowing my team**
Teacher will number students from 1 to 5. When each one has a number, a worksheet will be given to each one too. This worksheet will have information to complete about personal information. They have to look for the ones who have the same number than them and ask the questions in the worksheet to complete the profile of the ones who will be the members of the team. The vocabulary and the way to ask will be presented by the teacher having some minutes for students to practice before starting with the activity. They must complete the profile of 5 classmates. (30 – 45 minutes)
3. **Transition.** After completing the information, they will sit down in groups with the classmates they interviewed and separated from the other groups. They will have 10

- 15 minutes to organize the groups and share the information that each one collected from the other members.

Activity: presenting the teams. When they have organized the groups, there will be a space to introduce the members of the teams. Each student will introduce a partner and so one until everyone have been introduced. (20 minutes). Before the class ends, students will be told that they must keep the groups for the next sessions, until she says they can change the teams.

A Profile

Write a profile of your new friend

Name: _____
Age: _____
Male / Female: _____
Country of birth: _____
Language: _____
Date of birth: _____

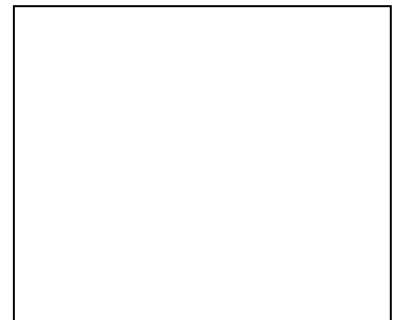
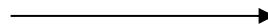


Activity 1. Complete these sentences using the above information.

My friend's name is _____.
He/She is _____ years old. He/She comes from _____ and speaks _____.

Extension

Write ten sentences about your new friend.
Quickly sketch your new friend



eg I have a new friend.
He is a tall, young boy with blonde hair.

