

FOSTERING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING ON 11th
GRADERS

Bibiana Torres Ordoñez

Monografía para optar al título de Licenciada en Educación Básica con Énfasis en
Humanidades:

Español y Lenguas extranjeras.

Asesor

RONALD ANDRÉS ROJAS LÓPEZ

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS
TRABAJO DE GRADO
BOGOTÁ, D.C.

2017

NOTE OF ACCEPTANCE

Signature

Signature

Signature

Bogotá D.C., Octubre 2017

DEDICATORY

...To my parents who have always supported and helped me to reach this goal.

...To my husband, whose unconditional love, support and trust made this possible.

ACKNOLEWDGMENT


To the Universidad Pedagógica and all my teachers for allowing me to grow up academically, socially and personally.

To the Rafael Bernal Jimenez school for allowing me to develop this project.

To my final assessor Ronald Rojas for his guidance.

ABSTRACT


This project was carried out in Rafael Bernal School with a group of 24 students, whose ages ranged between 16 and 18 years. Most of the students did not participate in class due to shyness, lack of confidence and the lack of knowledge of the language, factors that repress the drive of learning English as a foreign language. The purpose of this research study was to implement cooperative learning/positive interdependence to develop speaking skills in the students of 1102 from Rafael Bernal Jimenez, in order to create a process, in which the students start gaining confidence when participating in the classroom through teamwork and reduce the dependence on partners and materials. Thus, they could express or communicate with others in a satisfactory way and be more engaged on the classroom topics.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>ANÁLISIS DE LA PRÁCTICA EDUCATIVA</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 1 de 5	

1. Información General	
Tipo de documento	Trabajo de grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Fostering speaking skills through cooperative learning on 11th graders (Fomento de las habilidades comunicativas por medio del aprendizaje cooperativo en estudiantes de grado 11)
Autor(es)	Torres Ordoñez, Bibiana
Director	Rojas López, Ronald Andrés
Publicación	Bogotá. Universidad Pedagógica Nacional, 2017. P.
Unidad Patrocinante	Universidad Pedagógica Nacional.
Palabras Claves	COOPERATIVE LEARNING, SPEAKING SKILLS, POSITIVE INTERDEPENDENCE. (APRENDIZAJE COOPERATIVO, HABILIDADES COMUNICATIVAS, INTERDEPENDENCIA POSITIVA)

2. Descripción
<p>Trabajo de grado que se propone analizar la influencia de implementar las habilidades comunicativas en el aprendizaje cooperativo en estudiantes de inglés como lengua extranjera en el colegio Rafael Bernal Jimenez. Por medio de la implementación de instrumentos observacionales y no observacionales, se recolectó información para desarrollar un análisis de los procesos comunicativos y cooperativos de los estudiantes.</p> <p>Se encontró que los estudiantes tuvieron un progreso en sus habilidades comunicativas y en los procesos cooperativos, lo que los lleva a ser conscientes del aspecto social del proceso de aprendizaje. Además, los dos componentes, cooperación y comunicación, tuvieron cada uno un impacto en el desarrollo del otro.</p>

3. Fuentes
<p>Abercrombie, D. (1965b). "Conversation and spoken prose." In D. Abercrombie (ED.), Studies in Phonetics and Linguistics. (pp. 1-9). London: Oxford University Press.</p>

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>ANÁLISIS DE LA REALIDAD</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 3 de 5	

Richards, J. C., Platt, J., & Weber, H. (1985). Longman dictionary of applied linguistics. London: Longman.

RICHARDS, J.C. and T.S. RODGERS. 1986. Approaches and Methods in Language Teaching. A description and analysis. Cambridge: Cambridge University Press.

Rivers, W. M. (1987). Interactive language teaching. New York: Cambridge University Press.

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

Tuan, L. T., & Nhu, N. T. (2010). Theoretical review on oral interaction in EFL classrooms. Studies in Literature and Language, 1(4), 29-48.

4. Contenidos

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

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


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

Capítulo 4. Propuesta pedagógica: Se describe la teoría del enfoque pedagógico en que se basa la propuesta y las fases de intervención.

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

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

5. Metodología

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>ANÁLISIS DE LA PRÁCTICA EDUCATIVA</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 4 de 5	

Teniendo en cuenta el objetivo de la investigación-acción, la metodología empleada para desarrollar este proyecto, fue:

1. Observación: Se inició con un acercamiento no participativo a la población, en el que se identificó un problema en relación con el proceso enseñanza-aprendizaje de la lengua extranjera.

2. Propuesta: Teniendo en cuenta el problema identificado, se plantea una propuesta de intervención sustentada a través de varias bases teóricas para mejorar el proceso de aprendizaje de la lengua extranjera.

3. Intervención: Se pone en práctica la propuesta, empleando un rol reflexivo por parte del investigador, ya que al mismo tiempo se recolectaban datos para su posterior análisis.

4. Análisis: Se reunieron todos los datos y se realizó un análisis teniendo en cuenta las categorías e indicadores propuestos.


6. Conclusiones

Teniendo en cuenta el análisis realizado en el proyecto, se puede concluir que la implementación del aprendizaje cooperativo tuvo un efecto positivo en las habilidades comunicativas de los estudiantes, ya que esto les permitió interactuar más entre ellos utilizando la lengua extranjera, mejorando su fluidez y confianza al realizar las actividades.

De igual forma, se evidenció un progreso gradual en el dominio del idioma desde el primer semestre de implementación al segundo. En este progreso, no todos los indicadores propuestos en el proyecto fueron alcanzados de manera total; sin embargo, el aprendizaje cooperativo jugó un rol muy importante, ya que, por medio de este, los estudiantes fueron conscientes de la importancia del aspecto social del proceso de aprendizaje, y les permitió desarrollar sus habilidades comunicativas y cooperativas.

Finalmente, se destaca la importancia de la implementación del aprendizaje cooperativo propuesto en este proyecto pues fue clave para poder llevar a los estudiantes de un rol pasivo en las clases a un rol activo en donde la cooperación, interacción y comunicación eran el principal objetivo.

Como recomendaciones generales, se sugiere seguir explorando e implementando el enfoque comunicativo y el aprendizaje cooperativo como metodologías para la enseñanza del inglés como

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>ANALISIS DE CONTENIDOS</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 5 de 5	

lengua extranjera. Además, en términos investigativos, se considera necesario desarrollar más investigaciones sobre el aprendizaje cooperativo en la enseñanza del inglés.

Elaborado por:	Torres Ordoñez Bibiana
Revisado por:	Rojas López Ronald Andrés

Fecha de elaboración del Resumen:	13	10	2017
--	----	----	------

Content

CHAPTER I. Introduction.....	9
Setting.....	9
Diagnosis.....	11
Statement of the Problem.....	15
Research Question.....	16
General Objective.....	16
Specific objectives.....	16
CHAPTER II. Theoretical framework.....	17
Literature review.....	17
Conceptual framework.....	22
Communicative competence.....	22
Speaking skills.....	23
Classroom interaction.....	25
Fluency.....	26
Cooperative learning.....	28
Positive interdependence.....	30

CHAPTER III. Methodology	31
Research approach.....	31
Study design.....	32
Data collection instruments.....	33
Category of analysis.....	34
Population.....	35
Ethical considerations.....	35
CHAPTER IV. Pedagogical proposal	36
Pedagogical approach.....	36
Cooperative learning.....	37
Intervention phases.....	38
CHAPTER V. Data analysis	40
Classroom interaction.....	41
Fluency.....	45
Positive interdependence.....	49
CHAPTER VI. Conclusions	54
General recommendations.....	56
References	58

Appendixes.....	61
Ability Bingo card.....	61
Short dialogues.....	61
Elephant riding in Phuket.....	62
Conditional extracts.....	63
SABER 11 guides.....	63
Class secrets.....	64
Technology & the Wilson's.....	64
Surveys.....	65
Image.....	66
Chronogram.....	66
Consent form.....	73
Field notes.....	74

CHAPTER I

Introduction

Setting

The study was developed at I.E.D. Rafael Bernal Jimenez which is a mixed institution located in Barrios Unidos in Bogotá. This institution imparts formal education in primary and secondary levels. The secondary levels strengthen their instructions in four areas of knowledge: mathematics, engineer and information technology; economic and business sciences; pedagogical and didactic support in sciences; and technology project to create, collaborate and share.

The school's P.E.I aims at Training with human transcendence for leadership in science and technology (RBJ 2011). The school's schedule is divided into six blocks; classes start at 6:15 am and finish at 12:30. From 1pm to 3pm the school implements a program called *40x40* sessions, which is a government program that guarantees a school day of 40 hours a week, 40 weeks within a year. This program seeks the extension of school hours to improve the educational quality of the official schools of Bogotá. Additional modifications to the school dynamics also include the strengthening of middle school; this means that for grades 10 and 11, the school is supposed to focus in two areas of knowledge: First, mathematics, engineer and information technology; Second, Economic and business sciences (2011). As well as 12 grade as optional and free, which is elective, specialized and approvable in public institutions, guided to improve the possibilities of the high school graduates to enter to higher education or to acquire knowledge that facilitate their entrance to the job market.

The pedagogic model implemented at Rafael Bernal Jimenez is meaningful learning (2011) and its methodology is based on *teamwork*, *project based learning* and *autonomous learning*. The institution is organized by cycles as follows: cycle 1: kindergarten, first and second grades; cycle 2: third and fourth grades; cycle 3: fifth, sixth and seventh grades; cycle 4: eighth and ninth grades; and cycle 5: tenth and eleventh grades (RBJ 2011). This study focused on the 5th cycle, specifically on learners from 1102 grade.

In addition to the *40x40* sessions, the school applies another project which is directly related to English learning, the implementation of an immersion classroom where students can interact with English native speakers that guide the lessons with activities focused on the development of student's speaking skills. Therefore, once a week, the class is divided in two groups, one goes to the immersion classroom where students participate in activities related to speaking, such as singing, playing games and learning how to introduce themselves.

The classroom of 1102 (2016) of Rafael Bernal Jimenez consisted of 30 students between the ages of 16 and 18 years old. They belong to Barrios Unidos, Suba and Engativa. In terms of socio-cultural characteristics, the 75% of them correspond to social class 3, in which several families live together in the same house. The 30% of the students are sons of a female head of family who supports and provides for her family. This situation makes them stay alone for long hours after school due to the working hours of their parents.

As for their linguistic characteristics, it was observed that students present difficulties when using English to communicate, at the time of making oral presentations, expressing

opinions and describing objects and people. Nevertheless, by applying a survey in which students were asked for the importance of speaking English, all of them answered similarly by saying that English is a tool that helps you to grow and acquire a better future, as well as for traveling.

On their affective characteristics, students are shy, hesitant and ashamed towards the English class. As a consequence, making them talk in front of their classmates turns in a difficult task. On the other hand, it was observed that students prefer working in groups, they feel comfortable interacting with each other in the classroom and presented a better outcome whenever there were activities organized in groups. This feature was favorable given that cooperation is a fundamental part of the study and suggests group work as its main characteristic.

In terms of the role of English, the institution has programs in which the students have the opportunity to interact with a native speaker every week for two hours during the English class. The classroom is divided in two groups, in that way they have a more organized and meaningful time with the native speaker; the other half of the group stays in class with the teacher, these groups never change places. In this space given by the school, students can discuss topics of interest and it is mostly directed to speaking.

Diagnosis

After the observation stage, which took place on the second semester of 2014, the problem regarding the English class was identified thanks to field notes, the application of a survey and the observation itself; the students of 1102 of Rafael Bernal Jimenez

School manifested a negative attitude towards the English class. When the teacher began the class, they behaved with indiscipline, showed disrespect to the teacher and classmates by talking with each other while the teacher was explaining the lesson and activities to do for the day. When that situation occurred, the students did not cooperate in being quiet and paying attention to what the teacher had to say. In addition, whenever the teacher proposed an activity in which they had to participate, speak or pass in front of the board, the majority of the students presented disconformities and expressed the desire of not wanting to do so (Appendix: Surveys).

Because of the aspects mentioned before, the teacher had to change what has been prepared and proposed in terms of the lesson planning, turned the class environment into a classroom full of negative attitude and laziness. Besides, when one of the classmates decided to participate by reading out loud an excerpt of a conversation and made a pronunciation mistake, the rest of the group made fun of him, turning the opportunity to help or correct him into a moment of disorder and chaos. Hindering the possibility of some other students may have or want to participate in the classroom.

The classroom was located on the first floor, it had a big window, which was next to one of the areas where students from all grades had their subject of physical education. In more than two occasions while the observation period and in the middle of a lesson, a ball hit the window of the classroom and everyone in the classroom turned around to see what happened. Events like the one mentioned before caused distraction among the students and lead to the loss of concentration and noise affecting the class to the point that the teacher had to force her voice so the students pay attention to what she was saying.

While the observation period, the teacher worked in the classes by giving the students study guides that contained reading and writing exercises mostly, to be solved during the lesson. On every occasion that students had to work the guides in groups, they solved them faster and remaining quiet, helping each other and every member of the group who did not understand the task.

In order to find out the problem a survey was applied to the students in which they had to answer if they considered important the learning of a foreign language to which the answers showed that all of the students were concerned about learning English because it will help them to have a better future. Although the survey also revealed that most of the students did not practice what they learn because of laziness, they did not like the language, because they did not know someone to practice with and because they did not have the time. According to the answers, the entire class apparently gives importance to learn a foreign language like English even though half of them did not practice it because of the aspects mentioned before. Those aspects affected the development of the lessons due to the lack of interest that was given whenever they had to speak, about their ideas and thoughts.

However, whenever students had to work in groups in order to solve a reading and writing guide, in which they had to read and understand a text to answer some questions, they did speak about the activity, mostly in Spanish. Six students out of thirty, did speak, participate and show interest in the English class, those students were the ones who explained a classmate the purpose of the activity, in case they did not understand it. The rest of the group, the 24 students left felt public embarrassment, fear to make a mistake

and they felt they did not have enough vocabulary to conform a correct sentence when they had to participate or speak in public.

Among the activities worked in class, there were readings, games and information gap tasks. When it was proposed an activity in which they had to guess an object, which some parts were missing, or the image was blurred using modal verbs of possibility, the students reacted in a positive way towards the activity participating, showing interest and trying to find out what was the image. In the same way, when it was given a guide or a structure to follow, the activity turned easier for them and it motivated them to participate, speaking or passing to board to organize and rewrite a sentence. In that type of activities, the students who came to the board felt supported by the group because they corrected them in case there was a mistake, they pointed it.

On the other hand, if there was no guide and the students had to express an opinion, they could not make a correct sentence. For example, in an activity, the students had to talk about the play "The Miser", name the main characters, say what the play was about and answer to some questions, students were not able to conform a correct sentence. They began speaking in English but could not finish the sentence without changing it to Spanish.

Another aspect seen in the observation stage was that on Mondays, half of the class had to go to an immersion session and the other half had to stay in class. In this sense, the lesson had to be repeated when groups exchange their turn to go to the session. As a result, it was easier to manage the group remained due to there were fewer students, they paid attention, they were focused on the activity and there was not a chance for disorder.

Statement of the problem

Taking into account the results of the diagnosis, the problem found in the students of 1102, was that they did not participate actively in class, because of the attitude, not having the knowledge related to the language, and the shyness/confidence factor. Those aspects affected the process of learning English as a foreign language, which do not allow them to express in the right way, creating a non-productive development of the class.

In addition, students showed dependency on their partners and guides, which helped them with the development of activities when they had to speak. Since the situation was observed, it allowed to confirm when a guide or a format was given to follow up the activity, this became easier and the students felt more confident when they were asked to speak.

The same situation happened when students were asked to work in groups; they relied on the members of the group and felt less anxious at the moment of speaking.

Therefore, for the purpose of the investigation it is proposed to work on the cooperative learning/positive interdependence in the classroom, the cooperative learning increases student achievement, creates more positive relationships among students, and generally improves student's psychological well-being. According to D. Johnson., R. Johnson., and E. Johnson Holubec (1994), the more students care about each other, the harder they work to achieve mutual goals, promoting higher self-esteem, self-efficacy, personal control and self-confidence.

Research question

How does the use of cooperative learning influence the development of the EFL speaking skills of a group of 11th graders at Rafael Bernal Jimenez?

General objective

To examine the influence of cooperative learning over the EFL speaking skills of 11th students at Rafael Bernal Jimenez.

Specific objectives

- To contrast student's EFL interaction before and after the pedagogical intervention.
- To determine the impact of the use of cooperative learning in student's EFL fluency and classroom interaction.
- To analyze the effects of using positive interdependence over the EFL speaking skills development.

CHAPTER II

Theoretical framework

Literature review

In order to answer the research question above presented, the researcher was in need of gaining a wider understanding of the concepts immersed in this study. For this purpose, different literature at a local level dealing with similar contexts, methodologies, or focus were consulted and reviewed. The following chart shows all the information gathered.

Chart 1. Chart of research projects consulted.

Title	Year	Place
Impact of critical thematic units on adult student's oral skills.	2012	Universidad Pedagógica Nacional, Bogotá, D.C
The impact that tasks have on elementary school students to foster the oral skills.	2006	Universidad Pedagógica Nacional, Bogotá, D.C
Developing oral communication skills in sixth graders through thinking routines.	2016	Universidad Pedagógica Nacional, Bogotá, D.C
Discovering the factors that hinder the improvement of the English-speaking skills.	2013	Universidad de La Sabana.
The use of group work activities to foster EFL production and reduce anxiety on intermediate EFL students.	2014	Universidad de Nariño.
Cooperative learning-based strategies to Foster speaking confidence through the participation in an online radio show.	2010	Universidad de La Sabana.
Improving speaking skills through cooperative learning for the VII grade students of smp n 2 berbah in the academic year of 2013 / 2014.	2014	Yogyakarta State University

In the first project, Impact of critical thematic units on adult student's oral skills, Munévar Vega in 2012 observed student's oral skills and performance during the application of two critical thematic units which consisted of the perception students have about their oral

performance along the process and contribution of this kind of thematic units to an English learning classroom.

Results evidenced that after the implementation, students perceived a variation in their oral performance reflected in the increase of their vocabulary and their pronunciation improvement. Likewise, students' interaction, fluency, self-confidence and length of interventions were positively affected. In fact, most of the students felt they obtained a high degree of fluency according to their level because they overcame the intimidation to speak due to the interaction and self-confidence gained in the process. This investigation became important for the study because on the one hand the aim of the researcher was to observe the impact and the performance of oral skills on students, to see if there will be a change through the development of cooperative strategies; as well as the improvement of their confidence through interaction. On the other hand, this study is focused on the development of cooperative strategies, for that reason it was interesting to prove thematic units as an aspect that contributes a learning environment in which students felt more engage with their process of learning and could develop oral skills.

Another study dealing with oral skills and carried out at the local context was conducted by Ruíz Lara (2005), the impact that tasks had on elementary school students to foster oral skills, the author found that students needed to understand what they listen before they start producing. According to Ruíz Lara, in order to orally produce, students go through different steps: such becoming used to listening a foreign language in an educational context, guessing definitions in which students try to assign meaning to the teacher's production, associating previous knowledge with the reception given by the teacher and assigning equivalents in their native language to the foreign perception. The

findings in Ruíz Lara's study were relevant for the present study since the center of my study is to have an impact on the student's participation and the way they produce their thoughts and opinions, which Ruíz obtained from finding that students needed to first understand what they listen in order to start producing. For that reason, it could be possible to adapt the steps mentioned by Ruíz in the context of the students of 1102 of Rafael Bernal Jimenez to find results in their oral skills.

Another research conducted by Cortes (2016), examined how the implementation of interactive thinking routines influenced the development of the English oral skills. Students had a positive impact using thinking routines, their oral production was improved and helped them to construct a more complete speech. Likewise, using the learning strategies enhanced their oral skills, despite mistakes made in pronunciation, grammar and speech, positive results were reflected not only in their oral production but in the written production by adopting a cooperative attitude to help classmates. This characteristic was completely related to the present study since implementing cooperative learning was the chosen strategy in order to achieve the speaking skills, by applying it, students felt the support from their classmates and felt more comfortable when working in groups.

As for the investigation done by Edwin Lopera in 2013, aimed at discovering the factors that hinder the improvement of the English speaking skills, also to analyze how collaborative strategies affect students' performance when developing oral tasks in high school students. Through the research it was found that, the lack of confidence and motivation were the main aspects that cause the poor oral performance because speaking English can be threatening and implies making mistakes. In the same way, the

implementation of collaborative strategies brought a relevant impact in the attitude of the students and the teacher, collaborative work and peer interaction helped to build confidence and motivation grow dramatically.

To continue, Noguera (2014) in her project *The use of group work activities to foster EFL production and reduce anxiety on intermediate EFL students*, showed the application of group work activities to promote speaking skills, reduced anxiety and improved the participation at the moment of speaking. In addition, using cooperative language methodology helped their students to defeat anxiety and developed oral production with a better participation in the classroom. Therefore, this project contributed to the study since the purpose was to offer teachers the necessary theoretical background about the importance of speaking in everyday situations and how to reduce anxiety by applying group work activities. That was related cooperative learning, in which learners are motivated to work together towards common goals, in this case the speaking skills.

In Lemos (2010), her project was to foster speaking confidence through cooperative learning-based strategies by creating an online radio show. The cooperative learning-based strategies helped the students to create a better classroom environment in which activities were focused towards a common goal. Likewise, student's confidence increased and allowed them to interact and developed their speaking skills. The study findings displayed a new attitude despite students were reluctant to work in groups at first and felt uncomfortable to participate in speaking activities. After the implementation stage, students recognized several reasons to work in teams, among them, they recognized the improvement made in speaking which depends on practicing by interacting and noticing their own and others progresses. It was important to take into account the findings in

Lemos project because the results were similar to the ones expected on the present study.

Finally, in Sari (2014) the study was to improve the speaking skills through cooperative learning for a 7th grade students. The result of this research showed that the implementation of cooperative learning activities, such as think pair share, two stay two stray, inside outside circle, and numbered head together, and other accompanying actions like using the classroom English, using the teaching media, and giving rewards, were successful in improving the students' speaking skills. The improvements include: the students' ability to understand the lesson, the students' involvement in the speaking teaching-learning process, and the students' participation in the speaking teaching-learning process. Therefore, this project was relevant to the present study because the cooperative learning activities were used in order to improve the speaking skills of the students. Likewise, the activities presented on Sari's project were successful, having changes in the student's and teacher's behavior. Thus, it is important to look over this kind of activities and decide whether they are relevant or not and need to be included on the present study.

To conclude, all the projects presented above and mine shared something in common, and it was the necessity of expanding the theoretical information related to the implementation of cooperative learning as a strategy to accomplish the speaking skills. One of the main aspects found in these projects was the fact that students originally learnt the foreign language in the traditional method, in which the teacher was the center of attention and presented the information in one way, therefore students could not be a part of the interaction between their classmates but only with the teacher. This provided a

ground to implement cooperative learning as a method to accomplish the speaking skills by interacting with each other, changing the roles of the students, where the teacher is a facilitator of the information.

In this current research study, the speaking skills were improved through the implementation of cooperative learning as well as the projects presented above, with the difference that the research study focused its attention on one of the essential components of cooperative learning, positive interdependence, through which students encouraged and facilitated each other's efforts in order to achieve common goals.

Conceptual framework

In order to establish the foundations on which the pedagogical intervention was established, it was important to determine the concepts that took part in this project. These ones consist of communicative competence, speaking skills and cooperative learning.

Communicative competence

In terms of Hymes, he observes communicative competence as "...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others." (1972, p. 277). Having this in mind, students need to consider that when speaking in a foreign language, they have to use it correctly and appropriately.

Students must be able to interact with their classmates using what their context provides them, it is necessary to explain the idea of what communicative competence is how it must be used and the purpose of it. For example, students must take into account the interaction between their partners, what they say and how they say it and make a contrast between their teachers or older people. They will notice that both groups do not use the same kind of language and expressions.

For means of this paper, students must try to use English in a normal conversation, so they could be used to the language and feel more comfortable whenever they had to use it. Although, they knew and were aware of the importance of English in their lives and what implies to learn it for their future, they could not use or say a full sentence without using Spanish in the conversation or sentence.

Speaking skills

Speaking is described as an interactive process that demands the construction of meaning through producing, receiving and processing information. Its forms and meanings rely on the context in which they take place, as well as participants' experiences, their physical environment and the intention they have with their speech (Burns & Joyce, 1997). When speaking in a foreign language, students must go through distinct processes: producing speech, grammatical structures, and correct pronunciation; being aware of the space and time that determine the context, and the intention of the communication.

Brown and Yule (1983) define speaking skills as one of the most difficult aspects of language learning. Students are susceptible to experienced anxiety, uneasiness and apprehension when learning or using a foreign language. As follows, in this project, the spoken production is taken as a group production, in which students must work in groups to build confidence among them and helped them obtain similar results at the moment of using the foreign language.

Jones (1996) and Burns (1998) propose three types of talk: *talk as interaction*, *talk as a transaction* and *talk as a performance*. Talk as interaction is understood as normal conversation; talk as transaction comprehends the exchange of information from one speaker to another, without the need of replying; and talk as performance, engages talking to a public in the form of a monologue.

In this research study, speaking production was related to talk as interaction, which according to Richards (2006), has a primarily social function, reflects role relationships, and may be formal or informal, among others. Likewise, there are some skills involved such as: opening and closing conversations (a strategy for this skill is to use question words), return the question back, give more information and show interest to the person you are having the conversation with; making small-talk (a strategy for making small talk is to initiate interactions with a comment concerning something in the immediate area or that both participants have knowledge of). The comment should elicit agreement, since agreement is face-preserving and non-threatening. Hence, safe topics, such as the weather, traffic, and so on, must be chosen; turn-talking, is a basic form of organization for a conversation, it provides coherence and orderliness. The basic rule is that one person speaks at a time avoiding interruptions; when interrupting and reacting to others,

there are some reasons why we interrupt others, such as: adding information, to get more information, to ask for clarification, to agree/disagree, among others.

The following concepts were the core of the categories used for the speaking skills: classroom interaction and fluency. Likewise, it will be explained the category of cooperative learning, which is positive interdependence.

Classroom interaction

According to Robinson (1997, cited by Tuan and Nhu, 2010) “interaction is the process of referring to face-to-face action. It can be either verbal channeled through written and spoken words, or non-verbal, channeled through touch, proximity, eye contact, facial expressions, gesturing, etc. (p. 30)” Taking into account the ways in which interaction could be developed, it is focused on non-verbal and verbal interaction. Non-verbal interaction consists on the behaviors of students such as: head nodding, hand raising, body gestures and eye contact. On the other hand, verbal interaction has two ways of interaction, written and oral interaction. In written interaction, students write down their ideas, thoughts, feelings, in written words, texts, etc. In contrast, oral interaction consists on the student’s interaction with others by making comments, speaking in class, asking and answering questions, talking about real life and taking part in discussions. Rivers (1987) explains, “through interaction students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction students

can use all they possess of the language - all they have learned or casually absorbed – in real life exchanges (p. 4-5)”

Fluency

According to Diyyab (2013) fluency is one of the most important goals in teaching because it represents a determinant element when we test the speakers' ability and proficiency in EFL classes. Thus, the author quotes that fluency is comparable to “continuity, smoothness, or events of speech without extreme breaks or hesitations” (Koponnen and Riegenbach in Diyyab, 2013, p. 6) Moreover, Diyyab says that fluency is referred to speak in a comprehensible, clear and understandable way for the listeners' level.

In the words of Krashen “the ability to speak fluently cannot be taught directly but it emerges independently at time when acquirer has built linguistic competence by understanding it” (cited in Richards and Rodgers, 1986, p.132). It is difficult for second language learners to speak well and with ease because they do not get exposure to communicate in the target language outside the classroom.

Abercrombie (1965) discusses some of the features of a genuine conversation which are listed below:

- A natural conversation shows variation in tempo.
- Pauses and silence have meanings and they maintain the conversation without words also.
- Stammers, repetitions and errors of articulation form the conversation rules.

-Meaningless words and phrases also occur in conversation. They are referred as “silence fillers” (p. 9), which sometimes indicates intimacy between the speakers.

Richards, Platt, and Weber (1985) described fluency as “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions” (p. 108). They also point out that ESL/EFL fluency characterizes students’ level of communicative proficiency besides the abilities to: produce written/spoken language with ease; speak with a good, but not necessarily perfect command of intonation; communicate ideas effectively; produce continuous speech without causing comprehension difficulties or a breakdown of communication. (Richard et al. ,1985, p. 108-109)

Further, Brown (2003) defines fluency as “The ability to switch registers and styles and respond appropriately to different sexual, psychological and social roles in various settings” (p. 6). Diverse ways of expressing a register must take into account three points: Forms of address, Grammatical forms and Word choice.

According to Brown & Yule (1983), a language has different functions, each function is used for different purpose and hence takes on different forms appropriate ‘styles’ for different functions, different registers and so on. They classified the functions of language into two broad terms:

- Transactional function: This helps one to transfer information in language.
- Interactional function: Social relationships are maintained through interactional function of language.

Taking into consideration the interpretations of fluency, the concept is understood as the aspect that allows a constant speech in which students can express their ideas well-organized, clear, with few pauses, little hesitation and in an understandable way for speakers' and listeners' level.

In addition to that, Fluency refers to the different message characteristics (this involves vocabulary, pronunciation and intonation) that individuals must be aware of in order to develop what we consider, as mentioned before, a fluent and well-structured speech.

Cooperative learning

According to Johnson, Johnson, Holubec (1994) Cooperation means working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other's learning.

The structure of the lessons in cooperative learning is intended for students to work in groups, in that way the learners get the most out of their own and each other's learning. Learners also work together to accomplish common goals. Besides, all members of the group strive for all group members' success.

Essential components:

In order to cooperative learning works successfully, the following components must be taken into account (P. 25):

- Positive interdependence: students must see each other as a group in which everyone's efforts benefit them all and helps them to succeed.
- Promotive interaction: students must promote each other's success by helping, assisting, supporting, encouraging and praising each other's efforts to learn.
- Individual accountability: ensures that group members know who needs more assistance, support, and encouragement in completing the assignment.
- Interpersonal and small-group skills: students must learn interpersonal and small-group skills, such as leadership, decision-making, trust-building, communication and conflict management in order to function as part of a team.
- Group processing: group members must discuss how well they are achieving their goals and maintain their working relationships.

This research study has focused its attention on one of the essential components presented above, positive interdependence, through which students encouraged and facilitated each other's efforts in order to achieve common goals.

In cooperative learning teams, the activities are structured to develop positive interdependence so that every member is responsible for each other's success. Therefore, an expected result is individual responsibility or liability. Communication skills are taught and presume to be used by all group members. The group or the instructor of the lesson designate and supervise the given roles. The group also evaluates their process and makes adjustments according to personal and group behavior. Finally, the instructor observes and intervenes if necessary to make sure that what is explained is followed.

Positive interdependence

Johnson, Johnson, & Holubec (1994) considered Positive interdependence as the most important component of cooperative work. In positive interdependence, students must recognize that their individual success is linked to the success of each member of the group. Cooperative learning occurs when students perceive that every member is indispensable to achieving their mutual goals and they depend on each other.

Through the activities performed during the lessons, it was evident the dependence on materials, such as guides and papers that helped the students to go through the activity, such as conjugated verbs, blank spaces with the correct verb form next to it, as well as, some of the examples made in the activities or quizzes completed by the students all along the semester.

In terms of activities and lessons, students sometimes did not paid attention to them due to a typical behavior according to their ages. According to Piaget's moral development of behavior, students of ages from 12 to 17, tend to show reticence towards rules and information that come along with instructions, those types of conducts are presented because of their critical thinking. Children from those range of ages, believe there is nothing better than their opinion and they want to let anyone know that they are in their right decision or stand to make it. The sense of responsibility and respect it is often seen as something trivial, for them, it is not on their minds the sense of rightness or caring for each other, they are immersed in their own world, believing that, that kind of behavior is going to safe them form anything or any harm.

CHAPTER III

Methodology

Research approach

This project was developed from a qualitative perspective, the purpose was to analyze a problem in a determine setting or context and the participants to construct knowledge about it based on constructivists perspectives (Creswell, 2010). Likewise, a qualitative approach has some characteristics regarding the researcher, the context and participant, and the data, such as the inquirer “brings personal values into the study, studies the context or setting of participants, validates the accuracy of findings, makes interpretation of data [and] creates an agenda for change or reform” (p.19). For that reason, it was applied the Action Research as the investigative approach of the study, given the fact that its main idea is to intervene in a thoughtful way in the problematic situation found in the classroom in order to produce improvements in practice.

Being a qualitative research, specifically action research, the researcher’s part in this study was variable since it happened for distinct stages. First, considering that the observation is a pillar of action research (Burns, 1999), the first role adopted by the researcher was a non-participant observer, this means, “watching and recording without personal involvement in the research context.” (Burns, p. 82). This role had a relevant meaning in this type of study since it allowed the researcher to identify a topic or problem to be solved in the classroom. When the problem has been identified, the pedagogical proposal takes place and the researcher’s role changed to a more active and participant.

According to Burns (1999), being a participant-observer “involves entering the research context and observing oneself as well as other in the context. The researcher becomes a member of the context and participates in its culture and activities” (p. 82). By adopting this role, the teacher-researcher was not only observing the issue previously identified but also was observing the impact that the practice had on the students’ speaking process.

In accordance to that, the ideas of the Action Research were applied in practice and the present research study. The researcher role started being a non-participant observer and then changed into a participant observer with the intention to put into practice a pedagogical proposal to solve the issue identified at the beginning of the project. The purpose of this study was to foster the speaking skills through cooperative learning in a particular group of Rafael Bernal Jimenez school.

Study design

Having in mind that the type of research used comes from a qualitative approach, it is important to know that the data collected were, mainly, students’ attitudes, perceptions, experiences and progress along the intervention. These data were gathered with instruments such as field notes, surveys and students’ outcomes of the activities.

Regarding the data analysis, it was developed taking into account the categories of analysis that are shown in the next section. These categories emerged from the issue identified, the objectives and the theoretical framework. Each one of the categories was made up of three indicators that were analyzed from the instruments previously described. Taking this into account and according to Taylor and Renner (2003), the

content analysis is the most suitable one to develop in this study since “this approach allows the categories to emerge from the data” (p.3). Furthermore, the conclusions will be considered by the researcher’s analysis and interpretation of the data, as well as the relation with the theory in which the project is based on. In the same way, the conjectures, suggestions and hypotheses made by the researcher were important to be considered, given that those were key facts to review and helped the realization of the research project, which were validated by the results. These results reflected students’ performance in the classroom regarding their speaking skills and cooperative process.

Data collection instruments

The data collection instruments used in this research were field notes, surveys and students’ outcomes of the activities.

The use of these instruments was the support of this research as they validate the application of the project. According to Creswell (2014), there are some types of data collection that are important to consider when gathering information; the ones that are going to be used are qualitative observation where the researcher will take “field notes on the behavior and activities of individuals at the research site.” (p. 190). Also, according to Burns using notes for collecting data is “more than simply recording data, as the act of writing provides a first analysis from which research areas can be further defined” (1999, p. 87). In this study, the field notes were used as a tool to collect information that was produced in each class: how the activities worked, the disposition of the students, what worked as expected and what did not and what could be improved.

Surveys were used as instruments that collected student's perceptions. This instrument was applied in order to go deep into the issues identified in the field notes but having student's point of view so as to ensure that the activities were having an impact or not.

Student's documents include any assignment or activity that requires the students to create any work product. The importance of these documents lies on the fact that they are examples of how students interpreted what they thought the teacher wanted them to do. Collecting this data and reflecting on it is what becomes proof of student learning and the effectiveness of the work done by the teacher (Pelton, 2010).

Categories of analysis

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

Chart 2. chart of categories of analysis.

Unit of analysis	Category	Indicator
Speaking skills	Classroom interaction	Student understand and follow simple instructions.
		Student ask and answer simple questions.
		Student is able to understand the main ideas of a short conversation.
	Fluency	Student is able to speak with little hesitation or pauses.
		Student speak in a comprehensible an understandable way.
		Student is able to correct his/her pronunciation if needed.
Cooperative learning	Positive interdependence	Student expresses support and acceptance to the members of the group.
		Student is able to take roles that specify responsibilities required for the group to complete a joint task.
		Student encourage and facilitate each other's effort to achieve, complete tasks, and work toward achievement of common goals.

Population

The 1102 course has 24 students. They are from 16 to 19 years old. The group has their classes on Wednesday from 8:05 to 10:25 and Fridays from 10: 25 to 12:15.

Regarding the population involved in this research project, it is important to mention that it had some changes along the three semesters. In the First semester, the observation period was with a mixed group, male and female students, 37 in total. However, the quantity and sex of the students changed from the first semester of observation; in the second semester, there were less students, 30 in total and all of them were female, this was due to a proposal made by the board of directors in which were seeking for better academic outcomes. Finally, in the third semester the total of students was 24 and it was a mixed group. The data for the analysis was gathered from this last group of students who were in the intervention period in 2016-1.

Ethical considerations

In order to comply with ethical considerations, in this study, identification information was removed from the field notes, surveys and student's documents to keep participants anonymity and confidentiality. Also, the information provided to the researcher was treated in a confidential manner; therefore, it was not given to anyone else. Furthermore, as some of the participants of this project were under aged, there was a consent form, in which parents or legal tutors chose whether or not to participate in the study and approved for the collection of data.

CHAPTER IV

Pedagogical proposal

This chapter aims to describe the methodology of the pedagogical proposal that was developed in the 1102 course at Rafael Bernal Jimenez. The main purpose of this pedagogical proposal is to collect data, analyze it and interpret it in order to answer the research question: How does the use of cooperative learning influence the development of the speaking skills of a group of 11th graders at Rafael Bernal Jimenez? In this way, it is important to know what the pedagogical basis are starting by the pedagogical approach which was designed and implemented aiming to teach cooperative learning in order to enhance student's speaking skills.

Pedagogical approach

A successful classroom environment depends on the strategies implemented that allow optimal communication between teacher and students, as well as among students; besides, it is essential to guarantee that the learning and teaching processes contribute to the students' academic, social and personal development. In this way, cooperative learning conducts this pedagogical proposal since cooperation and communication are the focus of this study.

Cooperative learning

Cooperative learning has been described as a “structured, systematic instructional strategy in which small groups work together to produce a common product” (Cooper, 1990, p. 2).

Similarly to the traditional learning approach, in the cooperative learning the teacher takes a proactive role in identifying course goals and learning objectives, preparing the syllabus and constructing assessments to determine student learning outcomes. These steps ensure the structure required for an efficient and effective cooperative learning environment. Also, the roles of both the teacher and the student must change. The teacher desists being the expert and becomes a facilitator or guide. Students, in turn, cease to be unresponsive and become active learners, critical thinkers, and problem solvers immersed and engaged in the cooperative learning process. In this model, neither the teacher nor the text is the sole authority in the classroom (Johnson, Johnson, & Holubec, 1994).

Taking into account that the curriculum of the school was not based on the principles of cooperative learning, the teacher had to familiarize the students with some of the ideas of cooperative learning, such as:

- Students construct, discover, transform, and extend their own knowledge.
- Teacher’s efforts are aimed at developing student’s competencies and talents.
- Teachers and students work together, making education a personal transaction.

Finally, classmates and teacher need to be seen as collaborators rather than obstacles to student’s own academic and personal success. Teachers, therefore, must structure

learning situations so that students work together to maximize each other's achievement (Johnson & Johnson 1989b).

Positive interdependence occurs, according to Kagan (1992), when there is a positive correlation between the gains of individuals and the gains of teams. The Johnson brothers used the expression "sink or swim together" in numerous publications (e.g., Johnson, Johnson, & Holubec, 1994). This expression was used to refer the contribution that all members of a team make in order to influence each other's learning. Through careful planning, positive interdependence can be established by mutual goals, such as reaching an agreement on a problem's solution; mutual rewards; structured tasks, such as a report with sections contributed by each team member; and interdependent roles, such as group members serving as discussion leaders, organizers, recorders, and spokespersons.

Intervention phases

The phases in which this project was developed were two, as following: the first phase was in 2015-2 when students were in 1002 course; and the second phase was in 2016-1 when students were in 1102 course.

First of all, it is important to clarify that the activities proposed in each phase followed the curriculum assigned by the school, which was based on worksheets provided by the teacher and also the SABER 11 guides, where the topics are given by grammatical aspects of the language. As it is imperative to stick to this syllabus, all the grammar topics must be covered to guarantee that students approve the exams; most of the activities

proposed for this project purpose, are modified and rearrange in order to cover both needs.

In each phase, students were expected to accomplish a progress in their speaking skills in the classroom by the implementation of cooperative learning strategies. In addition, it is important to analyze their improvement and evolution regarding the communication using the target language. In the first phase, 2015-2, the activities proposed aim to improve students' speaking skills in the foreign language and to give indications towards cooperative work in the classroom, in order to ensure the social aspect of the learning process. In this phase, students also had to be able to communicate and express their ideas and opinions.

Taking into account the previous aspects, in the appendix section, it is included a lesson plan sample, which is designed in order to fulfill the school requirements. This format includes the following aspects: profile, objectives, materials, procedure and assessment.

CHAPTER V

Data analysis

In this chapter, it will be found the data analysis carried out to accomplish the objectives proposed for this research, as well as to answer the research question: How does the use of cooperative learning influence the development of the EFL speaking skills of a group of 11th graders at Rafael Bernal Jimenez? In the collecting data process, they were implemented different instruments such as field notes, surveys and students' documents or outcomes. All these instruments allowed finding students' and teacher's perspectives on the cooperative and speaking skills and the outcomes of the activities proposed, which allow to analyze each category and indicator.

Moreover, the instruments' implementation was guided by lesson plans described by profile, objectives, materials, procedure and assessment. Therefore, the collecting data was successful in regard to the chronogram. Besides, the instruments' quality and effectiveness were accurate as the field notes were developed on the same or the next day of the class in order to register all the information and details needed for the analysis. Likewise, the surveys were designed taking into account the students' perspectives about speaking skills and cooperative learning, as well as their progress in each process. However, in some cases, it was necessary to redesign the questions and apply the surveys again, since their format did not allow getting the answers expected.

In addition, the categories and indicators established were based on the theoretical framework and the pedagogical approach, which permits to analyze them and establish the relation between theory and practice in the classroom. As well as to identify students'

progress on each one of the indicators which were represented in specific activities and students' actions.

1. Speaking skills:

Classroom interaction

- Student understand and follow simple instructions.

For this indicator analysis, the data came from field notes and student's documents, taken in March 16, 2015, March 02, 2016. These instruments demonstrated that students were able to comprehend and follow simple instructions related to the activities to be developed in class. In the field notes, it was evident that students comprehended and followed simple instructions when the teacher showed them an example:

... I wrote some questions using present perfect on the board and asked the students *have you ever sung in public?* They had to answer and chose a different sentence to ask another classmate. At the beginning of the activity, they were shy and didn't want to participate or speak aloud but eventually some of them took the initiative and start using the sentences on the board to ask their classmates. (field note 10, 2015).

During the practice activity, students, individually had to write sentences using present perfect about things they have and haven't done in their life. Some of them should be true and others false. Then, the class was split into teams (A and B). For turns, one student of each group read aloud one of the sentences. Then the opposite team decided if the sentence was true or false and the students revealed the answer. The teams got one point for each correct guess.

Students followed the instructions and start creating the new sentences. They used the examples from the board to have them as a guide, they also request for dictionaries to look for words and asked me how to say some other words too: Student A: teacher, how...say *escalar?* Teacher: climb.

When students got to share their sentences, they were a bit nervous to read them out loud to their classmates, however, through the gestures, I could notice that they were excited to see if their partners could guess if the sentences were true or false.

To contrast, in the March 02, 2016 field note, students showed their ability to understand and perform instructions by their own, it means without the teacher showing them an example. In this case, students were able to follow instructions in order to develop class activities.

In addition, students were able to comprehend and follow instructions when organizing the classroom to develop an activity and when they were asked to interact with their partners.

... students had to listen to the song: "Somebody that I use to know" in order to find phrasal verbs used on the song. Then, name and compared them to their classmate's results. They enjoy listening to the song and at the end of it, they began asking to each other if they had found the same phrasal verbs (field note 4, 2016).

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

Lastly, the group of students demonstrated a meaningful progress in reaching this indicator since they were able to understand and follow simple instructions in the class, for instance, develop the activity in groups, and the different instructions to develop an

activity. This step is really important for students to reach a successful communication and interaction with their partners and teacher in the English classroom.

- Student ask and answer simple questions.

In order to demonstrate that students understood simple questions, it was necessary to analyze two field notes and student's results of an activity which were applied between April 13, 2015 and March 04, 2016. The field notes showed that students understood questions from the teacher when introducing some vocabulary. Furthermore, students were able to comprehend written questions, although sometimes they had difficulties with vocabulary, as well as they could comprehend their partner's question in a speaking activity:

In the speaking activity abilities and talents, students were able to ask questions regarding abilities and talents, using can or can't. (field note 13, 2015)

In the activity Ability Bingo Card (Appendix 1), students didn't demonstrate full comprehension of their partners' questions, because there were pronunciation problems:

I gave the students a worksheet called Ability Bingo Card in which students had to write down the name of a classmate who can or can't perform any of the activities named there. Students had to walk all over the classroom in order to find a classmate who could perform such activity. Student A: can you play chess? Student B: no... I... cómo es? Student A: can't. (field note 13, 2015)

In regard to the field note from March 04, 2016, students showed interest by asking questions related to cooperative skills.

I explained the students the basic information about cooperative learning, its meaning and purpose. The students asked me: Student A: ¿por qué escogió esa estrategia para trabajar con nosotros? And I encouraged them to reformulate the question in English and explained them the reasons why I chose that approach (field note 5, 2016).

Concerning the survey applied to students about their speaking skills in the target language (See Appendix: Surveys), in the questions related to their comprehension of teacher and partners' speaking English including simple questions, students let know that in most of the cases they could understand what they listened to, and when they did not, they asked the teacher or partner in order to guarantee whole comprehension.

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

Students had a meaningful progress in their comprehension process by achieving this indicator, since they demonstrated understanding of simple questions in the different situations proposed in the classroom such as teacher asking about vocabulary, a quiz, and direct communication student-student and teacher-student.

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

The data to analyze this indicator came from two field notes and student's activities, this was applied in May 11, 2015 and March 11, 2016.

Students had to role play a short dialogue in pairs using, can, could, may (Appendix 2). But first, the teacher gave them example of how to use the modal verbs in a conversation. Students were able to perform a short dialogue, student A: can... I use your pen? Student B: yes, o... of course. Students laugh at each other when asking simple questions but managed to perform a simple conversation (field note 15, 2015).

In contrast in March 11, 2016 field note, students were able to work on a SABER 11 guide (Appendix 3), where they had to read a short text and answer the questions related to the text, filling in the gaps with the correct answer.

Students worked individually on a SABER 11 guide, called: Elephant ride in Phuket. They borrowed dictionaries from the teacher in order to understand the meaning of some words. Through the results of the guides, I was able to check students understood the main idea of the text (field note 7, 2016).

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

It is important to mention that students had great progress on achieving this indicator. Nonetheless, they demonstrated being able to identify the main ideas of a conversation in which they had to identify different elements of it; even if they do not understand all the vocabulary, getting the main ideas and the context of a conversation evidences an improvement in their speaking skills.

Fluency

- Student is able to speak with little hesitation or pauses.

In the field notes from March 02, 2015 and March 30, 2016 the group showed during some specific lessons that they were able to make themselves understood by using the Foreign Language in order to communicate themselves.

Students had to create a dialogue in which they talk about their last holiday, using the simple past tense.

Student began talking about the activity with his partners in Spanish, so I persuade them to use English in the conversation. They were deciding which activities they would use in the dialogue. When they finished creating the dialogue, they presented the outcome of their group work to the whole class. At this point they felt anxious to decide which one of them was going to say certain things of the dialogue. Students said: A) no voy a leer lo más largo, me demoro más. B) no, yo te ayudo a pronunciar bien... (Field note 6, 2015)

However, students doubt of certain words when pronouncing them, they spoke with little hesitation or pauses. Therefore, some learners tried to use descriptions about words that they knew in English and tried to help their classmates with mimics, brief explanations, key words and examples which pointed out to the definition or meaning of different vocabulary and topics in different contexts and exercises.

Taking into account the field note from March 30, 2016 Students had to make groups and between them, they had to organize some sentences that were in disorder in which conditionals were immersed (Appendix 4). Then, students read the outcome to the whole class.

The students began organizing the pieces of the reading, finding coherence in the sentences. When they had all the pieces organized, they recognized the conditionals used on the reading. At the moment of sharing the outcome, students read with little hesitation, making the correct pauses (field note 9, 2016).

Students were able to answer the questions that teacher asked about the specific topics which were taught during the lessons. In that way, even though they make some mistakes

related to this indicator, half of the group was able to express their own ideas and read with few mistakes in their pronunciation.

Moreover, the students expressed that before the classes and activities, they felt anxious and very shy or nervous about talking in English, but now they feel more comfortable and confident to do it with teachers and their classmates.

In accordance to the conceptual framework, the Fluency concept implies factors which allow a constant speech in which learners can express their ideas well-organized, as well as the different message characteristics. Clearly, learners were able to express their ideas in an understandable way for them, their partners and the teacher even when they made few pauses, hesitated or did not be aware of the pronunciation.

This indicator was partially achieved because the students did not fulfill all the requirements that were considered important for achieving this indicator. However, learners made an effort in order to use a better vocabulary and their speech became more understandable, better organized and the pauses and hesitation were less than before the intervention.

- Student speak in a comprehensible an understandable way.

The data collected for this indicator include field notes collected in March 06, 2015 and April 08, 2016. Also, a survey was applied to students in March 06, 2015.

The first field note from, March 06, 2015, showed during the make of an interview, that students had trouble making up with sentences and to put a whole idea together. Students had to interview their partners about their plans for the weekend using going to and collect the information.

...even though students couldn't create the questions quickly, they finished the activity, understood their partners questions and were able to read in an understandable way the interview created by them (field note 7, 2015).

In contrast to the field note collected from April 08, 2016, students had to create a dialogue to talk about memories using simple past, they create the dialogue in a faster way and the participation improve.

Students worked calmly, creating the dialogue. When it was the time to show the outcome to the rest of the group, most of them show interest wanting to perform the dialogue in front of their partners. Student A: teacher, yo quiero pasar, nosotros. Student B: nosotros... after. Even though students read the dialogue, they did in a comprehensible way, using the right pauses when there was need to use them (field note 11, 2016)

Analyzing the field notes, it is evident that students were able to recognize that they used to take too long for making a simple sentence and that they would get very nervous when trying to transmit or expressing an idea individually specially in front of the whole group.

In accordance with the theoretical framework, Diyyab (2013) considers fluency is referred to speak in a comprehensible, clear and understandable way for the listeners' level. Having in mind this consideration, the students were able to fulfill the indicator since they manage to represent the dialogue in front of their classmates and were able to read it in a comprehensible way.

With respect to the survey (Appendix: Survey II), its objective was to student's preferences and expectations towards the English class. Likewise, be aware of what was easy, difficult or impossible for students in terms of some speaking skills.

- Student is able to correct his/her pronunciation if needed.

During the collection of the field notes from March 09, 2015 and April 20, 2016, it was shown in an activity where students had to make a role-play in which they were going to represent an interview to a famous person using irregular verbs in the past that:

...when working in groups, some students were able to speak at a moderate pace with some pauses, which did not interfere in the speaking interaction and in some cases when they made mistakes, they were conscious about that and corrected them before they continued speaking. I could notice this because of the gestures and pauses they made before talking (field note 8, 2015).

Through the field note collected in April 20, 2016, Students had to make groups, then each group had a picture (Appendix, Images: 1), the students had to look at it for a minute, they were asked what they saw in the picture and the teacher wrote their answers on the board. This, with the intention for the students to name actions, people, and their characteristics using word types.

Students were able to identify the word types from the picture. They participate by saying what they saw in the picture. Student A: a...girl run. Student B: dog. Student C: a baby. Student D: a paint...painting? Painter. Teacher: painter (field note 13, 2016)

Even though students doubt when correcting the pronunciation and in most of the cases couldn't do it, whenever students were doing a task in groups, they asked to the other members of the group when they doubted about the pronunciation of a word, expecting the helped from their classmates. However, not all of them were aware of their faults and in some cases, they did not correct them, probably because they did not notice the mistakes.

Cooperative Learning:

Positive interdependence:

- **Student expresses support and acceptance to the members of the group.**

For this indicator data was collected from the field notes from February 23, 2015 and April 22, 2016. In the field notes from February 23, Students had to work in groups to create a poster and talk about a person's routine.

students were able to express support and acceptance to the members of the group. Students made agreements with his partners regarding the activity, deciding if they were going to draw or cut images from a magazine. When they finished the poster, every member of the group supported their work by saying, they deserve a good grade because of the results of the poster (field note 5, 2015).

In the data collected from April 22 students played Pictionary. The teacher provided words on individual sheets of paper related to nouns, verbs, and adjectives and placed them in a bag. The class was divided into two teams, one student from each group drew a picture on the board, according to the paper he/she got out from the bag. Drawers couldn't use numbers or symbols in their drawings. The first team to guess the word correctly, scored a point, at the end the group with more points won.

Students participated actively in this activity, supporting the members of the group when it was their turn to draw. They also accepted if a member of the group didn't guess the word or wasn't able to get their group to guess the image they drew. Student A: ... no importa pase otro, tenemos tiempo para ganar... (Field note 14, 2016)

It is important to emphasize that Cooperative Interaction is defined as the common interactive discourse produced in a natural way by two or more speakers who are asking and answering or giving and receiving information (Stenstrom, 1991).

To conclude, students were able to achieve the first Cooperative learning indicator because they demonstrated that they could interact between them and accept each other by respecting the different ideas from each other.

- Student is able to take roles that specify responsibilities required for the group to complete a joint task.

According to the field notes from March 20, 2015, students played a game called “the fact finder”. Students were arranged in groups of 4, the teacher provided sentences in passive voice divided in several parts, they had to match the sentences and put them in the correct order, then stick them on the board and change each sentence to active. To finish they read the sentences out loud.

Students designated every member of the group a specific role: reader, checker of understanding, a person who would stick the sentences on the board, a person who changed the sentence to active and among them put the sentences in the correct order. The students showed enthusiasm by having roles to perform and realized that by working cooperatively they would succeed on the conclusion of the activity.

Students worked organized, helping each other and focusing on the segments of the activity. At the end of the lesson, students felt satisfied by completing the activity and were glad they had the opportunity of working in groups (field note 11, 2015).

In the field note from April 27, 2016 students worked in groups the reading from SABER 11 test (Appendix 5), Jonathan’s trip to Colombia/Valentine’s day. Some groups had a reading and the others another different. Once, they read and answer the questions, they exchanged the information with the group that had the other reading.

Students designated every member of the group a specific role: reader, checker of understanding, a person who would exchange the information with the other group. The students realized that by working cooperatively they finished the activities in a faster way. Students worked organized, helping each other and focusing on the segments of the activity. Some groups finished the activity before others (field note 15, 2016).

In accordance with the theoretical framework, in terms of Johnson, Johnson & Houlbec (1994), the structure of the lessons in cooperative learning is intended for students to work in groups, in that way the learners get the most out of their own and each other’s

learning. Learners also work together to accomplish common goals. Besides, all members of the group strive for all group members' success.

Students achieved this indicator since all groups chose each member to do a different job in order to complete the task. They felt satisfaction by finishing the activity and being able to exchange the information with the other groups.

- Student encourages and facilitates each other's effort to achieve, complete tasks, and work toward achievement of common goals.

The information from this indicator of analysis came from, field notes from May 15, 2015 and May 18, 2016, also a survey was applied to the students.

Concerning the field note from May 15, the teacher gave a worksheet (Appendix 6) to work in pairs, the students had to guess who of their partners might/could/may do certain things and write the name, after, they got up and asked the classmate if it was true or false.

In the first part of the activity students fill in the names but when it was the time to stand up, most of them didn't do it and worked with the closest partner without leaving the chair. The rest of the group completed the activity, filling the names and walking around asking their classmates. However, few students did this in a complete way (field note 16, 2015).

In contrast in the information from the field notes from May 18, 2016, students had to work in groups on a reading, Technology and the Wilsons (Appendix 7). This activity had several parts, the first was to read the story; the second, cut the instruments named in the reading and displayed them on the worksheet; thirdly, fill in a chart regarding the information from the reading.

The students encouraged each member of the group in order to achieve the goal of finishing the activity. They worked in an organized way which facilitated the termination of the activity (field note 18, 2016).

Considering Johnson, Johnson & Holubec (1994), in positive interdependence, students must recognize that their individual success is linked to the success of each member of the group. Cooperative learning occurs when students perceive that every member is indispensable to achieving their mutual goals and they depend on each other.

According to the information presented above, students fulfill this indicator since they work cooperatively by encouraging each other and praising the effort every member of the group made to complete the task.

Regarding the survey (Appendix: Survey III), students were asked to fill out a chart taking into considerations some aspects of cooperative learning, such as the accomplishment of the task, encouragement, positive attitude towards the activity, focused on the task and active participation. To this, according to the group work students had to give themselves a score between 1-4, being 1 the lowest and 4 the highest and the respective explanation. Most of the students' scores were between 3 and 4, understanding that they did achieve the indicator by working more proactively when working in groups. Likewise, students had to answer two questions: what do you like about working in groups? To which most of them answer in a positive way, stating that by working in groups they could help each other. And what do you think is the biggest problem with working with groups? Among students answer some of them wrote that some people did not contribute something to the activities.

CHAPTER VI

Conclusions

The purpose of this research project was to accomplish the general and specific objectives proposed for the development of this study. Based on that, the general objective was to analyze the influence of the implementation of speaking skills on cooperative learning in 11th graders of Rafael Bernal Jimenez.

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

In these activities, students' speaking skills were evident according to the objectives proposed in the chronogram. Although, it is necessary that students continue practicing and improving some aspects of their listening skills, their language control allowed them to understand instructions, simple questions and main ideas of a conversation, also interact with their partner by asking for information, answer questions and expressing their ideas.

Likewise, speaking skills influenced the cooperative learning in students' learning process. In this aspect, students were able to develop pair and group activities working together to reach a common goal; besides, they were not only working together to accomplish a task but also each member of a group was playing an important role in the other's learning process. Thus, students assured the social aspect of the learning process

when they recognized the benefits they get from working in groups, like identifying their own mistakes, learn more from their partners, learn to share and accept different ideas, to help and be helped by others.

Moving to the specific objectives, to start with students' interaction before and after the pedagogical intervention contrast, it was meaningful since students demonstrated more appropriation of the language when developing the different activities along the second stage than in the first stage. This progress was evident in their participation in class, fluency, vocabulary and ability to express their ideas in the foreign language. Such progress was guided by the implementation of cooperative learning in the classroom as the pedagogical approach.

The mentioned previously gives way to the second specific objective that aims to determine the impact of the use of cooperation learning in student's EFL fluency and classroom interaction. Thus, the implementation of cooperative learning in the classroom helped students to improve their speaking skills since they were allowed to interact more among them. Therefore, it lead them to an improvement in their fluency and classroom interaction, due to the need of using the foreign language in the classroom to accomplish the common tasks and goals proposed in the activities.

Finally, the last specific objective aims to analyze the effects of using positive interdependence over the EFL speaking skills development. Due to the cooperative learning, positive interdependence implementation in the classroom, students could interact more among them using the target language, which allowed to foster and improve communication in the classroom, it was possible to create an environment in which students needed to interact among them that lead to increase the use of the target

language to express and communicate their ideas. Likewise, they worked in a more organized way when using positive interdependence in the activities and participation increased.

Considering this, it is important to give some recommendations to future practitioners, researchers, to Rafael Bernal Jimenez school, and to the educative community in general.

General recommendations

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

Moreover, I consider important for Rafael Bernal Jimenez school, to keep offering the resources for the teaching practices which make of it a significant experience, to encourage the forthcoming practitioners to take advantage of all the resources they provide to improve the teaching experience.

In addition, I strongly recommend implementing cooperative learning as a methodology in the EFL classroom since it allows students to develop social, personal and academic skills that guide them not only in the foreign language learning process, but also in their daily lives.

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

References

- Abercrombie, D. (1965b). "Conversation and spoken prose." In D. Abercrombie (ED.), *Studies in Phonetics and Linguistics*. (pp. 1-9). London: Oxford University Press.
- Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics*.
- Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: Cambridge University Press.
- Burns, A. & Joyce, H (1997). Focus on speaking. Sydney. National Centre for English Language Teaching and Research.
- Brown, W., & Yule, G. (1983). Teaching the spoken language. Cambridge: Cambridge University Press.
- Cooper, J. L. (1990, December). What is cooperative learning? *Cooperative Learning and College Teaching Newsletter*, 1(1), 2.
- Cresswell, J., Lynn, V., & Plano Clark, V. (2010). *Designing and Conducting Mixed Methods Research*. SAGE Publications.
- Diyyab, E, Abdel. E, Abdel.M. (2013) Using a Multimedia-Based Program for Developing Student Teachers' EFL Speaking Fluency Skills. Benha University.
- Hymes, D.H. (1972) "On Communicative Competence" In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, pp. 269-293. (Part 2)
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *Circles of learning: Cooperation in the classroom* (4th ed.). Edina, MN: Interaction Book.

Jones, P. (1996). Planning an oral language program. In P. Jones, Talking to learn (pp. 12-26).

Kagan, Spencer. COOPERATIVE LEARNING. San Juan Capistrano, CA: Kagan Cooperative Learning, 1992.

KRASHEN. S. (1981) Second Language Acquisition and Second Language Learning. California: University of Southern California. Disponible en:<http://testing.greenlitex.com/sites/mmea.greenlitestaging.com/files/Second%20Language%20Acquisition%20%26%20Learning%20by%20S.%20Krashen.pdf>

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

Pelton, Robert P. (2010). Action research for teacher candidates. Lanham, Maryland: Rowman & Littlefield Education.

Richards, J. (2006). Communicative language teaching today. New York: Cambridge University Press.

Richards, J. C., Platt, J., & Weber, H. (1985). Longman dictionary of applied linguistics. London: Longman.

RICHARDS, J.C. and T.S. RODGERS. 1986. Approaches and Methods in Language Teaching. A description and analysis. Cambridge: Cambridge University Press.

Rivers, W. M. (1987). Interactive language teaching. New York: Cambridge University Press.

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

Tuan, L. T., & Nhu, N. T. (2010). Theoretical review on oral interaction in EFL classrooms. *Studies in Literature and Language*, 1(4), 29-48.

Appendixes

1. Ability Bingo Card

Can wiggle her ears	Can speak 3 languages	Can play Chess	Can whistle the Happy Birthday song	Can name 3 countries in Africa
Can play a stringed instrument	Can bake a cake	Can name 3 countries in South America	Can run 100 meters in 15 seconds	Can play wind instrument
Can't say a tongue twister	Can tell a joke in English	Can make an origami figure	Can stand on his / her head	Can't play golf
Can't eat with chopsticks	Can swim	Can't ride a motorbike	Can spell the capital of Colombia	Can say the alphabet backwards
Can spell the teacher's last name	Can hold his / her breath for 45 seconds	Can hop backwards on one foot	Can skate	Can ride a Skateboard

2. Short dialogues:

Dialogue 1:

Paula: Mum, can I go shopping with Maria?

Mum : Yeah, sure.

Paula: Cool. Oh, and then can i go to the cinema?

Mum : No, you can't.

Paula: Why not?

Mum: Because it's Monday night, and you've got school tomorrow.

Paula: Ok. One more thing, can I borrow some money?

Mum: Yeah, OK. I'll lend you 50pounds. But I'll only lend you the money if you promise to tidy your room when you get back. Here you go.

Paula: OK. I will. Thanks, Mum.

Dialogue 2:

Jane: Mark? Could you send me those e-mail attachments again?

Mark: Of course not. Ben, are you Busy?

Ben: Not at the moment.

Mark: Could you help me? I can't find the attachments I need to send to Jane.

Ben: Sure, no problem. Here they are.

Mark: Thanks.

Dialogue 3:

Nicole: Hi Mrs. Black. Do you have a moment?

Mrs. Black: Hi Nicole. Yes. What can I do for you?

Nicole: May I take tomorrow afternoon off?

Mrs. Black: I'm not sure, because tomorrow might be really busy.

Nicole: What about Friday afternoon?

Mrs. Black: Friday? That's fine. Could you send me an e-mail as a reminder?

Nicole: Yes, of course.

Mrs. Black: Is there anything else I can do for you?

Nicole: Yes, may I use the company car to make the deliveries this afternoon?

Mrs. Black: Not a problem. Just make sure you lock the car when you return it.

3. Elephant riding in Phuket.


Parte 5

Responda las preguntas 26 a 35 de acuerdo con el siguiente texto

Lea el artículo y seleccione la palabra adecuada para cada espacio.

En las preguntas 26 - 35, marque la letra correcta A, B, C o D en su hoja de respuestas.

Elephant riding in Phuket



In (0) _____ times wild elephants walked around Phuket Island, but as digging for minerals and rubber plantations (26) _____ the natural environment, elephants slowly disappeared. As recently as three years (27) _____ the only elephants to be (28) _____ on Phuket were at tourist (29) _____. In late 1994, 'Safari Nature Tours' began to offer visitors the opportunity to ride on an elephant on (30) _____ property in the hills. Regulated and controlled properly 'elephant riding' can (31) _____ the tourism industry, and make the money to keep thousands of elephants in (32) _____ condition.

The natural habitat of the Asian Elephant (33) _____ been reduced to the point that an estimated 2,000 stay (34) _____ in the wild. This number is not large (35) _____ to prevent these animals from disappearing. It is more important than ever for visitors to understand they can make a difference by selecting a camp where elephants are safe.

4. Conditionals extracts.

conditionals-

Discover the Grammar

Janice and Kurt are planning their upcoming vacation. Read this passage, and then answer the questions that follow.

Line	
1	For each of the past eight years, Janice and Kurt have spent their vacation
2	time at home, either working in the garden or fixing up the house. This year,
3	however, they are planning to spend their July vacation somewhere else.
4	They've checked the Internet for weather information about areas of the
5	country they might like to visit. They are really eager to travel somewhere
6	soon. In fact, if they had free time right now, they would take their vacation
7	immediately, but they can't leave right now.
8	They still have a couple of months to explore their options.
9	So far, they have learned the following information. If they want to spend
10	their time near the water, they will have a hard time choosing among dozens of
11	outstanding beach resorts. For example, if they go to the beach in Atlantic City,
12	New Jersey, the air temperature will be in the mid-70s in July, and the water
13	temperature will be in the low 70s. That's very appealing to them. On the
14	other hand, if they chose to visit Miami Beach in July, both the air and the
15	water temperatures would be considerably warmer, around 85 degrees. That
16	sounds wonderful to them, too. Janice and Kurt also like to go camping, so
17	vacationing in the mountains is another option. They could choose to visit
18	the Rocky Mountains in Colorado if they wanted cooler weather. In July, the
19	temperature in the mountains can range from a high of 80 degrees to a low
20	of 40 degrees. If they go to the Rockies, they will certainly have to plan for
21	this type of weather variation.
22	It is without a doubt a tough decision that Janice and Kurt are facing. They
23	wish they were able to go to all of the places they have researched. If they had
24	more money and more time, they would be able to do exactly that. In fact, they
25	would have gone to both the beach and the mountains this year if they hadn't
26	recently spent so much of their savings on a new big-screen TV. They wish they
27	had realized this earlier!

74

5. SABER 11: valentine's day/Jonathan's trip to Colombia.

RESPONDA LAS PREGUNTAS 122 A 125 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y seleccione la palabra adecuada para cada espacio.
En las preguntas 122 - 125, marque la letra correcta A, B, C o D en su hoja de respuestas.

VALENTINE'S DAY

Do you know what **[0]** _____ on February 14th every year? Many people exchange gifts, chocolates, cards, and flowers. This is done to celebrate Valentine's Day. It's always a lot of fun to get a card or some chocolates, but **[122]** _____ do we do this? There is a lot of mystery about this day.

One of the **[123]** _____ says that the original Valentine was a priest. It is said that the king, Claudius II, had forbidden marriage because he thought that only unmarried men made the best soldiers. However, Valentine continued to hold weddings for a lot of young couples in secret. When the King found **[124]** _____, he ordered soldiers to kill Valentine!

Valentine's Day is now the second biggest holiday for cards and gifts. Women buy **[125]** _____ 90% of the cards, but gentlemen still buy the most chocolates and flowers to give as a Valentine's Day present.

Ejemplo:

0. A. happens B. appears C. shows D. passes

Respuesta: 0. A B C D

122. A. where B. why C. when D. what

123. A. essays B. stories C. reports D. letters

124. A. off B. in C. at D. out

125. A. almost B. only C. hardly D. just

6. Class secrets

Class secrets – Try - Activities © BBC | British Council 2005

Class secrets

What do you think are the secrets of your class?

Answer the questions below in pairs

Question	Name	True or false
Who may not want to do this exercise?	Natalia	
Who might have got into trouble at work or school this week?	Alejandra	
Who could secretly be in love?	Nury	
Who might not like English very much?	Daniela	
Who might think the teacher is very _____? (you decide what adjective!)		
Who should be really happy today?	Leidy	
Who could have been working too hard recently?		
Who may not have done their homework for ages?		
Who might prefer to study another language, not English? Which language might it be?		
Who may have made an awful mistake recently?		
Who might have an amazing secret?		
Who must be a really good person to have as a friend – or an enemy?		

Now find each person and see if your ideas were right!

7. Technology & the Wilson's

Clue Sheet 1

Mr. and Mrs. Wilson got a gas cooker in 1950.

Mr. and Mrs. Wilson got a washing machine three years before they got the black and white television.

John and Kathy got a microwave oven in 1985.

John and Kathy got a mobile phone ten years after they got the microwave oven.

Mr. and Mrs. Wilson got a colour television two years after they got the stereo record player.

Clue Sheet 2

Mr. and Mrs. Wilson got a fridge four years after they got the gas cooker.

John got a transistor radio for his 17th birthday.

Mr. and Mrs. Wilson got a freezer in 1971.

John and Kathy got a dishwasher four years before they got a mobile phone.

John and Kathy got a video player two years after they got the microwave oven.

Clue Sheet 3

John bought a cassette player in 1970.

Mr. and Mrs. Wilson got a stereo record player the year after they got a freezer.

John got a personal cassette player for his 40th birthday.

Mr. and Mrs. Wilson got a food mixer in 1964.

Sarah got a Nintendo for her 10th birthday.

Clue Sheet 4

Mr. and Mrs. Wilson got a black and white television two years after they got the electric kettle.

John and Kathy got a CD player three years after they got a video player.

Mr. and Mrs. Wilson got a personal computer in 1994.

Mr. and Mrs. Wilson got a vacuum cleaner the year before they got the fridge.

Mr. and Mrs. Wilson got an electric kettle eight years before they got the food mixer.

Daniel Fajr Alshin Alwan The Wilson Family Diana Rodriguez

Things which they had in 1973	Things which they didn't have in 1973
<p>In 1950 has a gas cooker</p> <p>In 1953 has a vacuum cleaner</p> <p>In 1954 has a fridge</p> <p>In 1955 has a washing machine</p> <p>In 1956 has a electric kettle</p> <p>In 1958 has a black and white tv</p> <p>In 1963 has a transistor radio</p> <p>In 1964 has a food mixer</p> <p>In 1970 has a cassette tape player</p> <p>In 1971 has a freezer</p> <p>In 1972 has a stereo record player</p>	<p>In 1974 don't have</p> <ul style="list-style-type: none"> • color television • Microwave oven • Personal cassette player • video player • Computer • Nintendo • cd player • dish washer • Personal Computer • Mobile Phone

Technology and the Wilsons

- 1950: Gas cooker
- 1953: Vacuum cleaner
- 1954: Fridge
- 1955: Washing machine
- 1956: Electric kettle
- 1958: Black and white television
- 1963: Transistor radio
- 1964: Food mixer
- 1970: Cassette tape player
- 1971: Freezer
- 1972: Stereo record player
- 1974: Color television
- 1975: Dishwasher
- 1985: Microwave oven
- 1994: Personal computer
- 1995: Vacuum cleaner

8. Surveys

I

Nombre: Juan David Alvarez Muñoz
 Edad:

1. ¿considera importante el aprendizaje de otro idioma?
 a. Sí. **¿por qué?** Para entendernos con personas de otros lugares con diferentes idiomas
 b. No.

2. ¿Qué aspecto le parece interesante de aprender inglés u otro idioma?
 a. Conocer otras culturas.
 b. Poder comunicarse con otras personas.
 c. Poder acceder a una mejor educación.
 d. Otro. ¿Cuál?

3. ¿practica lo aprendido fuera del salón de clases?
 a. Sí.
 b. No. **¿por qué?** No me concentro como lo hago en el salón de clase

4. ¿considera que los contenidos vistos en clase son adecuados?
 a. Sí. **¿por qué?** Porque son prácticos, son como la base para aprender cada ves más
 b. No.

5. ¿Qué temas le gustaría aprender en las clases de inglés?
 a. Música.
 b. Cine.
 c. Literatura.
 d. Gastronomía.
 e. viajes.
 f. otro. ¿cuál?

III

Colegio Rafael Bernal Jiménez Maria Alejandra Guevara
 Collaborative learning survey

I. de acuerdo al trabajo en grupo realizado en clase, dé un puntaje entre 1-4 (siendo 1 el más bajo y 4 el más alto) a los siguientes criterios y su explicación.

Criterio	Puntaje (1-4)	Explicación
Lográbamos terminar la tarea	4	Nos dedicamos a el taller
Cada persona hacia su trabajo	4	todos apoyabamos
Nos animábamos entre todos para lograr el objetivo	4	nos apoyabamos entre todos
Manteníamos una actitud positiva	4	Siempre estabamos contentos
Nos manteníamos enfocados en la tarea	3	pedizgamos todo a veces con distracciones
Todos participábamos	4	todos colaboraban.

II.

C. ¿consideras que trabajar en grupo tiene sus problemas? Sí _____ No **¿Cuál(es)?**

D. ¿te gusta trabajar en grupo? Sí No _____ **¿Por qué?**
 Porque entre todos nos apoyamos y nos motivamos

			poster and talk about a person's routine.
27/02/15	Parents meeting		
02/03/15	Simple past tense	<ul style="list-style-type: none"> -Student talks about the activity with his partners. -Students present the outcome of their group work. -Students speak with little hesitation or pauses. 	Students will create a dialogue in which they talk about their last holiday.
06/03/15	Going to	<ul style="list-style-type: none"> -Student is able to ask for information. -Student answers simple questions. -Student understands simple questions. 	Students will interview their partners about plan using going to and collect the information.
09/03/15	Irregular verbs in past	<ul style="list-style-type: none"> -Student is able to express his ideas with simple phrases. -Students show knowledge and comprehension. 	Students will make a role-play in which they are going to represent an interview to a famous person.
13/03/15	Kinds of music	<ul style="list-style-type: none"> -To practice reading out loud. -To practice reading comprehension. 	Students will work on a reading about some styles of music.
16/03/15	Present perfect	<ul style="list-style-type: none"> --Student takes a role in the group to achieve the aim of the activity. -Students present the outcome of their group work. 	Students will write sentences using present perfect about things they have and haven't done in their life. Some of them should be true and others false. Next, the class will be split into teams. One student of each group will read one of the sentences. Then the opposite team decides if the sentences is true or false. The team gets one point for each correct guess.
20/03/15	Passive voice	<ul style="list-style-type: none"> -Student practice the passive voice. -To foster group work. -To encourage speaking. -To check understanding. 	Students will play a game called "the fact finder". Students will be arranged in groups of 4, the teacher will provide sentences divided in several parts, they have to match the sentences and put them in the

			correct order, then stick them on the board and change each sentence to active. To finish they will read the sentences out loud and with the help of the classmates check for mistakes.
27/03/15	Exam		
06/04/15	Modal verbs	-To practice reading out loud. -To encourage speaking.	The teacher will provide the students with some letters and answers from "Dear aunt Abby". Then mix them up and give it to students, they will read them out loud and find the match. After, the students will find the modal verbs in the text.
10/04/15	Teachers meeting		
13/04/15	Modal verbs for ability	-To foster group work. -To encourage speaking. -To check understanding of the main topic.	The teacher will provide an ability Bingo card, students will walk around the classroom trying to find a classmate that can or can't do the things on the Bingo card. The first student to have five names in a row, horizontally, vertically or diagonally, wins.
17/04/15	The history of Nobel Prize	-To practice reading out loud. -To practice reading comprehension.	Students will work on a reading of the history of Nobel Prize.
11/05/15	Modal verbs for permission	-students identify the use of modal verbs for permission. -students interact with each other by reading dialogues.	The teacher will give short dialogue to work in pairs in which modal verbs for permission are included. After reading them, they will identify the modal verbs.
15/05/15	Modal verbs for possibility	-To foster group work. -To encourage speaking. -To check understanding of the main topic.	The teacher will provide a worksheet to work in pairs, they will guess who of their partners might/could/may do certain things and write the name. after they will

			get up and ask the classmate if it is true or false.
18/05/15	No class		
22/05/15	Relative clauses	-To practice the use of relative clauses. -To encourage speaking. -To check understanding of the main topic.	Students will be provided with some questions to work in couples. They will ask and answer using relative clauses. After, some of them will share their answers.
25/05/15	Survey	Apply survey to the whole group	Characterize students that will be participating on the study.
29/05/15	Likes and dislikes	-Student is able to understand the main ideas of a short conversation. -Student is able to express his ideas with simple phrases.	Students will create a role-play in which they talk about activities they prefer doing in their free time.
01/06/15	No class		
05/06/15	Living with art	-To practice reading out loud. -To practice reading comprehension.	Students will work on a reading about the role of art in their lives.
12/06/15	Teachers meeting.		
19/06/15	Parents meeting.		
Date	Topic	Objectives	Main activity
2016-1 autonomous practice			
19/02/16	Meeting session	Familiarize with the new students. To collect data from field notes.	Get acquainted with the students.
24/02/16	In different countries	-To practice reading out loud. -To practice reading comprehension.	Students Will work on a reading about the behaviors and habits from different countries.
26/02/16	Present simple	-Student is able to express his ideas with simple phrases. -Students show knowledge and comprehension of the outcome.	Students Will create a comic and narrate the story.
02/03/16	Phrasal verbs	-to use phrasal verbs in different contexts and situations.	Students Will work on the song: Somebody that I use to know, to practice phrasal verbs.
04/03/16	Teaching students cooperative skills	-To give information related to cooperative skills.	The teacher Will explain the importance of cooperative skills in the classroom.

09/03/16	Uncle Bob's new assistant	-student is able to use phrasal verbs with take. -To practice reading comprehension. -To check understanding of the main topic.	Students will work in pairs on a reading, answer some questions and match some phrasal verbs found in the text with the definition.
11/03/16	Elephant riding in Phuket	-To practice Reading comprehension.	Students will work on a Reading from SABER 11 test, they will read the article and select the right word for each space.
16/03/16	Comparative and superlative form	-To practice reading comprehension. -To check understanding of the main topic	students will work on a reading, completing the text with the comparative or superlative forms.
18/03/16	Parents meeting		
30/03/16	Conditionals	-Student recognize conditional type 0, 1 and 2. -Student takes a role in the group to achieve the aim of the activity. -Student makes agreements with his partners regarding the activity. -Student speak with little hesitation or pauses.	Students will make groups and between them will organize some sentences that are in disorder using conditionals.
01/04/16	Conditionals quiz	-To check students understanding of the topic.	Students Will present a quiz related to conditionals o, 1 and 2.
06/04/16	Teachers meeting		
08/04/16	Simple past	-Students ask and answer simple questions. -Student makes agreements with his partners regarding the activity.	Students will create a dialogue to talk about memories
13/04/16	Exam		
15/04/16	Happy Halloween	-To practice reading out loud. -To practice reading comprehension.	students will work on a Reading exercise related to Halloween.
20/04/16	Word types	-Students identify the word types: nouns, verbs and adjectives. -Students find out the functions of the word types. -Students recognize the word types: nouns, verbs and adjectives.	Students will make groups, then the teacher will give each group a picture and ask the students to take a minute to look at it. The teacher will ask them what they see in the

			picture and will write their answers on the board. This, with the intention for the students to name actions, people, and their characteristics.
22/04/16	Word types	<ul style="list-style-type: none"> -Students identify the word types: nouns, verbs and adjectives. -Students find out the functions of the word types. -Students recognize the word types: nouns, verbs and adjectives. - Students practice the use of nouns, verbs, and adjectives through Activities. 	Students will play Pictionary. The teacher will provide words on individual sheets of paper related to nouns, verbs, and adjectives. The class will be divided into two teams, one student from each group draws a picture on the board. Drawers cannot use numbers or symbols in their drawings. The first team to guess the word correctly, scores a point.
27/04/16	Jonathan's trip to Colombia/Valentine's day	<ul style="list-style-type: none"> -To practice reading comprehension. -To foster group work. -To encourage speaking. 	Students will work in groups some readings from SABER 11 test. Some groups will have a reading and the others another different. Once, they read and answer the questions, they will exchange the information with the group that has the other reading.
29/04/16	No class		
04/05/16	Past continuous	<ul style="list-style-type: none"> -To be able to use past continuous to tell activities someone was doing. -Student talks about the activity with his partners. -Student is able to express his ideas with simple phrases 	Students will create a timetable about the activities they did one day of the week.
06/05/16	No class		
11/05/16	Simple past and past continuous	<ul style="list-style-type: none"> -To be able to use simple past and past continuous to talk about things that had happened. -To encourage speaking. 	Students will create a dialogue in which they tell an anecdote.

		-To express ideas with simple phrases.	
13/05/16	No class		
18/05/16	Technology and the Wilson's	<ul style="list-style-type: none"> -Students work cooperatively with others to achieve a common goal. -Students recognize that all group members benefit from each other's efforts. -Students encourage and help group member's efforts to complete the task. 	Students will make groups. The teacher will pass each group a set of photocopies which include a timeline, the information of the Wilsons', some clues to fill the information in the timeline and pictures. The students first will read the family information, then read the clues, and finally, they can organize the information in the timeline.
20/05/16	Daily routines	<ul style="list-style-type: none"> -Students learn vocabulary about daily routines. -Students practice telling the time. -Students participate actively during class. 	The teacher will place cards with different daily routines on the board. Then, divide the board into different sections, with different hours so the students can stick the daily routines according to the time.
25/05/16	Final survey	<ul style="list-style-type: none"> -To apply survey to the whole group. -Students evaluate process and the outcome. 	Collect final information about cooperative learning

11. Consent form**CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN UN PROYECTO
INVESTIGATIVO DEL ÁREA DE INGLÉS**

Título del proyecto: Fostering speaking skills through cooperative learning on 11th graders (Fomento de las habilidades comunicativas a través del aprendizaje cooperativo en estudiantes de 11°).

Bibiana Torres Ordoñez (Correo Electrónico: bibito90@gmail.com) estudiante de Licenciatura en Educación Básica con énfasis en Humanidades: Español y Lenguas extranjeras de la Universidad Pedagógica Nacional es la responsable del desarrollo del proyecto nombrado anteriormente.

El objetivo de esta investigación consiste en analizar la implementación del aprendizaje cooperativo en el desarrollo de las habilidades comunicativas de los estudiantes de inglés como lengua extranjera.

Si usted está de acuerdo con que su hijo/a participe en este estudio, le solicito amablemente llenar el consentimiento presentado al final de este documento.

Tenga en cuenta que toda la información recogida en el proyecto será manejada únicamente por el investigador; de ninguna manera se referenciarán nombres personales manteniendo así la confidencialidad de los participantes durante todo el proceso. Su participación es voluntaria, lo cual implica que usted podrá retirar a su hijo(a) del proyecto en cualquier momento sin que esto genere ninguna consecuencia negativa para el o la estudiante.

Muchas gracias.

Consentimiento de participación

Acepto que mi hijo/a participe en este proyecto investigativo.

Nombre: _____ Firma: _____

En caso de tener una queja o reclamo por favor comuníquese con la institución o al correo de la persona encargada.

12. Field notes

Date: February 23, 2015 Grade: 1002		Field note # 5	
Starting time: 10:30 Closing time: 12:15			
Description of the class		Reflection	
Students worked in groups to create a poster and talk about a person's routine. They used pencils, pens, scissors, magazines, newspapers and piece of cardboard.		Students were able to express support and acceptance to the members of the group by making agreements with their partners regarding the activity, deciding if they were going to draw or cut images from a magazine. When they finished the poster, every member of the group supported their work by saying, they deserve a good grade because of the results.	
Date: March 02, 2015 Grade: 1002		Field note # 6	
Starting time: 10:30 Closing time: 12:15			
Description of the class		Reflection	
The teacher reminded the simple past tense to the students, because the titular teacher had already done it. Then, students had to create a dialogue in which they talk about the things they did on their last holiday.		<ul style="list-style-type: none"> -Student talked about the activity with his partners in Spanish, so I persuade them to use English in the conversation. -When they finished creating the dialogue, they presented the outcome of their group work to the whole class. -At this point their felt anxious to decide which one of them was going to say certain things of the dialogue. -Students said:A) no voy a leer lo más largo, me demoro más. B) no, yo te ayudo a pronunciar bien... -However, students doubt of certain words when pronouncing them, they spoke with little hesitation or pauses. 	
Date: March 06, 2015 Grade: 1002		Field note # 7	
Starting time: 6:30 Closing time: 8:15			
Description		Reflection	
Students had to work in pairs and interview their partners about their plans for the weekend using going to and collect the information.		<ul style="list-style-type: none"> -Students began the activity slowly, they didn't know how to start the interview. - Even though students couldn't create the questions quickly, they finished the activity, understood their partners questions and were 	

After, they had to read the outcome to the whole group.	able to read in an understandable way the interview created by them. -Students were able to ask for information and answer simple questions.
Date: March 09, 2015 Grade: 1002	Field note # 8
Starting time: 10:30 Closing time: 12:15	
Description of the class	Reflection
Students made a role-play in which they were going to represent an interview to a famous person using irregular verbs in the past. The activity was interrupted for several minutes because it was snack time.	- Despite the interruption, students worked better whenever they had to do it in groups. They were able to speak at a moderate pace with some pauses, which did not interfere in the speaking interaction and in some cases when they made mistakes, they were conscious about that and corrected them before they continued speaking. I could notice this because of the gestures and pauses they made before talking and engaging with the conversation again. The group members also helped their partners with the correction of the pronunciation.
Date: March 16, 2015 Grade: 1002	Field note # 10
Starting time: 6:15 Closing time: 8:00	

Description of the class	Reflection
The class began 10 minutes later, some students are missing, as they come, they wait by the door. The teacher wrote some questions using present perfect and asked to the students randomly. Once the teacher gave the examples, read them and practice with the students, the students had to choose a different sentence to ask another classmate. Then, students, individually had to write sentences using present perfect about things they have and haven't done in their life, for example: I have visited Spain. Some of them should be true and others false. Then, the class was split into teams (A and B). For turns, one student of each group read aloud one of the sentences. Then the opposite team decided if the sentence was true or false	-The class was interrupted when the students that came late, entered the classroom. For that reason, the teacher had to repeat some of the examples already given. - At the beginning of the activity, they were shy and didn't want to participate or speak aloud but eventually some of them took the initiative and started using the sentences on the board to ask their classmates. - Students followed the instructions and started creating the new sentences. They used the examples from the board to have them as a guide, they also request for dictionaries to look for words and asked me how to say some other words too, like how to say <i>escalar</i> , <i>viajar</i> , <i>atrapar</i> , etc. Although, they work, they did it very noisily and with interruptions. When students got to share their sentences, they were a bit nervous to read them out loud to their classmates, however, through the gestures, I could

and the students revealed the answer. The teams got one point for each correct guess.	notice that they were excited to see if their partners could guess if the sentences were true or false.
Date: March 20, 2015 Grade: 1002	Field note # 11
Starting time: 6:30 Closing time: 8:15	
Description of the class	Reflection
Students played a game called “the fact finder”. Students were arranged in groups of 4, the teacher provided sentences in passive voice divided in several parts, they had to match the sentences and put them in the correct order, then stick them on the board and change each sentence to active. To finish they read the sentences out loud.	Students designated every member of the group a specific role: reader, checker of understanding, a person who would stick the sentences on the board, a person who changed the sentence to active and among them put the sentences in the correct order. The students showed enthusiasm by having roles to perform and realized that by working cooperatively they would succeed on the conclusion of the activity. Students worked organized, helping each other and focusing on the segments of the activity. At the end of the lesson, students felt satisfied by completing the activity and were glad they had the opportunity of working in groups.
Date: April 13, 2015 Grade: 1002	Field note# 13
Starting time: 10:30 Closing time: 12:15	
Description of the class	Reflection
I gave the students a worksheet called Ability Bingo Card in which students had to write down the name of a classmate who can or can't perform any of the activities named there. Students had to walk all over the classroom in order to find a classmate who could perform such activity, asking questions using can or can't regarding abilities or talents. Once, they found a partner that could or couldn't perform the activity, they had to write down the name of the person on the Bingo card. The first student to have five names in a row, horizontally, vertically or diagonally, won. At the end of the class, a survey was applied about their speaking skills.	- In the speaking activity abilities and talents, students were able to ask questions regarding abilities and talents, using can or can't. - Students didn't demonstrate full comprehension of their partners' questions, because there were pronunciation problems. Some of the students couldn't pronounce well the words from the Ability Bingo card and that lead to misunderstanding. In that case, students used Spanish to ask how the word was pronounce and repeated it. -Some students didn't want to walk around the classroom and preferred to ask to the closest partner, to I animated them to do the activity with the rest of the group and get up of the chairs. -The whole group participated with the survey.
Date: May 11, 2015 Grade: 1002	Field note # 15

Starting time: 10: 30	
Closing time: 12:15	
Description	Reflection
I gave the students short dialogues to work in pairs in which modal verbs for permission are included. After reading them, they had to role play the dialogues and identify the modal verbs present.	-Students work better when they have a guide in which they could base on. -Students asked me the meaning of some words already explained before. -Students laugh at each other when asking simple questions but managed to perform a simple conversation.
Date: May 15, 2015 Grade: 1002	Field note# 16
Starting time: 6:30 Closing time: 8:15	
Description of the class	Reflection
I gave a worksheet to work in pairs, the students had to guess who of their partners might/could/may do certain things and write the name, after, they got up and asked the classmate if it was true or false.	In the first part of the activity students fill in the names but when it was the time to stand up, most of them didn't do it and worked with the closest partner without leaving the chair. The rest of the group completed the activity, filling the names and walking around asking their classmates. However, few students did this in a complete way.
Date: March 02, 2016 Grade: 1102	Field note # 4
Starting time: 8:05 Closing time: 10:25	
Description of the class	Reflection
Students worked on the song: "Somebody that I use to know", to practice phrasal verbs.	Students listened to the song in order to find phrasal verbs used on the song. Then, name and compared them to their classmate's results. They enjoy listening to the song and at the end of it, they began asking to each other if they had found the same phrasal verbs.
Date: March 04, 2016 Grade: 1102	Field note # 5
Starting time: 10:25 Closing time: 12:15	
Description of the class	Reflection
I explained the students the basic information about cooperative learning, its meaning and purpose.	The students asked me: Student A: ¿por qué escogió esa estrategia para trabajar con nosotros? And I encouraged them to reformulate the question in English and explained them the reasons why I chose that approach
Date: March 11, 2016 Grade: 1102	Field note # 7
Starting time: 10:25	

Closing time: 12:15	
Description of the class	Reflection
Students worked on a SABER 11 guide, Elephant ride in Phuket, where they had to read a short text and answer the questions related to the text, filling in the gaps with the correct answer.	Students borrowed dictionaries from the teacher in order to understand the meaning of some words. Through the results of the guides, I was able to check students understood the main idea of the text.
Date: March 30, 2016 Grade: 1102	Field note # 9
Starting time: 8:05 Closing time: 10:25	
Description of the class	Reflection
Students had to make groups and between them, they had to organize some sentences that were in disorder in which conditionals were immersed. Then, students read the outcome to the whole class.	The students began organizing the pieces of the reading, finding coherence in the sentences. When they had all the pieces organized, they recognized the conditionals used on the reading. At the moment of sharing the outcome, students read with little hesitation, making the correct pauses
Date: April 08, 2016 Grade: 1102	Field note # 11
Starting time: 10:25 Closing time: 12:15	
Description of the class	Reflection
students had to create a dialogue to talk about memories using simple past.	Students worked calmly, creating the dialogue. When it was the time to show the outcome to the rest of the group, most of them show interest wanting to perform the dialogue in front of their partners. Student A: teacher, yo quiero pasar, nosotros. Student B: nosotros... after. Even though students read the dialogue, they did in a comprehensible way, using the right pauses when there was need to use them.
Date: April 20, 2016 Grade: 1102	Field note # 13
Starting time: 8:05 Closing time: 10:25	
Description of the class	Reflection
Students had to make groups, then each group had a picture, the students had to look at it for a minute, they were asked what they saw in the picture and the teacher wrote their answers on the board. This, with the intention for the students to name actions, people, and their characteristics using word types.	Students were able to identify the word types from the picture. They participate by saying what they saw in the picture. Student A: a...girl run. Student B: dog. Student C: a baby. Student D: a paint...painting? Paintor. Teacher: painter

Date: April 22, 2016 Grade: 1102		Field note # 14	
Starting time: 10:25 Closing time: 12:15			
Description of the class		Reflection	
Students played Pictionary. The teacher provided words on individual sheets of paper related to nouns, verbs, and adjectives and placed them in a bag. The class was divided into two teams, one student from each group drew a picture on the board, according to the paper he/she got out from the bag. Drawers couldn't use numbers or symbols in their drawings. The first team to guess the word correctly, scored a point, at the end the group with more points won.		Students participated actively in this activity, supporting the members of the group when it was their turn to draw. They also accepted if a member of the group didn't guess the word or wasn't able to get their group to guess the image they drew. Student A: ... no importa pase otro, tenemos tiempo para ganar...	
Date: April 27, 2016 Grade: 1102		Field note # 15	
Starting time: 8:05 Closing time: 10:25			
Description of the class		Reflection	
Students worked in groups the reading from SABER 11 test, Jonathan's trip to Colombia/Valentine's day. Some groups had a reading and the others another different. Once, they read and answer the questions, they exchanged the information with the group that had the other reading.		Students designated every member of the group a specific role: reader, checker of understanding, a person who would exchange the information with the other group. The students realized that by working cooperatively they finished the activities in a faster way. Students worked organized, helping each other and focusing on the segments of the activity. Some groups finished the activity before others.	
Date: May 18, 2016 Grade: 1102		Field note # 18	
Starting time: 8:05 Closing time: 10:25			
Description of the class		Reflection	
students had to work in groups on a reading, Technology and the Wilsons. This activity had several parts, the first was to read the story; the second, cut the instruments named in the reading and displayed them on the worksheet; thirdly, fill in a chart regarding the information from the reading.		The students encouraged each member of the group in order to achieve the goal of finishing the activity. They worked in an organized way which facilitated the termination of the activity.	