

**MY COMMITTEE: A COOPERATIVE OPPORTUNITY TO INTERACT IN A PBL
EXPERIENCE**

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2. Descripción	
<p>Este estudio se define como una investigación acción cualitativa que busca favorecer los procesos de interacción oral en estudiantes de cuarto grado de primaria del colegio Aníbal Fernández de Soto a través del trabajo cooperativo por comités en una clase de Inglés orientada por proyectos. De acuerdo al diagnóstico realizado, los estudiantes presentaban falencias en el proceso de interacción oral en Inglés, así como diferentes dificultades para trabajar en grupo, compartir con los demás y construir conocimientos colectivos. Así pues, se determinó el posible impacto de los principios del cooperativismo en las habilidades de interacción oral de los estudiantes quienes a través de la formación de cinco comités en el aula de clase: medio ambiente, tiempo libre, democracia, comunicación y desastres; tuvieron la oportunidad de interactuar cooperativamente en Inglés con sus compañeros, negociar sus diferentes saberes, asumir responsabilidades, etc., desarrollando un proyecto para la creación de una galería con productos reciclados.</p>	
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<p>A continuación se citan algunas de las referencias trabajadas a lo largo de la propuesta: Bygate, M. (1987). <i>Speaking</i>. New York: Oxford. Corbin, J., & Strauss, A. (2015). <i>Basics of qualitative research. Techniques and produres for developing grounded theory</i>. Uniited States of America: Sage Publications. Ellis, R. (2005). <i>Instructed Second Language Acquisition</i>. Wellington : Auckland UniServices Limited. Grant, M. (2002). Getting a grip on project-based learning: theory, cases and recommendations. <i>Meridian Journal</i>, 1-17. Hamilton, M. (2010). <i>Literacy in social context</i>. Open University Press. Johnson, D., & Johnson, R. (1999). <i>Aprender juntos y solos</i>. Argentina: Aique . Kagan, S. (1985). The structural approach to cooperative learning. <i>Educational Leadership</i>, 12-</p>	

15.

Macpherson, A. (2007). *Cooperative Learning Group Activities for College Courses: A Guide for Instructors*. Kwantlen University College.

Slavin, R. (1999). *Aprendizaje Cooperativo. Teoría, investigación y práctica*. Buenos Aires: Aique .

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

4. Contenidos

El presente documento cuenta con seis capítulos. En el primer capítulo se encuentra la caracterización de la población y su contexto particular, los resultados del diagnóstico, la delimitación del problema y se desarrollan la pregunta y objetivos de investigación. En el segundo capítulo, se presentan los referentes teóricos de la investigación y el estado del arte. En el tercer capítulo, se describe el diseño metodológico del estudio, el enfoque investigativo y los instrumentos de recolección de datos. En el cuarto capítulo, se da a conocer la propuesta pedagógica del proyecto junto con la visión de currículo, lengua, aprendizaje, y aula de clase que se adopta en esta propuesta. En el capítulo quinto, se presenta el análisis de datos y los hallazgos de la investigación. Finalmente, en el capítulo seis, se presentan las conclusiones, implicaciones y limitaciones del proyecto así como recomendaciones para futuras investigaciones.

5. Metodología

Este proyecto se caracteriza como una investigación acción cualitativa la cual tuvo lugar en el Colegio Aníbal Fernández de Soto en la ciudad de Bogotá con estudiantes de grado cuarto de primaria, niños de edades promedio entre 7 y 9 años. Tres ciclos diferentes fueron propuestos para diagnosticar la población e identificar el problema, planear e implementar la acción, y reflexionar sobre los hallazgos. Por otra parte, y para atender a los procesos de validez y confiabilidad a través del proceso de triangulación, los instrumentos para la recolección de datos fueron: Logs de los estudiantes, documentos de clase, diarios de campo, grabaciones y entrevistas.

6. Conclusiones

En esta investigación se encontró que los estudiantes asumieron diferentes responsabilidades y se aproximaron a los cambios que se deben enfrentar en la vida diaria gracias a la asignación de roles en sus comités. Además, en términos de sus habilidades de interacción oral, los estudiantes reconocieron que tomar el turno de la palabra, negociar significados al interior de sus comités y el uso de diferentes expresiones para comunicarse en inglés fortalece los procesos de respeto y tolerancia en el aula y a su vez potencia una fase inicial en el desarrollo de las habilidades orales de los estudiantes en una lengua extranjera.

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ABSTRACT

MY COMMITTEE: A COOPERATIVE OPPORTUNITY TO FOSTER ENGLISH ORAL INTERACTION IN A PBL EXPERIENCE

Classroom interaction is one of the most important aspects in the development of an EFL learning process. This study is characterized as a qualitative action research that aims to enhance the oral interaction skills of 35 fourth graders at Anibal Fernandez de Soto school. Based on the needs analysis, students presented a lack of oral interaction in English as well as different difficulties to work in groups, share with others and build social knowledge. That is why; a Project Based Learning experience in the English class was proposed in order to foster their oral interaction skills through committee work and the cooperative principles. On the other hand, students' logs, artifacts, field notes, recordings and interviews were the data collection instruments applied in the three different cycles of the implementation. As a result, students improved their oral interaction through turn taking strategies in their committees, assumed the negotiation of meaning as a challenge in the cooperative work, and enhanced the use of English language expressions as a daily routine in their class. Furthermore, roles' assignment as a cooperative strategy in their committee work allowed students to approach real life changes, and to be responsible with others. All in all, this research project was a motivating experience of learning a foreign language in an interdisciplinary way in which students not only learn English but also rebuild the social awareness this society needs to construct since childhood.

Key Words: Committee work, Project Based Learning, Oral interaction skills, Cooperative principles.

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CHAPTER 1

THE PROBLEM

Description of Setting and Context

Fourth grade students at Anibal Fernandez de Soto I.E.D are the population selected for developing this research project. This chapter deals with the description of setting and the population in terms of local context, institution characteristics and students' socio-emotional, cultural and linguistic features. Therefore, the first part is related to the school as it is the main setting in which the project is developed.

Anibal Fernandez de Soto I.E.D (ANFESO) is a public educational institution located in the north of Bogotá, specifically in Suba locality. It counts with two different headquarters, one for primary and the other for high school. The primary headquarter (also named headquarter B) was opened in 2002 through the resolution 1824 of June the 20th of the same year (Sierra, 2010). It means it is quite new and this is the first time they have English pre-service teachers of Universidad Pedagógica Nacional doing their teaching practice.

The school population size is 650 students in headquarter B distributed in 10 classrooms in both shifts: morning and afternoon. In addition to that, they have two different yards but they are quite small. There are 20 teachers approximately for both shifts. Concerning educational resources, teachers have access to a photocopier where material they need for the classes can be printed. In each classroom they have a small library but all the books they have are in Spanish. The primary section has few television sets but tape recorders in each classroom. This can be seen as a useful tool that can help to develop and foster listening exercises. However, as there are

few television sets in the primary section, it is difficult to have a good visual input for students and it could hinder the English learning process since it is necessary to use visual material with young learners.

On the other hand, the aforementioned specific population in this research project is 35 fourth grade students: 18 girls and 17 boys between 7 and 9 years old. They receive their classes in a classroom that offers a good learning environment but it is very small for the group's size. According to the data collection instruments, especially the Students' Survey (See Annex 1), applied in order to characterize the population, it was possible to determine the following common aspects about the students:

- The majority of the students belong to strata 2 or 3.
- Most of them live in the following neighborhoods that surround the school: San Jose Spring, Prado Pinzon, Prado Veraniego, Casa Blanca, San Cipriano, etc. Only one student lives in Colina Campestre.
- There is a common family structure among the children: formed by mother, father and siblings. However, there are some students that live with other relatives such as: grandparents, aunts and uncles, cousins, etc.
- In general, both parents work. However, children stated that they receive help with homework from relatives. Only three students claimed that there was nobody at home to support this process.
- All of them have access to technology such as: computers, tablets or cellphones.
- In their free time, they usually rest, play on the computer/tablet or do exercise. Only one student stated that he learns English on his own.

At the same time, students had some features in common concerning their English learning process. Initially, according to the questionnaires, they enjoyed English class because they learnt a lot. The main activities they enjoyed were the ones that involved singing and coloring images. A few of the students said that they liked playing, writing, learning vocabulary or asking questions. Besides, half of the population affirmed that they practiced English outside the classroom through videos, songs and games on the internet. The rest of the class did not have contact with English outside at all.

Moreover, they proposed some activities they would like to develop in their English class such as singing, playing, talking, and working in groups mainly. In fact, in the continuous process of observing the population, other aspects that could be related to the students' approach to the English learning process they previously had with the Homeroom teacher were identified. In one of the sessions, some students commented on those classes they had with other teachers. Children remarked that they had playful activities like singing or playing on one hand, and filling in the gaps or repeating activities on the other, but these activities quickly became boring. This led the students to ask for activities in which they can interact, share with their partners, and have fun while they are learning. (See Annex 2. Field Notes N° 2. *Description*. February 18th/2015. Lines 21 to 24)

Finally, as the population has to be characterized not only in terms of social and cultural aspects but also in linguistic and cognitive ones it was important to do a *needs analysis* in order to diagnose the students in relation to their English language skills, whose results related to the research problem will be presented in the following section.

Statement of the Problem

According to the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006)* for the second cycle of education, children need to foster the oral interaction process in English to communicate effectively in the classroom and other scenarios. For this reason, a *needs analysis* was designed in order to diagnose the population having in mind not only their oral interaction skills but also the group work behaviors, field notes, and interviews as data collection instruments.

Thanks to the needs analysis done, it was possible to state that this group of fourth graders did not have formal English lessons but just some vocabulary sessions with their homeroom teacher. Because of that, they presented a lack of fluency and meaningful vocabulary in terms of speaking skill but they had good listening comprehension. That is why they recognized some words and expressions in the English class, but they were not so meaningful for them. They just repeated what the teacher said but in fact they did not understand what those expressions and words are for. Furthermore, their homeroom teacher always expected from them to copy all sentences or words in their notebooks instead of practicing or relating them to real situations.

In addition to this, students were not accustomed to work in groups frequently and this also affected their oral interaction process in class. The teacher preferred individual or pair work even though she was conscious of the benefits of cooperative work. In this order of ideas, when children had the opportunity to work in pairs, they only worked with their close friends and not with different partners; issue that could hinder their learning process now and then. Finally, students did not understand very well their roles in the group and could not identify the “leader” as the person who guides others for the benefit of the group.

All in all, in relation to the lack of oral interaction and group work in the English class, several strategies are needed to approach students to a real cooperative work in which they can foster their oral interaction skills and the social contents developed in the committees proposed in the PEI school in a Project Based Learning (PBL) experience.

Objectives and Research Question

This research aims to contribute to the understanding of the Cooperative principles' role in the children's oral interaction skills in an EFL context. Thus, the research question that guided this study was:

What might be the impact of applying Cooperative principles on the oral interaction skills in a fourth grade PBL oriented English class at Anibal Fernandez de Soto school?

Research Objectives

The objectives that guided the study were:

General Objective

To identify the impact of applying Cooperative principles on the oral interaction skills in a fourth grade PBL oriented English class at Anibal Fernandez de Soto school.

Specific Objectives

1. To determine the effect of role's assignment in the development of a PBL experience.
2. To analyze the oral interaction skills through cooperative tasks in a PBL oriented class.
3. To identify the relevance of committee work through Project Based principles.

Rationale of the Study

Classroom interaction has been subject of study for a long time. Several difficulties have been detected in relation to the way in which students interact in class, share their knowledge, and participate in the activities. This current proposal aims to apply some cooperative principles in a Project Based Learning oriented English class with fourth graders in order to promote their oral interaction in their committees.

First of all, it is necessary to highlight the importance of the cooperative principles in the students' oral communication improvement. Johnson & Johnson (1999) stated that students who work cooperatively not only show better social relations between partners but also the oral interaction is promoted among students and their partners in the peer group. That is why, cooperative principles such as: positive interdependence, face to face promotive interaction, individual accountability, among others, are necessary to create a good work environment and to foster their oral skills in the first stage of the foreign language learning.

Secondly, the cooperative principles mentioned before were applied in a PBL English oriented class, it means, it is appropriated to consider the benefits of using a PBL approach to learn a foreign language. Hence, there are different reasons why using PBL could foster not only English skills but also interaction in class. According to Grant (2002) and referring Piaget's and Vygotsky's perspective about constructivism and zone of proximal development (ZPD) through PBL, children can build new knowledge and foster interaction taking into account their environment and people that surround them. Furthermore, Slavin (1999), also stated, based on the Piaget Cognitive Stages of Development, that language as being a social knowledge, can only be learnt interacting with others. Therefore, English language needs interaction to be learnt and

mainly if individuals want to develop oral production. Scott and Ytreberg (1990) stated that oral skills are the ones that children acquire first and these are their main source in the learning process. Hence, despite this process could be difficult, it is one of the most important that may be developed with young children as they are doing with their mother tongue.

On the other hand, taking into account that children were organized in some committees such as: *Communication, Environmental care, Coexistence and democracy, Free time, and Disasters*, which were linked to 'Proyectos Transversales' proposed by the Proyecto Educativo Institucional (PEI) of school, it was a great opportunity to relate the contents of the English class with the PEI, enhancing a comprehensive education in which English was the means to see literacy as a social situated practice (Hamilton, 2010). Moreover, if the socio-affective and communicative dimensions stated in the PEI are taken into account, it would be easier to understand the benefits of PBL and the development of group work inside of students' committees.

To sum up, young learners had the necessity to share with their partners, to build new knowledge not only related to English aspects but also to their social environment in which communication, environmental care, co-existence, democracy, disasters, among others, are the main aspects that take a special place in their learning process at school and in their daily lives. That is why; this proposal is an opportunity to foster the children oral interaction skills in English and to work cooperatively in their committees to achieve common goals for the benefit of the whole group.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter the theoretical framework and the literature review will be presented. First of all, five international and national studies will be described and related to this proposal in terms of the problem, the population, and the objectives. Secondly, the theoretical constructs that frame this study will be also discussed.

State of Art

In this section, two international and three national studies that share similarities with the research question and objectives in this study will be presented. First, at the international level, Susi Fitria (2013) developed a case study entitled “Speaking Activities in Young Learners Classroom: The Implementation of Project Based Learning Approach” in which 30 third grade children were involved in a Project Based Learning experience for investigating a variety of EFL speaking activities such as: discussion, picture cued, retelling a story, etc., in a private elementary school in Bandung (Indonesia). The PBL proposal was called “Indonesian Traditional Clothes Fashion Show” in which the students were expected to make, at the end of the project a scrapbook presenting the Indonesian traditional clothes. The study data collection instruments were: observations, structured interviews, and documents examination. As a result, the researcher found that PBL experiences encourage the teacher to find a variety of speaking activities and a better cultural approach.

The previous research experience is considered relevant for this current proposal because it integrated not only the curriculum contents that are compulsory to follow in the school but also some social and cultural aspects related to the students’ real context. Besides, the diversity in the

speaking activities enhanced the students' participation in oral contexts. These facts were also a focus in the present proposal. However, in Fitriyas' study not all the speaking activities were considered from a cooperative way as it was in this project.

Second, Alghamdi (2014) developed a project entitled "EFL Learners' Verbal Interaction during Cooperative Learning and Traditional Learning (Small Group)" which also gave light to this study. That proposal intended to identify the impact of the cooperative learning method (CL) on verbal interactions of 139 EFL tenth grade male students between 14-15 years, in four secondary boys' schools in Al-Baha. This project lasted 3 months and the data collection instruments applied were audiotapes and videotapes. Finally, data collected by the researcher showed that there was a significant difference between the conditions in making basic statements during discussion, responding to others' requests for basic information, positive interruption, negative interruption, and supporting others in the group. However some other verbal interactions such as: requesting clarification from others or organizing responsibilities were not promoted as the researcher expected.

The previous project is considered important for the current proposal because interesting experiences were developed in relation to the cooperative learning and oral interaction, establishing the differences and effectiveness of using these theories of learning in EFL learners. However, a fact that could be improved in this proposal is the use of more data collection instruments in order to gather reliable qualitative data about the process. Moreover, the time could be an element that can hinder the process and does not allow having better results.

On the other hand, Pineda (2013), a national researcher, carried out an action research project entitled "Oral communicative production in english through TBL approach with cooperative learning in the liceo Mercedes Nariño school" in which fourth graders in a public institution

developed their oral skills through Task Based Learning (TBL). Its objective was to encourage some activities based on TBL, for instance the researcher gave students the chance to make presentations using what they knew in English and vocabulary learnt in class. Those presentations were related to daily situations they had to face. Dealing with data collection instruments the researcher applied field notes, videos, and artifacts.

Finally, the researcher concluded that TBL was not a completely successful approach because only few groups could achieve the proposed goals. Moreover, the school curriculum, lack of participation and disposition to the activities were considered the main difficulties the researcher found to develop better his study. However, students could identify roles within the group and get certain vocabulary for their oral presentations. Likewise, this current proposal intended to achieve better students' oral production taking advantage of groups' participation and the topics children developed in their committees. Besides, as they developed a long term project instead of individual tasks, they built associated knowledge and realized the oral interaction improvement in each stage of the process.

Another qualitative research entitled "Cooperative Learning on the promotion of oral production" was carried out by Martínez and Gomez (2014). They analyzed the impact of cooperative work through the implementation of two methods: the sage circle and problem solving tasks in order to help first graders to develop oral English skills. The instruments used for data collection were field notes, videos, photos, and learners's documents. As results researchers found that children had several difficulties working in groups and they needed the teacher to maintain discipline and the use of the target language. However, if the teacher modeled in a proper way the English use, children could produce it well. Lastly, the materials

constituted an important issue in the English learning process, they needed to be meaningful and creative.

In the previous study the researchers carried out an interesting approach to cooperative work with young learners. It was very useful to know experiences like this one to understand how different cooperative strategies could foster the children's oral production. Nevertheless, one aspect improved in this current study, which was not considered in Martínez and Gómez's project, was to clearly state organization of group work and the role's assignment. These elements are essential aspects when working with young learners.

Finally, Camacho and Nivia (2009) proposed in their action research project entitled "Implementing a proposal with a communicative and a project work approach by designing learning environments in efl to improve oral skills in children of third and fourth grade (second cycle) in the school Prado Veraniego IED" to implement learning environments for third and fourth graders in a public school in order to enhance oral skills using communicative and project work. Field notes, questionnaires, videos, students' documents were the data collection instruments applied. The main results of this study were students' oral production improvement through clear language, adapted materials and good environments in class. Besides, they could increase their language performance in class for their interaction with the teacher and partners. That is why, Camacho and Nivia's proposal was considered relevant for this study because of the children oral production process they carried out through PBL and the benefits they obtained. However, it was necessary to present more social contents that were related to the students' context and needs.

To sum up, the previous studies were useful for this research and they provided an overview of how cooperative work and Project Based Learning have impacted positively the children's oral production and the group work behaviors in order to enhance them. All those research experiences contributed to the development of this study. However, it is necessary to clarify that despite several works were carried out with similar population; two aspects made of this project an innovative one. First, the simultaneous promotion of oral interaction and PBL constitutes an unusual pattern when teaching young learners and, second, the interdisciplinary way of learning in committees.

Literature Review

In this section the main constructs supporting and framing this study which are: *Oral interaction skills as a foundation for foreign language development in children* and *Cooperative learning as a way to guide social interaction in a PBL English class* will be presented. These constructs are related to oral interaction skills in young learners, Cooperative work and Project Based Learning approach as well as to the importance of literacy as a social situated practice.

Oral interaction skills as a foundation for foreign language development in children.

Language development has been matter of study for many years. In the field of education there have been several studies and theories that have explained how young learners develop their communicative skills in order to interact with their environment and people surrounding them. According to Vygotsky (1978) and following the proposals by Danby (2002), young learners have the necessity to enhance their abilities as speakers and listeners at school in order to promote their cognitive, linguistic, social and emotional development. Besides, referring

Vygotsky's social cultural theory, the child's learning process could be developed only if interaction and cooperation is presented (Yu, 2008).

In this sense, interaction is a key concept to understand how individuals carry out an EFL process and its function in the classroom. Based on Ellis (2005) interaction is: "meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns." (p. 40) However, formal instructions, the tasks management and development of group cohesion are other important aspects related to oral interaction process in the classroom that need to be consider as Thuan & Nhu (2010) suggest.

Classroom interaction is also characterized for following teacher – student interaction or student–student interaction patterns. *Teacher – student interaction* is the most common interaction pattern followed in different classrooms. It consists in an Initiation - Response – Feedback process (IFR) in which the teacher controls and guides the interaction in class. Students are limited to answer questions and receive feedback from the teacher. Nevertheless, in the IFR process, teachers could provide better opportunities to increase oral interaction if they not only give a simple feedback that evaluates the answer but also continues the thread of the conversation with another question that complements the answer (Thuan & Nhu, 2010).

There is another interaction form called *student–student interaction*. It occurs among learners as they are the main participants. Teacher's role is to monitor the class. Rivers and Temperley (cited by Bygate, 1987) describe the two different kinds of interaction in the language classroom: structured and autonomous. The *structured interaction* is the necessary 'bridge' that students need to make relations between their knowledge of rules and the ability to communicate in

context. On the contrary, *autonomous interaction* is defined as the “matter of translating personal meanings into language [in context]” (p. 59).

Hence in this current proposal both structured and autonomous interactions are taken into account when EFL learning in children is referred. However, oral interaction must be seen as a process. In the first stages, interaction is structured and in the continuous learning process becomes autonomous. That is why; students have to be trained not only in the language form but also in the negotiation of meanings and solving communication problems which means oral interaction skills.

Consequently, oral interaction skills are the use of knowledge and basic motor-perception skills such as perceiving, recalling, and articulating in the correct order sounds and structures of the language to achieve communication in a specific context. They involve what to say and how to say it depending on the speaker’s intention (Bygate, 1987). Thus, as interaction skills cover many issues about the communication process; experts classify them into routines and negotiation skills. According to Bygate (1987) *Routines* are related to the typical patterns in which speakers organize the information they want to communicate. These correspond to the typical message patterns: descriptions, narrations and instructions. Besides, chunks of information are an important pattern that can be improved and tested in these skills.

On the other hand, *Negotiation skills* are involved in the understanding achievement in the routines. There are two important aspects to this: management of interaction and negotiation of meaning in which different influential skills are included in a success interaction process. To begin, management of interaction controls the speaker’s rights in the communication event and there are two different skills which are *turn taking* and *agenda management skills*. The first

refers to the topic choosing while the second one to who speaks, when and how long (Bygate, 1987). These skills were a very valuable matter of study in this current project because the promotion of a better interaction between children in their committees needs a good practice in both their routines and management interaction practices. Next, in terms of negotiation of meaning, Widdowson (cited by Bygate, 1987) established a concept that is determinant for working in groups or in committees as in this study is proposed: 'convergence'. Widdowson uses this term, "to indicate that what is involved is mutual understanding rather than individual understanding" (p. 29).

On the other hand, as it was mentioned previously, oral interaction skills are not only related to the children language development but also to the way students work in their committees. The promotion of oral skills benefits the group work interaction and allows students to have more talking time in class: "Learners in groups are equal, and the power of the teacher within groups is also diminished or neutralized. The teacher should frequently use group work to maximize each learner's opportunity to speak and reduce the psychological burden of public performance" (Thuan & Nhu, 2010; p. 36)

To sum up, children need group interaction to achieve better learning language process and as Vygotsky (1978) suggests: "talk plays an important part in laying the foundations for child's intellectual ability in later life" (p. 9). Therefore, this current proposal intended to foster the children's oral interaction in cooperative groups to make students more active in their learning process and to explore the possibilities oral skills have in relation to their environment's comprehension.

Cooperative learning as a way to guide social interaction in a PBL English class

Learning a new language not only requires understanding about grammar issues or the skills development. As it was discussed previously, language has to be with the social environment in which individuals are and the issues they have to face in everyday life. That is why, it is necessary to establish a learning theory that helps us to promote children social interaction in their committees and it is *cooperative learning*.

According to Johnson & Johnson (1999), cooperative learning is the use of small groups in education in which students work together in order to improve their own learning and other's. There are three different ways to approach cooperative learning: formal, informal and cooperative based groups. Moreover, in this current research project, cooperative based groups were chosen for developing Project Based Learning in cooperative environments. Those are characterized by being heterogeneous and stable. Students in this kind of group meet regularly and work along the entire course. One of their main responsibilities is to support and help their members to do the tasks and consider each participant as a responsible person in the learning process of the whole group. Therefore, in this research project *cooperative based groups* will be understood as the *committees* in which fourth graders are working in their English class.

Likewise, cooperative learning has some principles that help to organize in a more effective way the different group tasks. The following are the principles that, according to Johnson & Johnson (1999), are the most important ones to produce the necessary conditions to have cooperation:

1. *Positive Interdependence*: Children understand that they need each other in the group to achieve their goals and complete their task. Teacher can promote this interdependence if

he/she establishes mutual goals, joint rewards, shared resources and roles between the groups.

2. *Face-to-Face Promotive Interaction*: ‘Students promote each other's learning by helping, sharing, and encouraging efforts to learn’ (Johnson & Johnson, 1999; p. 125). Moreover, these efforts are accomplished through the knee-to-knee oral interaction for carrying out the assignments.
3. *Individual Accountability*: The assessment of each cooperative task has to be given to both the group and individually. Teacher can assess the group performance but also can test the individuals or choose one person whose performance will correspond to the whole group evaluation.
4. *Interpersonal And Small Group Skills*: Children cannot achieve their common goals if they do not put into practice their social skills such as: leadership, decision-making, trust-building, communication, and conflict-management skills. As well as interaction skills, these ones offer a good and effective environment to communicate in groups.
5. *Group Processing*: The teacher can foster group processing when making students reflect upon the members’ actions and roles’ affects in the group. Students can list the beneficial actions or the missing ones to achieve their goals.

In the same way, to apply these cooperative principles it is necessary to have in mind that students need to be conscious about their responsibilities with their committee and members. Hence, each student has a specific *role* to perform. The roles are specific behaviors performed by the committee members and these help to structure all the cooperative efforts in a progressive way. Each student in the committee must fulfill his/her duties and has the right of expecting the

same from their partners. This is an initial stage to enhance the autonomy of children and to foster the group and individual responsibility (Johnson & Johnson, 1999, p. 45).

The previous principles were the base of this current proposal. Still, cooperative learning needed a pedagogical approach as a context to promote interaction and taking into account the children's committees, Project Based Learning (PBL) provided an effective social experience in the English class.

Project Based Learning (PBL) is "an instructional model that involves students in investigations of compelling problems that culminate in authentic products" (Grant, 2002, p.1). Based on this, children are active learners, observers and investigators in this kind of projects and teachers are monitors and guides for them. Furthermore students involved in projects are more responsible, cooperative, communicative, self-confident and aware about social and cultural aspects of their own context. Those are considered the main advantages of this method.

In addition to this, when students are developing a project, it is necessary that they establish work as a cooperative one. In this regard, this current study proposed PBL and cooperative work as a way to face some social issues in the English class. As fourth graders in Anibal Fernandez de Soto school formed committees in relation to social aspects such as: environmental care, communication, disasters, etc., they were not only learning English and fostering their oral skills but also as Hamilton (2010) states, comprehending literacy as a social situated practice in which they understood literacy as a process that has to be with certain issues of a specific social context.

In this chapter, the key constructs of the research project were defined and characterized. In the next chapter the methodological design and data collection procedures followed during the research process will be presented.

CHAPTER 3

RESEARCH DESIGN

In this chapter the research design that structures this proposal will be presented. The research paradigm, the type of study, the data collection instruments and the procedures are the main aspects discussed in this apart. All of them clarify how this investigation process was carried out structured and unbiased.

Research paradigm

This study is framed into the qualitative research paradigm. This “is a form of research in which the researcher collects and interprets data, making the researcher as much a part of the investigation process as the participants and the data they provide” (Corbin & Strauss, 2015, p. 4). Furthermore, Flick (2009) states that qualitative research has a more flexible design than quantitative studies which allows the researcher not to count but to characterize data taking into account the appropriateness of methods and theories, the perspectives of the participants, their diversity and the reflexivity of the researcher (p. 14).

According to the main objective in this research project that is to identify the impact of applying Cooperative principles on the oral interaction skills in a fourth grade PBL oriented English class, the qualitative paradigm allowed the researcher to gather and characterize data from the children’s oral interaction as well as from their context and social behaviors. Also, it provides the opportunity to reflect about the researcher’s teaching practice and includes these valuable insights as an important part in the investigation process.

Type of study

This current proposal is characterized as an action research that belongs to a qualitative investigation approach. According to Burns (2010), action research (AR) is a self-reflective, critical and systematic process in which the teacher analyzes his/her own teaching practice and context in order to find a problematic situation and possible strategies for solving it.

Furthermore, action research as part of a qualitative approach takes place in a contextualized situation which is the fourth graders' learning environment. Thus, action research is collaborative and participatory, it means, not only the teacher reflects about their practice but also other colleagues and all the participants have the opportunity to contribute to the research project. In consequence, the teacher is also a researcher that observes and participates in it.

Burns (2010), based on Kemmis and McTaggart's model, established that in action research the researcher has to achieve several cycles that have the following steps: planning, action, observation, and reflection. As this current proposal is framed in action research, three cycles were carried out during three semesters as follows: the first cycle started on February and finished on May 2015. In this part a diagnostic test was given at the beginning of the process in order to identify the problem and plan the action. Secondly, based on that plan, the teacher intervened, collected and interpreted data to reflect about the children learning process and the impact of the cooperative tasks in the oral interaction carried out in their committees, completing the second cycle of action research between August and November 2015.

Next, according to the analysis and the reflection made in the second cycle of action research, the third one took place between February and April 2016 to improve on the issues that were found. Once again data was collected and a final reflection process was carried out to state conclusions and recommendation for future studies in the field.

Data collection instruments

Data collection instruments took an important part in action research. The following were the instruments applied in the planning, action, observation, and reflection part in all the cycles. Thus, in order to achieve validity and reliability in the investigation process, the triangulation of several instruments was considered. According to Burns (2010), action research can achieve objectivity through triangulation. It is a combination of several types of data that allowed the researcher to compare and cross-check if one source's evidence is reflected in another one. Likewise, Check and Shutt (2012) state that "no one data source can give you a whole and accurate picture of what is happening. Teacher researchers need multiple perspectives (...) to illustrate different aspects of the same question or problem" (p. 267). Thus, taking into account the objectives in this current proposal different kinds of data collection instruments were applied to guarantee the validity of the research and the appropriateness of the data collected to achieve the specific objectives in this study as follows:

Table 1

Data Collection Instruments

SPECIFIC OBJECTIVES OF THE RESEARCH	DATA COLLECTION INSTRUMENT N°1	DATA COLLECTION INSTRUMENT N°2	DATA COLLECTION INSTRUMENT N°3	DATA COLLECTION INSTRUMENT N°4
1. Determine the effect of role's assignment in the development of a PBL experience.	<i>Students' Logs</i>	<i>Classroom Documents</i>	<i>Field Notes</i>	<i>Interviews</i>
2. Analyze the oral interaction skills through cooperative tasks in a PBL oriented class.	<i>Recordings</i>	<i>Field Notes</i>	<i>Interviews</i>	<i>Students' Logs</i>

3. Identify the relevance of committee work through Project Based principles.	<i>Students' Logs</i>	<i>Classroom Documents</i>	<i>Field Notes</i>	<i>Interviews</i>
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Student's Log. According to Burns (2010), a log or journal is a classic tool that allows a person to record his/her beliefs, thoughts or ideas about a specific event or practice. Therefore, significant reflections could be written always taking into account the specific date. In addition to this, in the case of children's logs, they could have a daily, weekly or memory log; however, in this project, they answered a memory log at the end of the second and third cycle.

Moreover, in the current proposal, the teacher asked students to have their logs in order to get information about their insights related to the project, the roles' effect in the cooperative work and the reflections about the committees' performance. Consequently, four logs were implemented to record the children's perspective to the committee work, the project, and the English class (See Annex 3).

Interview. "Interviews are a classic way in research to conduct a conversation that explores your focus area, it means, it is a conversation with a purpose" (Burns, 2010, p. 74). The researcher has to take into account the time available to apply interviews as a data collection instrument because it could be more time consuming than others. The types of interviews used for action research are: structured, guided or semi-structured, and open-ended conversational-type interviews. According to the population and the objectives of this project, a semi-structured interview was chosen because despite being structured and organized, it is flexible and more open to the unexpected information.

Hence, two guided interviews were applied for getting some information. The first one, from the teachers' perceptions about the intervention's effectiveness, and the second one from the

children's perspective towards the committee work and the gallery project at the end of the third cycle (See Annex 4).

Field Notes. Also called 'observation notes', they are instruments for recording data in a written form by the researcher or other participants. They allow the researcher "to record the events and happenings in the location, his/her reflections, beliefs and teaching philosophies, his/her ideas and insights about the practice, and his/her personal stories as a teacher researcher" (Burns, 2010, p. 89). Moreover, there are several types of field notes: factual, descriptive, and reflective field notes. In this study, the field notes were a combination between a descriptive and a reflective exercise because the researcher described what was really happening in the classroom in relation to the focus area of the proposal, children oral interaction skills and cooperative work in their committees, and next, this information was interpreted to reflect about his/her teaching practice and the children's process (See Annex 5).

Recordings. According to Burns (2010), the recordings are instruments that allow the researcher to collect data from real oral interaction. They are usually used to complete direct observation and they could cover complete lessons or only focused areas in the classroom sessions. In addition to this, when the researcher is using video-recording, he/she can gather some data related to the non-verbal communication between students, a possible advantage if social behaviors are also being analyzed. As this proposal was focused on the oral interaction skills in the cooperative activities, video and audio recording were useful to record verbal exchanges accurately. Moreover, the recordings provided the opportunity to get more natural oral exchanges in the classroom activities at the end of the second and third cycle of the pedagogical implementation (See Annex 6).

Artifacts: According to Burns (2010), artifacts, also called “classroom documents” are all kinds of written documents related to the educational process that can be a mean of collecting data and key issues in the research project. In this study several worksheets (See Annex 7) answered by the students were analyzed to identify the student's progress in relation to the roles' recognition, the cooperative work in their committees, and the English contents used to carry out the project as follows:

Table 2.

Artifacts

ARTIFACTS AND THEIR DESCRIPTION	DATE
Worksheet <i>My role</i> : Children identified their roles and draw their responsibilities	September the 9 th /2015
Worksheet <i>My committee, my house</i> : Children recognized their partners as members of their committees with specific responsibilities.	September the 16 th /2015
Worksheet <i>My classroom expressions</i> : Students identified several expression and chunks used in the classroom.	February the 18 th /2016
Worksheet <i>Recycled materials</i> : Students practiced certain vocabulary about the recycled materials they used in the gallery creation.	March the 2 nd /2016

Data collection procedures

Data was collected in the fourth graders classroom for twenty weeks, starting on August 11th/2015 with the first field note, and finishing on March 16th/ 2016 with the final interviews and logs made by the children. Nevertheless, as action research deals with ethical considerations when a study is developed, first a *informed consent* (See annex 8) was sent to ask for children's

parents' permission to allow the students to participate in the project on April 8th/2015. Burns (2010) states that an *informed consent* allows the participants to know “the procedures, possible effects of the research on them, and how the research will be used” (p. 35). In addition to this, participants knew about their rights: their identities were in the anonymity (students were named with numbers for keeping the confidentiality) their participation was voluntary and they could quit the intervention whenever they wanted. Thus, the research process was guided ethically and responsibly.

On the other hand, each data collection instrument had a procedure to be followed. To begin with, the *students' logs* were applied at the end of the second and third cycle. The first student log referred to the students' feelings in their English class and the tasks they had to develop in their committees; it was applied on November 11th/2015. The second, third, and fourth logs were applied on March 2016 and children could express their opinions about the roles changes, the turn taking activities and the cooperative tasks to make the gallery; children usually answered them at the end of the classes.

As to the *interviews*, these were applied in the first and third cycle of the intervention; the first one took place at the beginning of the cycle on May 23rd/2015 in which the homeroom teacher helped the researcher to characterize the population and identify the problem. The second one was carried out on March 16th/2016, at the end of the third cycle in order to know the opinions of the homeroom teacher and the students about the project and its results.

With respect to *field notes*, these were collected each class during all the three cycles. The researcher needed to describe all the events that occurred in the class in relation to the problem and the activities that were proposed to solve it. The first field note took place on February

11th/2015 and the last one on March 16th/2016. However, and depending on the interpretation of the data collected only few of them were referred in the analysis of data.

As well as other data collection procedures, *recordings* were applied in the second and third cycle of action research. The first audio recording took place on September 23rd/ 2015 showing an oral activity in the classroom in order to identify the initial role's recognition. The second was made on November 11th/ 2015 to analyze how children perform in a communicative game about recycling. The third one was a video recording in which students were creating their products for the gallery on March 9th/2016. And the last one was other communicative game related to environmental care contents and different strategies to apply in everyday life that took place on March 16th/2016.

Finally, *artifacts* were collected in six sessions during the second and third cycle starting on September 9th/2015 and finishing on March 2nd/2016 as it was previously explained in the Table 2. All these artifacts were related to the Project Based Learning stages and the English contents students needed to learn in them. In addition to this, the artifacts were implemented in different moments of the class and could be individual or pair work. Moreover, documents were not only focused on some PBL achievements or the awareness of students' roles and responsibilities but also the appropriateness of certain English vocabulary related to environmental care contents.

To conclude, in this chapter the research design of this study was presented. First, this current proposal was framed in a qualitative action research and the three cycles in which the study was divided were described and explained. After, the data collection instruments were presented as well as their procedures in relation to the specific necessities of the researcher. Now, in the next apart of this document the pedagogical design of the proposal will be presented.

CHAPTER 4

PEDAGOGICAL INTERVENTION

In this chapter the vision of curriculum, the vision of language, the vision of learning and the vision of classroom will be defined and described in order to understand the focus of the study and the lesson plans designed for the proposal. Besides, the instructional design of the project will be presented.

Vision of Curriculum

The principles of a *constructivism curriculum* are followed in this current study. From this perspective and taking into account the objective of this study previously characterized in Chapter 1, the social PBL experience carried out for the students in their committees allowed them to reflect about a real problem situation and propose a solution from their near context not only developing social skills in their committees but also beginning an oral interaction process in English as a foreign language.

According to Shawer, Gilmore, & Banks (2009) a curriculum based on the constructivism theory allows students to learn in the interaction between thoughts and experiences in their near contexts developing more complex cognitives structures. Furthermore, Terwel (1999) states that studens have an active role in their learning process and promote a better face to face interaction in a cooperative learning enviroment, in other words: “students learn more by giving elaborated help to others and less from receiving low-level elaboration by others” (p. 197).

Finally, in the light of Vygostky’s theory of zone of proximal development (1978), teachers who want to follow a constructivism curriculumm perspective are worried about the learners’

current understanding, interests, and needs. All in all, teachers' role is to explore the actual level of their children and determine the potential development they can achieve with the appropriate guidance and problem-solving activities with peers in group work. That is why, this curriculum perspective allows the researcher in this study to foster better processes of oral interaction having in mind the actual and potential students' English level and the interdependence between peers in the committees as a necessary condition to have cooperation in a PBL approach (Terwel, 1999).

Vision of Language

In concordance with a constructivist perspective of curriculum, language is seen as a factor to construct social realities, it means, it is not merely a system of symbols and sounds but it also allows people to understand the world and the context that surround them. Cojocaru, Bragaru, & Ciuchi (2012) suggest that language is a mean of interaction between individuals to construct multiple realities, negotiate meanings in social organizations, reaffirm ideologies that structure people perceptions, etc.

In addition, "social constructionism considers that realities are created by people who communicate through language, each of them influencing and limiting the responses of the others" (Cojocaru, Bragaru, & Ciuchi, 2012, p. 32). Therefore, language is considered in this research project in a constructionism perspective because the committees organization and the interaction students perform in the different cooperative tasks allow them to negotiate different social meanings related to their contexts and rebuild their ideas about learning with and from others.

Vision of Learning

Learning takes a special place in the children foreign language development. That is why, it is necessary to understand it, not merely as a memorizing process of senseless things but as a significant process for children. In the light of the cooperative principles in the PBL experience with fourth graders, learning is understood as a *situated practiced* in which all what is learned is typical to the children's own context (Anderson, Reder, & Simon, 1996). An example of understanding *situated learning* in this proposal was all the knowledge fourth graders could get and rebuild from the experience of solving a garbage pollution problem in their school or home recycling materials and creating a gallery.

Hence, learning seen from this perspective is characterized first for being an active process in which students need to experience the knowledge and not only accept that it is "out there". Second, children have the opportunity to construct meaning in terms of physical and mental activities that engages them with the world. Finally, as learning involves language and language is culture: "social interaction is seen as helping the individual to understand and become aware of the thinking process, since the explication and organization of thought in speech assists the reorganization of knowledge" (Kumpulainen & Wray, 2002, p. 20). To sum up, learning only can take place if children face real problems in their classrooms and they try to solve them. If learning is a situated practice they can explore real opportunities to approach a foreign language in a significant way.

Vision of Classroom

In this research project classroom is understood as a *social system* in which students conform a *community* to share knowledge, to help others and to learn how to live in society. According to

Smith (1968) a classroom is the unit of school in which people have interdependent relations with similar goals. A classroom seen from this perspective is focused in the teachers' decision making and pupils' role structure. Besides, it is necessary to consider the norms, activities, feelings, and interactions which are useful in analyzing any particular social system.

In this regard, the classroom in this research project is understood as a learning social system in which children interact from their own individuality to the social system of the committees within the English class. Only if teachers and students recognize the importance of fostering the classroom in a social and constructive perspective, cooperative PBL experiences will be carried out successfully.

Instructional Design

As the main pedagogical objective of this current study was to enhance oral interaction skills through applying Cooperative principles in a fourth grade PBL oriented English class, the methodological aspects of Cooperative learning were followed together with the main PBL phases. All these proposals will be the bases of the stages in which the three cycles of the project is divided (See Chapter 3).

The following table shows the cycles, their stages, the objectives and the estimated time of each implementation. All the sessions were structured in lesson plans of around two hours per week. (See Annex 9)

Table 3

The cycles of implementation

CYCLE	STAGES	OBJECTIVE	ESTIMATED TIME
1	My committee,	To stablish a good climate setting and to	Four sessions (About 1 month). Each session: around

	My home	form groups.	2 hours and a half. August 26, September 2, 9, 16 /2015
2	My role	To recognize the different roles within my committee and the responsibilities I have.	Seven sessions. (About 7 weeks). Each session: around 2 hours. Total: 22 hours. September 23, 30, October 14, 21, 28, November 4, 11/ 2015
	Let's begin the project	To achieve the first and second PBL stages: <i>Presenting the problem with real life example and beginning the investigation process.</i>	
3	My gallery	To achieve the third to the sixth PBL stages: <i>preparation of the needed materials, the definition of assessment criteria, the creation of the recycled product and the preparation of the oral presentation per committee.</i>	Four sessions (About 1 month). Each session: around 2 hours and a half. Total: 10 hours. February 18, March 2, 9, 16/ 2016
	Reflecting: <i>What did we learn in our project?</i>	To achieve the last two PBL stages: the presentation and reflection process of the gallery.	

Cycle N°1:

1. My committee, My home

Before starting all the activities in the English class, it was important to explain to the students how the methodology in each session would be. It also included the objectives of the project; how it dealt with their language learning process and the benefits they could have participating in it. Furthermore, as the main bases of this study were Cooperative principles and PBL approach, students had to know they were immersed in a constant and cooperative investigation process (Grant, 2002).

Thus, in this first cycle of the research, *Cooperative Based Groups* are proposed to be implemented. According to Johnson and Johnson (1999), these kinds of groups work together for a long period of time, they are stable and their members meet regularly. As it was mentioned in Chapter 1, fourth graders have already formed their groups with the teacher's guide, taking into account the projects stated in the PEI school. These were called generally as 'committees' in this research project. There were five committees: coexistence and democracy, environmental care, disasters, communication and free time.

For this proposal, the researcher continued with this organization because students liked their groups. As each committee had 6 or 7 students, sometimes they were divided into 2 sub-groups for improving the task's development. According to Macpherson (2007) the ideal size of cooperative groups is four students because of the roles' assignment and the effectiveness of the tasks. However, at the end of each class, the entire group met to join and contrast their tasks and present everything as a whole.

It is necessary to clarify that in the first sessions the activities were related to foster a friendly environment between the groups; games outside the classroom, posters, and songs' activities with different committees' contents among others were the activities proposed in this cycle.

Cycle N°2:

1. My role

In concordance with the proposals by Johnson and Johnson (1999) and Macpherson (2007) in this first stage of the second cycle of the implementation, students were assigned a role in their committees. The following are the roles students took in the groups:

Spokesperson: He/she was the student who led the group. This student represented the group, summarized the main findings in every task and verified if his/her classmates understood the goals and the instructions of the activities.

Team facilitator: Corresponds to the student who maintained the discipline within the group. He/she also kept the team on schedule and made sure that all their partners could participate in the activities.

Recorder: This student wrote down the important information of the group, read the worksheets or the instructions for the activities and called the attendance.

Secretary: This role was a complement of the recorder one. However, he/she worried about the materials his/her group needed for developing the tasks and their distribution.

Students developed several activities to identify the different roles they could find in their committees and recognize their own responsibilities within it. For instance: they designed ID cards with their names, committee and role. Children also answered several worksheets in order to remember their functions through drawings or listening exercises. Finally, teacher provided

visual material to facilitate students the use of several oral expressions according to each role and functions.

2. Let's begin the project

In this third stage of the second cycle of the implementation, and after students are conscious about their committees, their objectives and their co-workers, they developed the cooperative tasks for carrying out the final project per committee. During all the intervention, every committee worked in different recycled products that were presented at the end of the intervention in a gallery. It is necessary to clarify that even though all the products that were created for the gallery were related to environmental care contents, the teacher and the students integrated other committees' contents in the different activities such as games or worksheets in order to design the gallery and the final products. For instance: communication strategies such as advertisements for taking care of the world or free time proposals related to recycle in students' vacations, etc.

The cooperative tasks were based on the cooperative principles of positive interdependence, face to face promotive interaction, Individual Accountability, Interpersonal and Small Group Skills and Group Processing (Johnson & Johnson, 1999). Besides, these tasks were adapted from some structures taken from Kagan (1985) proposal such as: jigsaw activities, roundtable, pairs check among others.

In this order of ideas all the cooperative tasks were immersed in some PBL phases proposed by Grant (2002), starting with the *Presentation of the problem with real-life examples*. In this first phase, children approached the problem they solved in a contextualized way. *Garbage Pollution* is the chosen topic for this phase; its characteristics, causes and consequences were presented with some questions related to their near context such as their school or home. Finally,

children began their *Investigation Process* having in mind what they actually knew about the problem. Students investigated, discussed and accumulated the necessary background information they needed to propose a solution to the problem and to execute the project, in this case the gallery.

Cycle N°3:

1. My Gallery

This was the first stage of the third cycle in this research project. Here students *accumulated the necessary materials*. As children created a gallery with recycled materials as a sample of one possible solution to the problem, first they must clarify what kind of materials they needed to create the products and made the gallery. Here the roles of secretary and recorder were completely necessary for guiding this third phase of a PBL approach.

On the other hand, the teacher and the children needed to *define the assessment criteria* in order to complete the fourth phase of PBL. The criteria to evaluate the project were: the creativity of each product, the organization of each presentation, the accomplishment of the roles' responsibility and the accuracy of the English language use. In this way, students had clear statements to put into practice in the creation of the project.

Hence, in this PBL phase students began the *creation of the project*. Children designed and executed their project guided with some cooperative task provided by the teacher. The oral interaction skills that were immersed in this process are: the structured routines and the negotiation of meaning skills previously explained in Chapter 2.

Finally, in this cycle, fourth graders *prepared the oral presentation of the project*: students organized the outline of their presentation with the teacher's help. The items that were taken into

account are: the name of the committee, its objective, the student's names and roles and the recycled product they create.

2. Reflecting: *What did we learn in our project?*

In this last stage of the third cycle of the implementation, students made their *Committee presentation*. Children presented the gallery in front of their teacher and classmates. They had in mind the necessary items explained before and the criteria to assess the process. To conclude the experience, students made a *reflection process* about the results they had in the gallery project. All those comments were saved in their logs and interviews.

In this chapter the theoretical support of the pedagogical intervention based on the vision of a constructivist curriculum, vision of language, vision of learning and vision of classroom was described in regards to the social perspective of a foreign language learning process. Moreover, the instructional design of the implementation having in mind the different stages in each of the three cycles of the research project was also presented. Now, in the following chapter the analysis of data collected during the implementation process and the findings will be discussed.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

In this chapter the data analysis and the findings of the research will be presented. First of all, the approach used for analyzing the data and all the procedures such as: assembling, coding and comparing data as well as building meanings and interpretations will be described. Secondly, the categories emerging from the data collection process and the findings discussed in the light of theory will be presented.

Procedures of Data Analysis

Before describing the procedure, it is necessary to clarify that the data analysis in this section was focused on the second and third cycle of the implementation. The first one was already analyzed and all the findings were presented in Chapter 1 in order to diagnose and characterize the population, the main objective of the first cycle.

During the second and third cycle of the implementation, all the data collected were organized systematically in order to save all the information and avoid bias in the analysis (Cohen, Manion, & Morrison, 2007). All the samples of logs and documents were organized and separated in folders depending on the cycle they belonged to. As each data collected source had the date it was easy to organize them in folders per class. Thus, the two different folders were kept in plastic bags. On the other hand, some data sources were digital such as: field notes, interviews and recordings, and their copies were saved in the computer.

The approach to analyze data was *The Grounded Approach*. According to Strauss and Corbin (1998) the grounded approach allows the researcher to develop theory through grounding data

that was systematically gathered and analysed. It is an inductive process in which theories emerge from, rather than exist before, the data. Furthermore, Cohen, Manion, & Morrison (2007) characterized grounded approach as *emergent* and *systematic* because the theory emerges from data and no vice versa. Besides, theory is the consequence of a data collection process and analysis in which you triangulate different sources in order to avoid bias. That is why, in this research project the grounded theory was embraced, all the findings were implicit in the data and they were waiting to be discovered. Different from other deductive approaches (Burns, 2010) in which all the categories were based on the literature or on theoretical knowledge, it means, the categories were predefined and after tested in the light of the data collected

On the other hand, Burns (2010) suggests that this inductive process of analysing data is also called an *emic perspective* in which the researchers ‘look at data from the perspectives of people closely involved in the research context and analyse their opinions and views exactly as we [the researchers] finds them. In other words, the data gives us the categories’ (p. 107). Hence, in this study, the researcher from this perspective analyzed the data exactly as children produced in the classroom and the committee activities they had.

Following the proposal of Burns (2010) the process for carrying out the analysis of data in this research project had the following steps: *assembling data, coding data, comparing data, building meanings and interpretations and reporting the outcomes*. First of all, all the data was assembled and read looking for broad patterns, ideas or trends that tend to achieve each of the three specific objectives of this proposal. Every time something interesting appeared in the data, it was highlighted with different colors according to its nature and the relation with the specific objectives as follows: *blue* for all the data related to roles assignment (first objective) *red* for the data concerning oral interaction skills development (second objective) and finally *orange* for the

relevance of committee work (third objective). This process is also called *color coding*. Stottok, Bergaus, & Gorra (2011) suggested that in the early development of initial categories and sub-categories, the use of a visual way based on colors is very efficient and practical to perceive the emerging findings.

The second step when analyzing data is *coding*. After an *open coding* process in which the researcher read and re-read line by line the data and assigned names, Strauss & Corbin (1998) suggested a more detailed process to get more specific patterns or sub-categories. When the researcher had them, an *axial coding* process started to relate them to a category in an inductive thinking process to find the links between them and the common regularities of patterns.

Thirdly, the *comparing data* step was found. Here, the researcher in this study compared the categories in different sets of data (interviews, logs, recordings, etc.) as it was proposed in Chapter 3 to achieve validity and reliability in the investigation. This process was done in order to realize if all the data sources were in agreement or some contradictions could be found to be highlighted.

To continue with *building meanings and interpretations*, the researcher began a reflection process of what he/she found in this process of analyzing data, looking for more 'abstract' concepts and how the researcher understood the finding from his/her perspective and in the light of theory. Finally, this document corresponds to the *reporting the outcomes* step in which the researcher presents the written report with the whole process for further research.

Now, after having this process, all the categories and sub-categories found were organized in a hierarchic way (Flick, 2009). Besides in order to achieve the validity process, all the data sources were read again and all the excerpts and fragments from the data were found to support

these categories. As a result, a diagram as well as description of each category will be presented in the following section.

Categories of the Analysis

The main objective in this research project was to identify the impact of applying cooperative principles on the fourth graders oral interaction skills in a PBL English oriented class. This implied several aspects such as: roles' assignment, turn taking skills, negotiation of meaning, committee work, etc. which were the main aspects analyzed as specific objectives. Figure 1 presents the hierarchical visual representation of the categories and subcategories related to each specific objective which emerged from data analysis.

The category *Effects of roles' assignment in the children's learning process* emerged in response to the first specific objective of this research project in order to determine what could be the possible effects of assigning specific roles to children within the committees, assuming responsibilities and realizing how they need to manage their coexistence as a social organization in the classroom. Now, in relation to the second specific objective, the category *Cooperative tasks in the early stage of an oral interaction process* emerged to identify the different manners in which the cooperative principles help to foster the oral interaction skills in children affording several opportunities to approach an initial and semi-structured oral interaction process in a foreign language. Finally, the category *Changing children's learning perceptions through committee work* emerged in relation to the third specific objective in which the children's insights about the PBL experience in committees and the relevance of this kind of groups enhancing foreign language learning processes takes a principal place in the discussion.

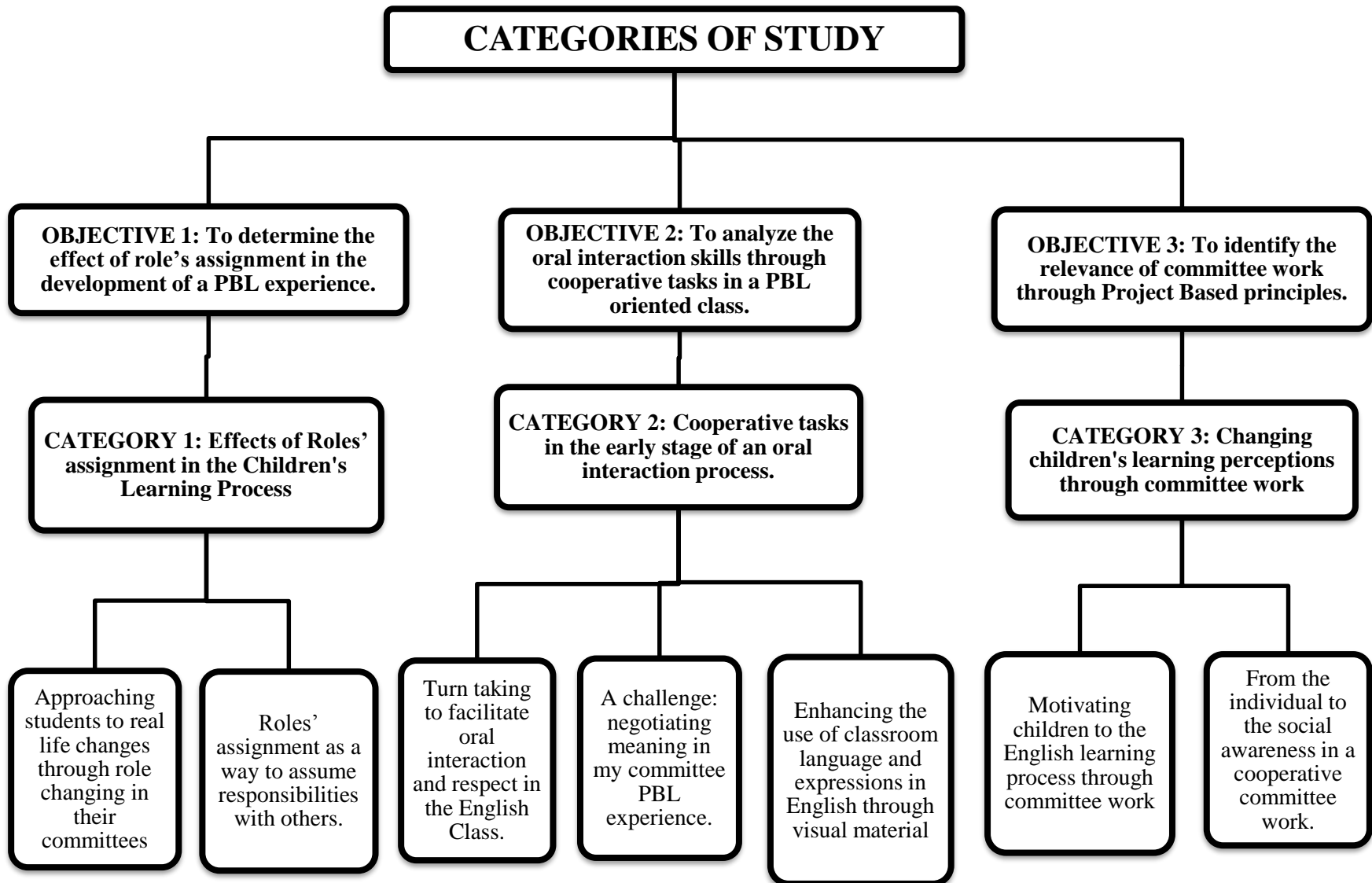


Figure 1. Visual representation of the categories resulting from the analysis.

After the previous characterization of the categories and subcategories that emerged from the data analysis, a detailed description of each category will be presented with several examples from the data collected instruments that were transcribed exactly as the participants produced in the implementation process.

Category 1: Effects of Roles' assignment in the Children's Learning Process

This category refers to the effects that roles' assignment had in the Children's learning process in an EFL context. Johnson & Johnson (1999) affirm that the roles' assignment facilitates the cooperative work and foster better relations in groups; that is why, specific roles were implemented to give precise responsibilities to each member in the committee and to enhance cooperation between children. Thus, the main effects determined in this study were the children's ability to assume responsibilities in a group and their capacity to face challenges in life based on classroom interaction experiences. Students could assume several responsibilities and through the learning process in the English class they realized the importance of their functions in order to improve the results in the task.

On the other hand, as students needed to take different responsibilities in their committees, roles' changing was implemented to recognize that every member has an important function in the development of the PBL experience they were carrying out. According to the data collected children were competent in their groups and assumed different roles for helping other members who needed help in the cooperative tasks. However, not all the children agreed with the roles' changing; sometimes this implied to leave the main role, it means, to be the protagonist for having other responsibilities but not less important ones. All in all, the social interaction children had in their committees is a little 'copy' of what human beings have to face in their daily lives.

Having the general description of the category, the two sub-categories will be presented with examples gathered from the data collection and the main finding will be discussed in the light of the theory.

Approaching students to real life changes through role changing in their committees. It is not always easy for people to face the different ups and downs in daily life. Sometimes a person has to assume a lead role and others has to shape their behaviors and take advantage of their abilities in difficult situations and contexts. These are important aspect that have to be taught since childhood; young learners need to learn how to manage life changes in a positive way. That is why, the experience of changing roles in their committees was a very productive exercise to analyze how students confront difficult situations when sharing responsibilities and recognizing others' abilities are referred.

According to Macpherson (2007) and Johnson & Johnson, (1999), roles' assignment is very beneficial for the devolpment of complex tasks or projects that need constant efforts and the unity of the group, in this case, the committee. In terms of the data analysis done, it was possible to determine that when students changed their roles, they could have a new experience doing the activities other partners performed and they were more motivated to accomplish their functions:

S16: "Me sentí bien porque es una nueva experiencia"
(Student Log N°2. *Asumiendo un nuevo rol*. March 7th/2016)

S17: "Mi nuevo rol es recorder y me sentí contento haciendo mi responsabilidad"
(Student Log N°3. *Asumiendo un nuevo rol*. March 7th/2016)

S30: "Fui secretari y me siento orgullosa"
(Student Log N°3. *Asumiendo un nuevo rol*. March 9th/2016)

As this piece of evidence shows, children were glad and comfortable with their new roles. Furthermore, when roles are changed children could avoid the monotony in the English class and

the activities they developed in their committees. As in daily life sometimes people need to change their habits to improve their social, professional or personal practices, children needed to get out of the routine and recognize that everyone is an essential element in the group:

S29: “Me sentí algo raro estaba acostumbrado a dog pero fue un buen cambio me enseñó que todos tienen un rol muy grande que todos tenemos que esforzarnos”

(Student Log N°2. *Asumiendo un nuevo rol*. March 7th/2016)

S4: “me sentí muy bien pues todos teníamos el mismo mando así yo fuera recorder todos respetan al otro nadie se queja”

(Student Log N°2. *Asumiendo un nuevo rol*. March 7th/2016)

In addition to the previous example of children’s tolerance and responsibility when a role was changed, the data revealed that students recognized that the leader was not the person who ordered senseless things to others but on the contrary, he/she was the person who shared, guided and supported everyone in their committee. For instance, students said:

17. **T:** ¿Cual fue tu nuevo rol hoy en tu comité?

18. **S2:** Humm, recorder, pero yo era lion.

19. **T:** ¿Spokesperson?

20. **S2:** Si, si, si Spokesperson

20. **T:** ¿Y cómo te sientes ahora asumiendo este nuevo rol?

20. **S2:** es muy chévere, ahora yo llamo lista y lleno los cuadros con chulitos, ahhh y les pregunto si trajeron la tarea. Antes yo organizaba el desorden y decía el tiempo pero ellos no hacían mucho caso.

23. **T:** ¿Crees importante cambiar de rol en el comité?

24. **S2:** Si porque así puedo hacer otras cosas y no siempre mandan los mismos, otros pueden ayudar también (...)

(Final semi-structured interview. S2. March 23rd, 2016)

Regardless these positive aspects of role changing, not all the students agreed with this strategy within the groups. Data collected also showed that in some cases changes are not seen from a good perspective because the main ‘protagonist’ in their committees such as: the spokesperson or the team facilitator roles misunderstood their function and wanted to maintain

their leadership. This resistance to the change supported the necessity of different activities in which children have to change their roles and to assume different responsibilities as in the real life. As an evidence, some excerpts from the researcher's field notes showed how one girl in the committee work felt very bad because she had to change her role. However, when the teacher explained to her the benefits she could obtain performing new responsibilities, she accepted to be the new secretary in her group:

When they had their committees organized, I asked students to choose again their roles and complete the committee's list. They had difficulties because some students wanted to keep the same role and others wanted to change. There was a special case with one girl of the environmental care committee. She was crying and fighting with their classmates because they assigned her the "secretary role" and she did not want. Nevertheless, I explained to her the possible functions she would have and she accepted. At the end, all the students arranged their new roles and completed the list.

(Field Notes N°11, March 2nd/2016. *Description*. Lines 25-34)

One student asked me why I did not change the roles again because he was angry with his partner. Apparently she gave orders in a rude way in the committee.

(Field Notes N°13, March 16th /2016. *Description*. Lines 22-24)

With this in mind, the cooperative principles of *Interpersonal and Small Group Skills* based on Johnson & Johnson (1999) theory have a special place for solving those kinds of difficult situations. Children need to put into practice their social skills such as: decision-making, trust-building, communication, and conflict-management skills to foster an affective environment in their groups. Moreover, it is necessary to rebuild some concepts as leadership or solidarity between children and to fade the fear of changing, to leave the comfort zone and take the risk of assuming new responsibilities. All in all in real life people always expect that everyone face new challenges in order to improve as a human being and as a social member of a community.

Roles' assignment as a way to assume responsibilities with others. Since the project was proposed to create the gallery with recycled materials, students needed to organize the group

work to have good results. For this goal, the teacher/researcher asked them to choose between the spokesperson, team facilitator, recorder or secretary role to form the committee and to cover the cooperative aspects in the project process.

Based on the *positive interdependence* and the *individual accountability* principles proposed by Johnson & Johnson (1999) in order to make children aware of the necessity of cooperation with and for others in the groups and the individual responsibility a person has to achieve a common goal, students performed several roles in their committees. A recognition in terms of how the behaviours and actions of a person affected the committee work in the English class was found through the data analysis. For example, when students were asked to answer their logs in relation to their roles and responsibilities for achieving a specific goal in each class, they identified the name of the role and the main function they had within the committee. Therefore, children realized they had a compromise as a member of the group:

S13: “Mi rol fue Team facilitator y mi función fue mantener el silencio y atención”
(Student Log N°2. *Mi Rol, Mis responsabilidades*. March 7th/2016)

S9: “secretari y mi deber fue guardar los útiles”
(Student Log N°2. *Mi Rol, Mis responsabilidades*. March 7th/2016)

S19: “spokesperson to be the leader”
(Student Log N°1. *Mi Rol, Mis responsabilidades*. November 11th/2015)

S25: “Aprendí que debemos ayudar a nuestros amigos”
(Student Log N°1. *Mi Rol, Mis responsabilidades*. November 11th/2015)

Given this, and according to the data analysis students could not only recognize their responsibilities but also reaffirm their autonomy in their committees and in the English class in general. Scott & Ytreberg (1990) suggested that despite children in their development early stages are not very autonomus and need the teacher’s guidance, this roles’ assignment strategy

allowed them to establish routines and create a better autonomous environment in their committees as follows in these field notes excerpts:

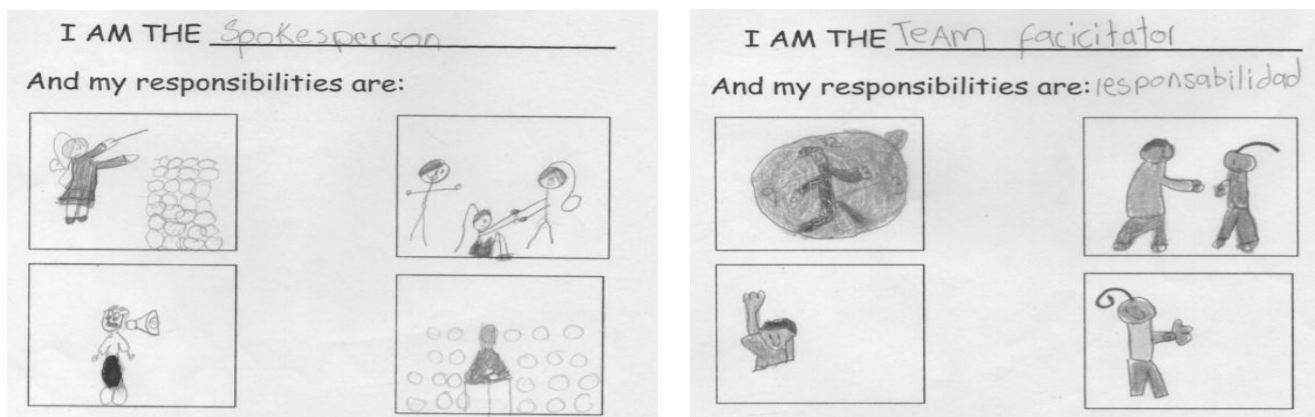
However, before we went outside I asked the recorder to check the attendance and the homework of his/her committee (recycled materials).

(Field Notes N°12, March 9th/2016. *Description*. Lines 10-12)

Establish a routine with the students in relation to their responsibilities in their committees helps them to remember their functions and improve in their tasks. Today, for example, two recorders asked me for the list without remembering them anything. Besides I was checking committees' performance and I realized some team facilitators were controlling time using the chunk: *Ten minutes to finish!*

(Field Notes N°12, March 9th /2015. *Interpretation*. Lines 1-3)

On the other hand, there was another important aspect found in the data analysis related to the symbols students used to recognize their roles. Children found easy to reaffirm each of their responsibilities through drawings and posters in the classroom. They did not only assume their own personality within the group but they also identified others' participation as important as theirs. An evidence of this are the following worksheets in which students represented their functions in the committee. They also shared their drawings with a partner and they realized that other's responsibilities are essential to achieve the committee's goal:



(S4; S13. Excerpt of students' artifacts: *My Role*. Second cycle, September 9th/2015)

To sum up, students could assume different roles and responsibilities to help their partners and to be successful in their recycling project in their English Class. Besides, to have these roles and to change them within the groups, approached fourth graders to the social changes people had to face in their daily lives. Sometimes changing is an excellent opportunity to improve as a community member and as an individual. Now, in the following category, a general description of the cooperative principles implications in the fourth graders' oral interaction skills will be presented.

Category 2: Cooperative tasks in the early stage of an oral interaction process.

Data showed that the cooperative tasks helped students to enhance the oral interaction skills in the early stage of the process. Taking into account the population and all the conditions in which they had contact with English as a foreign language (See Chapter 1), these cooperative tasks and the project itself were the perfect opportunity to approach students to the initial process of interacting in English with real tasks.

Hence, the oral interaction skills such as *turn taking*, *negotiation of meaning* and *routines* were enhanced in the implementation of this proposal. According to Bygate (1987) the promotion of these skills allows students to become fluent in a real context of communication. That is why, in this research project children could approach a *structured interaction* process that could become autonomous if they continue practicing and all the cooperative strategies are maintained in their classes.

Through data collection and analysis it was possible to find that *turn taking* was a very important skill to maintain the organization in the classroom and to assure the children's' right to express opinions and thoughts in the classroom; in other words, to be listened. On the other hand,

to negotiate meaning was a challenge for children because it was not easy to agree all the time with their partners and to know how to manage these kinds of situations in a good way was a difficult task. Finally, it was very interesting to see how visual materials really fostered the use of language expressions in the classroom related to the roles or to the class itself.

Having in mind this general description of the category, now the three subcategories will be presented and exemplified with data samples. Then, all the findings will be discussed in the light of theory.

Turn taking to facilitate oral interaction and respect in the English Class. The importance of *Turn Taking* inside the classroom is recognized not only for teachers but also for the students in this research project. According to data analysis the organization in the classroom, the opportunity to be listened, and the respect for others when they are talking are the main advantages fostered by applying cooperative principles in an oral interaction skill such as turn taking.

Firstly, a better environment for students in the English class was a result of applying the strategy *Turn Taking Cards* in which children had to use color cards depending on their committees to participate in class. At the beginning students were very noisy in the classroom and when they wanted to participate, they shouted and disrespected their partners. However, the following data samples show that when the strategy was applied, students became more organized in their classroom and they began to listen to their classmates, recognizing the importance of turn taking:

S29: “Para mí es importante por turnos porque si no sería un desorden porque todos gritando a la vez, nos vamos a equivocarnos y no escucharemos lo que los otros quieren decir” (Student Log N°2. *Usando las Turn Taking Cards*. March 7th/2016)

S11: “si para tener todo organizado”

(Student Log N°2. *Usando las Turn Taking Cards*. March 7th/2016)

S13: “si porque todos hablan al mismo tiempo”

(Student Log N°2. *Usando las Turn Taking Cards*. March 7th/2016)

Secondly, not only the organization was fostered in the classroom but also students found an opportunity to be listened. This good organization of the turns allowed children to listen to their classmates’ opinions and insights, and to realize that these are very important to the development of their project. For example, as the data revealed in the following excerpts of the students’ logs and interviews, students liked to be organized in the classroom and to listen to their partners:

S28: “Si porque me gusta dar mi opinión”

(Student Log N°2. *Usando las Turn Taking Cards*. March 7th/2016)

11. **T:** ¿Recuerdas que son las *Turn Taking Cards*?
12. **S4:** Emm, no
13. **T:** ¿Estas tarjetas? [Mostrando la tarjeta]
14. **S4:** Ahh si, de colores para hablar
15. **T:** ¿Cómo te sentiste usándola?
16. **S4:** Bien, porque la pude decorar con mi comité y la levantaba cuando quería
17. hablar, pero a veces mis compañeros la levantaban más alto ¿sí?
18. **T:** ¿Crees importante usarla en la clase de inglés y en tu comité?
19. **S4:** Si claro, para estar organizados y para escucharnos mejor, ahí me di cuenta
20. que Johan si sabía cómo hacer el florero reciclable y los materiales (...)

[Final semi-structured interview. S4. March 16th, 2016]

Finally, one of the most important aspects found was the respect promoted between children in their English class. To recognize that people deserve to be listened and to be tolerant with the different opinions they could have, it is an excellent finding in this research project. For instance, when students were asked about the importance of turn taking within the cooperative activities in the committees, they realized that this strategy means respect to other’s opinions:

S22: “si porque así podemos tener más orden y ser educados cuando vamos a hablar”

(Student Log N°2. *Usando las Turn Taking Cards*. March 7th/2016)

S3: “si porque hay que respetar cuando los demás estén hablando

(Student Log N°2. *Usando las Turn Taking Cards*. March 7th/2016)

At the beginning students wanted to participate without the cards but through body language I could make them understand that without that card and if they were shouting I would not listen to them. Little by little they began to participate more with the card and the classroom was more quite. They used the question to know the materials' names in English and they participated a lot.

(Field Notes N°11, March 2nd/2016. *Description*. Lines 12-18)

To sum up, and according to Bygate (1987), students needed this kind of opportunities to listen to their partners, to know more about their opinions, thoughts and feelings in order to value other people's perspectives and to learn tolerance between the classroom. Nevertheless, this is not an easy task, children sometimes can listen to their partners but not to know how to solve problems and to come to an agreement. The next subcategory will be focused in this issue.

A challenge: negotiating meaning in my committee PBL experience. Some findings that emerged from the data analysis are also related to the negotiation of meaning, other important oral interaction skill in the English learning process. The difficulty to come to an agreement, the *Group Processing* (Johnson & Johnson, 1999) needed in the committees and the power of decision-making were found as drawbacks in the PBL experience. However, it is necessary to reflect about them in order to enhance better negotiation of meaning within the groups.

Firstly, in relation to the agreement within the committees, sometimes children could not talk in an appropriate way to negotiate with their partners. The feeling that ‘I am always right’ is something that affected the development of the project in the first stages of the PBL approach. Thus, to have the same referent and goals in the cooperative tasks was found as an essential issue

in the oral interaction process as data show in the following excerpts of students logs when children talked about their difficulties in the committee work:

S27: “No porque cuando voy a hablar del tema ellos chito o que hablo y ellos hablan con otros casi pasa a menudo”

(Student Log N°2. *Trabajando en mi comité*. March 7th/2016)

S16: “porque todos son muy duros conmigo”

(Student Log N°2. *Trabajando en mi comité*. March 7th/2016)

In the second place, it was possible to find some interaction problems presented in the committee work in relation to the lack of forbearance and solidarity between children. When a difficult situation emerged, they preferred not to solve the problem as a group but to impose the word of few ones. Constantly, as this piece of evidence show, they needed to be monitored by the teacher and in some cases; he/she had to take part of the decisions despite this duty it is only responsibility of the cooperative group:

The disaster committee had problems today for coming to an agreement. They had to propose a solution to the garbage pollution problem in their school or neighborhood. Some students thought about writing letters to the mayor’s office asking for a solution, others to create posters showing the bad situation of the planet and raise awareness and finally others proposed recycling materials. They listened to their partners but they could not decide only one option, it was necessary that the Home room teacher intervened and helped students to decide.

(Field Notes N°8. *Description*. September 16th/2015. Lines 20-26)

Finally, the power of decision- making in the groups and how it could facilitate or hinder the oral interaction process in the committees is an important finding discussed in this section. When students do not come to an agreement, they leave their right to express their opinion and let other people (usually the ‘protagonist’) to make a decision for them. However, according to the data samples, children began to be aware of this situation and they tried to negotiate better with their partners and to participate actively in this process:

1. **T:** ¿Han existido dificultades en tu grupo?
2. **S3:** A veces, pelean y no se ponen de acuerdo en los materiales
3. **T:** ¿Únicamente en los materiales?
4. **S3:** Si, emmm bueno en los materiales y... y... emmm las ideas
5. **T:** ¿Cómo así en las ideas?
6. **S3:** Se escuchan ¿sí? pero son como orgullosos ¿sí? Entonces defienden solo
7. su idea y ya.
8. **T:** Entonces, ¿es difícil tomar decisiones en tu comité?
9. **S3:** A veces, cuando toleran no, pero si gritan sí; yo le he dicho a Mariana
10. que no solo es lo que diga ella (...)

[Final semi-structured interview. **S3**. March 16th, 2016]

As has been noted, to negotiate meaning or in other words, to reach agreement is a challenge that has to be considered and overcome. Despite Scott & Ytreberg (1990) characterized children as being individualist in their task in the early stage of their development, it is very important to encourage them to work cooperatively and to negotiate meanings as a group, it does not matter the role or the perspective each member has. Now, in this process of oral interaction it is necessary to take into account not only the social skills students need to interact but also de linguistic aspects students have to foster in order to communicate in an EFL class. The following sub-category will be focused on the use of English expressions understood as a way to enhance the early stage of the interaction process through visual material.

Enhancing the use of classroom language and expressions in English through visual material. The oral interaction process in an EFL context is characterized by being a transition process, first it is *structured* and later, after a lot of practice, it becomes *autonomous* (Bygate, 1987). Both *Teacher-student* or *student-student* interaction (Tuan & Nhu, 2010) needed to be guided in the initial stage of learning a foreign language and it has to be promoted by a necessity of communication and enhanced with a visual input to facilitate the understanding of English expressions. Children usually used more expressions in English when they were asked by the

teacher or students felt the necessity to use English to communicate in their classes and they could see posters or images related to those expressions:

S24: “que uno cuando tiene una duda para decir una palabra en ingles toca decir hon do you say carro in English y eso aprendí”

(Student Log N°2. *Aprendiendo en mi clase de Inglés*. March 7th/2016)

S16: “Helow, mei I go to batrom plis, turn cards, homework, materials, aprendí esas expresiones”

(Student Log N°2. *Aprendiendo en mi clase de Inglés*. March 7th/2016)

As students had several ideas about the possible hidden materials I proportionated students the expression: *How do you say ____ in English?* So if they wanted to take the risk and say any object, they had to use the question to know the name in English and participate, otherwise, they could not.

(Field Notes N° 11. *Description*. March 2nd /2016. Lines 7-11)

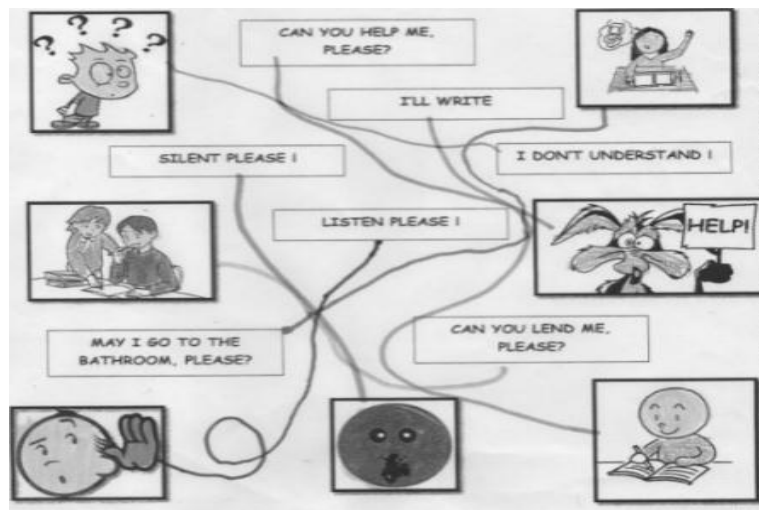
On the other hand, the data showed that students could interact better using expressions and asking questions to their partners in the interaction activities such as board games or challenges by committees because this material was characterized by the use of many images to help fourth graders to understand and memorize several helpful expressions to present their gallery later:

They remembered more and more the English expressions in the class. I consider the visual material that is in the classroom (posters) help students to memorize and use them.

(Field Notes N° 13. *Description*. March 16th /2016. Lines 6-8)

1. **S1:** one, two, three
2. **S2:** Ehhh ¡¡¡
3. **S1:** Por fin, es que me quede un turno sin jugar. Yo había hecho si ¡ y cuando miro no.
4. **S3:** One... what is the solution? [Looking at the image] Alguien la tiene que responder.
5. **S2:** No botar la basura ¿no?
6. **S3:** In English ¡
7. **S2:** Emmmm, recycling
8. **T:** Good, Perfect ¡

(Recording. Board Game *Recycling with Peppa Pig*. **S1, S2, S3**. November 11th, 2015)



(S25. Excerpt of students' documents: *My classroom expressions*. Third cycle, February 18th/2016)

In addition to this, students not only could benefit of the images in the board games but also the posters around the classroom with language expressions according the roles, committees' posters with their objectives and cards for asking the roles with the symbol that characterized each one (lion, mouse, bird and dog) The following audio-recording shows what happened when children interviewed their partners about their roles with using the cards:

1. **S5:** Are you a team facilitator? [He showed the card]
2. **S6:** Yes; [Looking at the images]
3. **S11:** Are you a secretary? [And she gave the card to her partner]
4. **S12:** Yes, are you a spokesperson? [They exchanged their cards]
5. **S11:** Yes ;
[Recording. Class Activity *My Role Cards*. S5, S6, S11, S12. September 23rd, 2015]

All in all, students were able to interact in this kind of activities thanks to the use of visual material. The different images and posters used as a decoration in the classroom created an appropriated environment to learn and to use English in their committees. However, in order to get a more autonomous and natural interaction in English, it is necessary more practice and the children's self-regulation to use English despite being not an obligation. Now, in the last

category the findings in relation to the relevance of committee work in a cooperative oral interaction process will be presented.

Category 3: Changing children's learning perceptions through committee work

One of the most difficult task in the teaching process is changing children's perception towards learning, even more if it is English learning, a foreign language, a different culture, pronunciation, spelling; in few words another universe of meanings. Thus, through the data analysis, some findings such as: motivation and a new awareness about learning in the classroom have a special place in this section.

Based on Johnson & Johnson (1999) proposals, cooperative work promotes better participation and motivates students to learn. Now, if the social perspective of language (Cojocar, Bragaru, & Ciuchi, 2012) is taken into account, it is necessary to highlight the importance of committee work for motivating students to learn with others. In addition to this, if children learn with others, a new awareness is building inside the classroom; the possibility to share knowledge and to realize that more than individuals, people conform a community in which coexistence and tolerance are the main principles to live.

Having in mind this general description of the category, now the two subcategories will be presented and exemplified with data samples. Then, all the findings will be discussed in the light of theory.

Motivating children to learn English through committee work. One of the most important things when a person is learning something is that he/she enjoys the process; successful results are expected if children like learning. The data showed that students really liked and were motivated towards English language because of the nature of the activities proposed (board games, posters, and presentations) and the interaction implicit in them:

11. **T:** Y en cuanto al trabajo por comités, ¿te ha gustado?
12. **S3:** Si es genial
13. **T:** ¿Por qué?
14. **S3:** Es que hacemos cosas divertidas y chéveres y nos gusta
15. **T:** ¿Cómo cuáles?
16. **S3:** El proyecto, y los materiales reciclados (...) ahh y el juego de mesa
17. **T:** ¿Qué crees que es lo más importante al trabajar en comités?
18. **S3:** ...que nos ayudemos y respetemos para pasarla bien

[Final semi-structured interview. **S3**. March 16th, 2016]

S24: “a mí me gustan muchas cosas de mi comité porque son divertidas la actividad y el trabajo en grupo”

(Student Log N°5. *Mi comité*. March 7th/2016)

S11: “porque era muy divertido y aprendí inglés de una forma divertida”

(Student Log N°1. *Mi Rol, Mis responsabilidades*. November 11th/2015)

The previous excerpts showed that students liked their activities in the committees. They also enjoyed their English class because they shared with their classmates and played different games related to the contents of the project; aspects that are very important to have successful results in the learning process.

On the other hand, there was other important aspect that motivated students to English learning and it was the confidence between partners. When children trusted in others, in their abilities, attitudes and capacities to represent the committee, they felt better in their English class and were motivated to learn and to enjoy the project. Furthermore, it will be very beneficial if students put into practice these kinds of cooperative groups in other classes, they could be more motivated in them as data revealed when children answered their logs in relation to the committee work effectiveness:

S7: “porque es divertido y no hay una pelea porque es convivir”

(Student Log N°1. *Mi Rol, Mis responsabilidades*. November 11th/2015)

S14: “porque es divertido porque todos opinan y todos participamos, pero quiero estar en comité en otras clases”

(Student Log N°1. *Mi Rol, Mis responsabilidades*. November 11th/2015)

To sum up, students were very motivated by the committee work to learn English. If students are given a good environment to learn and they trust on each member of their group, a real cooperative group could be carried out (Macpherson, 2007). Now, in the last subcategory, the findings in relation to the social awareness built in the classroom will be presented.

From the individual to the social awareness in a cooperative committee work.

Cooperation is not an easy task. To make children understand that they had several responsibilities as a group knowing that if they did not accomplish them together they will have negative points was a difficult idea to deal with. In our society, people are accustomed to do things for their own benefit and not to think in others' necessities. The data findings reported that despite of being a difficult strategy to have *cooperative grades* in the classroom, the majority of the students agreed with that and encouraged their classmates to get good marks. It is evident in the following logs excerpts and in the researcher's field notes:

S4: “si estoy de acuerdo porque todos debemos asumir nuestra parte como grupo uno no hace tarea es culpa de todos”

(Student Log N°3. *Aprendiendo en mi clase de Inglés*. March 9th/2016)

S16: “no porque no es justo que si uno hace las cosas le vaya mal”

(Student Log N°3. *Aprendiendo en mi clase de Inglés*. March 9th/2016)

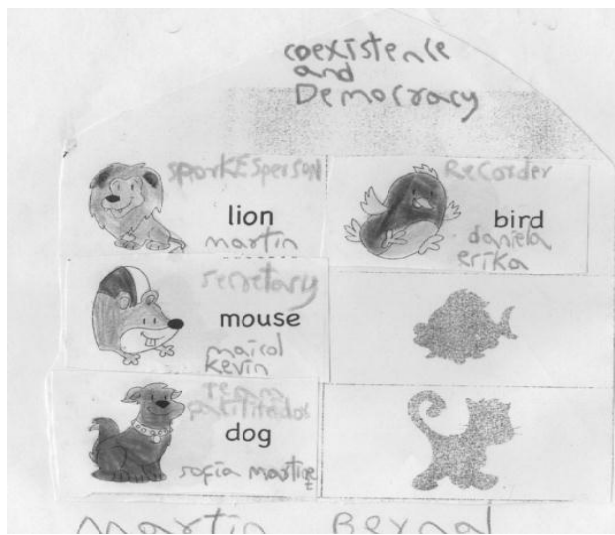
S19: “si porque es un comité y asi es, si falla un compañero debemos fallar todos pero sin burlarnos del que fallo”

(Student Log N°3. *Aprendiendo en mi clase de Inglés*. March 9th/2016)

...“Nosotros le hicimos esta escarapela porque el no tiene materiales y así no la va a traer nunca (...) solo le falta la cuerquita” I called Jonathan and he compromised to bring it completed next class. I have to accept that it was a surprise to me when I listened to my children telling me that they would make their partner's ID card to benefit the group. It could represent a good result of the cooperative principles applied along the project.

(Field Notes N° 10. *Description and Interpretation*. February 18th /2016. Lines 21-27)

Besides, data also revealed that children understood their committee as a home and consequently they took care of their partners and build awareness as a group; if one person fails, everyone does it (Vygotsky, 1978). For example, in the worksheet *My committee, my home*, students represented their committee as a house, it means, children realized that they needed to take care about others as a family:



(S20. Excerpt of students' documents: *My Committee, My house*. Second cycle, September 16th/2015)

Therefore, despite the frustration some children showed when they were graded in their committee activities, it was a good chance for students to put into practice their citizen competences and to learn the importance of thinking in others in a real way. To worry about their necessities, their problems and how they feel in the committee are very important aspects to develop a cooperative work and to learn English as a social situated practice (Hamilton, 2010). It was one of the more essential findings in this research project.

In this chapter of the research project the analysis of data collected as well as the finding were presented. All the categories and sub-categories were defined and exemplified with data samples and the main findings were discussed in the light of theory. Now, in the next section of this document the conclusions and implications will be presented.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

In this chapter the conclusions of this project as well as the implications of the study for the field of Education in the EFL Colombian context, the institution where the investigation was developed, and for the participants in the research will be presented. In addition, the limitations of the study and some suggestions for further research will be also discussed.

Conclusions

This qualitative action research project was focused on the improvement of the children's oral interaction process in the English class through the application of some cooperative principles in a Project Based Learning (PBL) experience.

The research question that guided the study was:

What might be the impact of applying Cooperative principles on the oral interaction skills in a fourth grade PBL oriented English class at Anibal Fernandez de Soto school?

In response to this research question and in concordance with the three specific objectives (See chapter 1), the data showed that there are three main impacts of applying cooperative principles on the children oral interaction skills in a PBL oriented English class: first, the positive effects of roles assignment process within the cooperative work, second, the development of an early stage in the oral interaction process through cooperative tasks and finally, the change in children's perceptions towards the English learning process thanks to a committees organization.

First of all, when roles assignment was applied as a cooperative strategy to foster committee work and interaction in the English class, students could assume different responsibilities with their partners and help the committee to achieve the mutual goal they had: to make a gallery with recycled materials. Besides, the fact of changing roles helped students not only to know about the different activities they could perform in the groups but also to realize that in the committees, as social organizations in the classroom, they had to change and to overcome several difficulties, in the real life in community they will have to do something similar.

Secondly, *turn taking*, *negotiation of meaning*, and *routines* were the oral interaction skills that children enhanced in the cooperative tasks. To begin with, turn taking facilitated the oral interaction in the English class because children organized better their oral interventions in class and it was a perfect opportunity to listen to their classmates. They could listen to others opinions and feelings and understand what respect is. Next, in terms of negotiation of meaning, students realized that this skill is one of the most difficult to foster when cooperative work is referred. To achieve mutual understanding about the same topic or to make decisions within the committees were not easy tasks; however, children overcame these difficult situations and put into practice their *interpersonal and small group skills* (Johnson & Johnson, 1999) such as: decision-making, trust-building, communication, and conflict-management skills to have effective environments to communicate in groups.

Thirdly, routines as the use of English language expressions in class were very motivating activities that allowed students through the use of visual material, to remember several expressions in English and to use them in different situations in the committees such as board games or the creation process of the gallery. It is necessary to highlight the importance of creating the necessity to use English in the classroom to communicate effectively and to be

autonomous in order to use English without the teacher authority. If students become aware of this use, they will interact in English more naturally.

Finally, the change in children's perceptions towards the English class thanks to committee work was an important impact also found in this research process. To start with, working in committees was considered as a motivating activity to learn English, to create projects and to share ideas. Students liked to work in groups and it enhanced the learning process of a foreign language. Moreover, it allowed students to interact with others, to choose their interlocutors and the ideal way to arrange meaning. Lastly, children became more aware of their partners difficulties and needs, and realized that without *positive interdependence*, the real committee work cannot exist. In addition to this, students understood the benefits of this interdependence through the 'cooperative grades or points' in their groups which means that if one committee member failed, everyone did or if one student learnt, everybody learnt. In other words, students moved from the individualism to a better social awareness about others.

All in all, it was a gratifying experience for children, the homeroom teacher and the researcher because students could approach the English language in a different way. Despite all the difficulties or the challenges they had to overcome and the extra efforts that are needed to become more natural in the oral interaction process, it was a good start in the development of it; it was the opportunity fourth graders had to interact in their committee thinking not only in themselves but in others too. Furthermore, teachers could change also their perspectives about English Teaching understanding it as a way to carry out contextualized social process in the classroom going beyond linguistic features.

Implications

Several implications arise from this research project. To begin with, the implications for the field of Education in the EFL Colombian context will be presented as well as for the Anibal Fernandez de Soto school which is the institution where the project was developed. Next, the implications for the participants and the teacher-researcher will be also discussed in this section.

Firstly, in Colombia several projects have been carried out in order to foster the bilingualism in the education field. However, this is a long process that has to be implemented according to the population and the contexts in which children are. That is why, when English is taught as a foreign language and positive results are expected, the context is one of the main aspect that has to be considered. Thus, this study was focused on enhancing oral interaction process in English since childhood having in mind the children contexts, the problems that surrounded their school, their neighborhoods and their community. Consequently, to carry out a research project like this implies to begin a stage in the development of a bilingual program and to think on the children own context to make the process more effective.

Secondly, the Anibal Fernandez de Soto is a public institution in which one of the main worries is to implement a bilingualism program in all the levels of education (primary and secondary). Taking into account that, this research project contributed to the formation of students in English language contents and also in the development of social projects about different topics related to their communities (environmental care, free time, disasters, etc.). In other words, to teach children to be competent not only in linguistic issues but also in the promotion of several competences and abilities as a social member in a context, one of the main objectives of a bilingual education.

Thirdly, the participants in this research project, thirty five fourth graders, began a long process with a view to develop different competences and abilities in English as a foreign language. They are more prepared for the immersion processes in which they will be involved and now they realize the implications of carrying out a project and the responsibilities they have not only with themselves but also with their partners. Moreover, they understood that learning could be a motivating experience and from the classroom they can propose strategies to improve the environment in which they live.

Finally, the teacher-researcher had to be immersed in a constant process of reflection about her own practice. It allowed the teacher to be aware about the necessity of investigation in the classroom in order to improve the teaching practice and to propose new ways of teaching language contents. Moreover, as a researcher, he/she also has to worry about the difficulties children have in the English learning process and try to find solutions that can benefit the environment of the classroom and the effectiveness of the activities within it. On the other hand, if a teacher understands that it is important to assume the role as a researcher too, he/she will be also realize the importance of working cooperatively with peers to share knowledge and to rebuild the teaching practice from a social perspective.

Limitations

Several limitations were presented in this research project. To start with, the time constraints related to the implementation part of the process. Time was not enough to develop as many activities as the researcher wanted to foster a more natural oral interaction process in the classroom. As it is known, English learning has to be a constant process and the chance to see the group only once a week hindered the children improvement.

Furthermore, another limitation was about the space in which children took their classes. The classroom was small and to organize the committees was a difficult task. That is why, sometimes the cooperative activities were developed outside the classroom, in the yard, but it was not an appropriated environment because students could lose their attention and not to be focused on their tasks. In regards with this, the amount of students could be another limitation because to guide and control the activities with thirty five students in groups, need a lot of cooperation from the homeroom teacher and children's self-regulation with their responsibilities without the authority of the English teacher.

To conclude, the last limitation presented was the possibility to get printed materials to the students. As the school did not support pre-service teachers with the materials, they had to carry out the project with their own economic resources and taking into account the amount of students and the quality of the activities, it was a challenge to have printed materials all the classes.

Further research

Some issues that emerged along the research process can be considered as topics for further research. To start with, having in mind that children need self-regulation to perform the tasks and to represent the groups in which they work appropriately, several studies are needed to reflect about the possible effects of self-regulation processes in this kind of Project Based Learning experiences and how they might be applied. Finally, as students demand new strategies and activities to work in groups and to have motivating and significant experiences in the cooperative work, research projects could be carried out to rethink the teaching practices and to highlight the importance of literacy as a social situated practice.

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ANNEXES

Annex 1: Students' survey


2



UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS

FECHA: 26-03-15

ENCUESTA A ESTUDIANTES



Nombre: Sofía Garzón Curso: IT

- ¿Qué edad tienes?: 8
- ¿En qué barrio vives?: en Miraflores
- ¿Con quién vives?: con mi mamá, papá y hermano, hermana, hermano.
- ¿Cuál es la ocupación de tus padres o tu acudiente?
Mamá: exteticista Papá: contador
Acudiente: _____
- ¿Qué haces en tu tiempo libre?
 Descansar
 Jugar en el computador/tablet/celular
 Ver televisión
 Leer
 Hacer deporte.
 Aprender algo nuevo (un idioma, un arte...)
 Otro, ¿cuál?: acer manualidades
- ¿Quién te ayuda a hacer las tareas en tu casa?
mi mamá mi papá mi hermano mi hermana mi hermana.

- ¿En tu casa tienes acceso a tecnología como computadores, tablets, celulares, etc.?
 NO ¿Cuáles? computadores, tablet, celulares
- ¿Te gusta tu clase de inglés?
 NO
¿Por qué?: porque es leve mucho y aprendo mejor y puedo practicar
- ¿Cuáles son las actividades que más te gustan en tu clase de inglés?
Dictado
- ¿Practicas inglés fuera del colegio?
 NO
¿Cómo? (Ejemplo: a través de internet, viendo videos, escuchando canciones, con mi familia, con otras personas, etc.)
si por que me gusta mucho
- ¿Te gusta trabajar en grupo o solo? ¿Por qué?
me gusta a ser el trabajar en grupo.
- Tu profesora organizó unos comités en el salón de clase. ¿A qué comité perteneces?
 Convivencia y democracia
 Desastres
 Tiempo libre
 Comunicación
 Ambiental
- ¿Te gusta tu comité?
 NO ¿Por qué?
porque es chaber
- ¿Qué actividades te gustaría hacer en tu clase de inglés?
 Jugar
 Cantar
 Escuchar
 Leer
 Hablar
 Trabajar en grupo
 Trabajar solo
 Escribir
 Otro, ¿Cuál?
Trabajar solo en grupo

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Annex 2: Field Notes: Diagnosis Process

Field Notes N° 2.

OBSERVER'S NAME: Lizeth Andrea Martínez Burgos.

DATE: February 18th 2015

TIME: 7:30 to 9:30 pm

STUDENT'S NUMBER: 30

PARTICIPANTS: The students, the Homeroom Teacher and the Researcher

	DESCRIPTION	INTERPRETATION
1	When I arrived all the students were discussing about the	First, I could notice that teacher's ideology about religion
2	"Ash Wednesday". They were organized in the same way as	influenced the discussion about Ash Wednesday. She
4	last class (in lines). Teacher developed a brainstorming	emphasized in the importance of being good Christians, maybe
6	exercise in which students had to answer some questions as:	forgetting that there are students that are not Catholic.
8	<i>¿qué es la ceniza? ¿Qué es la semana santa? ¿Por qué la</i>	However, until the end of the reflection she asked who are not
10	<i>celebramos?</i> , etc. Students were quite but interested in the	Christians and she asked them to stay in the classroom because it
12	activity. One student was participating at the bottom but the	is not mandatory to go the church. I think it was something good
14	teacher was not paying attention. At the end of the activity	in order to recognize the different positions students have in front
16	the teacher did a reflection about the values we had to	of religion.
18	practice in Holy Week as: pity, solidarity, respect, etc.	Secondly, I consider teacher did not pay attention to everyone's
20	Furthermore, she emphasized the importance of the ash as a	opinion cause the class size. Yet, this student tried to participate
	symbol of Christians: <i>"la ceniza es sagrada, no debemos</i>	more times and he could get frustrated.
	<i>tocarla, ni jugar con ella."</i>	Thirdly, I could get useful information about English classes they
	Teacher told me that they had to go to the church for the	had in the past. I could prove the traditional methods and
	distribution of ashes and I had to wait them in the classroom.	strategies teacher used to implement with them as learning
	However, before they went out she asked: <i>¿quiénes no son</i>	vocabulary isolated and so on. Of course, it is related to the lack
	<i>católicos? Levanten la mano.</i> At the beginning they did not	of English knowledge teacher had.
	follow the instruction and the teacher explained again. More	On the other hand, as teacher knew it is important students do not
	or less 4 students raised their hands. Teacher asked me to stay	loss English class (as this is the only opportunity for them to
	with them while they were going.	study a foreign language in all the week) they returned quickly. I

<p>22</p> <p>24</p> <p>26</p> <p>28</p> <p>30</p> <p>32</p> <p>34</p> <p>36</p> <p>38</p> <p>40</p> <p>42</p>	<p>During this time, these 4 students were talking about their past English classes. Some students told me that in second grade they used to sing and play and others had boring classes because some grammar exercises.</p> <p>They came back but they could not to enter o the church because it was so full. So, the teacher asked me to continue with the activity I prepared for them. The topic she suggested me was days of the week. I presented the vocabulary mixing days and colors (our last topic) for stating an activity they like to do on these days. For example: <i>Monday is blue because I started classes</i>, and I did some draws to exemplify it. We did one sentence of each one and then they copy them in their notebooks.</p> <p>After that teacher took the class and practiced the pronunciation of the days of the week while I was sitting down and filling my journal. She had a lot of difficulties to pronounce the words, so she permanently asked me the correct pronunciation. She divided the classroom into lines and asked each line to pronounce one day of the week.</p> <p>At the end of the class I brought for them a word search with the vocabulary we learnt. The teacher asked them to paste it in their notebooks and I said goodbye to them.</p>	<p>realized they remember all the colors we saw last class and it was easier to relate them with the days of the week. They participated a lot and gave useful examples with activities and objects: “<i>on Wednesday I eat chocolates</i>” (Wednesday- brown), “<i>on Sunday I go to the park with my family</i>” (Sunday-green) and so on. They likely understood the activity and the vocabulary we studied.</p> <p>Finally, when teacher took the class I felt not so good, because she could not pronounce very well and I had to participate again. I realized they did not understand the teacher’s instruction of saying the days in order; maybe they did not have anything to relate those words with.</p> <p>I think they enjoyed the activity of the word search. They were concentrated and almost everyone could finish before I had to go.</p>
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Annex 3: Students' Log

29

MY COMMITTEE AND ME



STUDENTS' LOG

DATE: Monday 07th March 2016

NAME: Melaniel Blanco Gomez

¿Cuál es el nombre de mi comité?
Academic



¿Me gusta trabajar en mi comité?

¿Por qué?
A mi me gustan muchas cosas de mi comité por que son divertidas la actividad y el trabajo en grupo.

Hoy en mi clase de Inglés aprendí...
que una cuando tiene una duda para decir una palabra en inglés toca decir How do you say como in English y eso aprendi.

¿Cuál fue la tarea de mi comité el día de hoy?
Mantener la Disciplina.





¿Cómo ayudé a completar la tarea de mi grupo hoy?
trayendo los materiales y escribiendo

¿Cuál fue mi nuevo rol y mis responsabilidades el día de hoy?
My rol is spokes person and My responsabilidad is ayudar a los demas.

¿Consideras importante tomar el turno de la palabra cuando trabajas en grupo? Si, No
¿Por qué?
Si lo considero por que puede ser una idea util

¿Crees que la actividad con las Turn Taking Cards te ayuda a participar en tus actividades grupales? Si, No ¿Por qué?
Si porque me ayuda a participar y expreso mi nueva idea.



¿Cómo me sentí asumiendo un nuevo rol?
me senti feliz

¿Qué chunks o frases nuevas he aprendido en clase para comunicarme en inglés?

- ✓ Can I help you?
- ✓ Ma a go faster please?
- ✓ Our conclusion is...
- ✓ _____
- ✓ _____
- ✓ _____

Annex 4: Interviews

Final semi-structured interview N°1

Interview Transcription (Fragments)

Date: March 16th/2015

Duration: 15 min

Interviewer: Lizeth Martinez

Interviewed: Gladys Caicedo Mayo
Docente titular de Grado Cuarto.

1. **RESEARCHER:** ¿Cuál cree que fue la habilidad que se fortaleció en área de inglés
2. **gracias al proyecto realizado?**
3. **TEACHER:** Yo creo que la escucha, el listening porque se les facilitó la comunicación.
4. La escucha fue básica. La lectura es importante, la escritura igual pero la escucha es
5. fundamental para manejar una segunda lengua.
6. **R:** ¿Cómo evalúa usted el trabajo por comités?
7. Hasta ahora he notado que trabajan mejor en grupo y ya no se pelean tanto como antes.
8. Hay muchas dificultades pues la disposición del salón no da para trabajar en grupo, pero
9. he iniciado el trabajo por parejas y espero poder seguir con el trabajo por comités.
10. **R:** ¿Qué tan importante considera usted que los chicos trabajen en grupo en esta
11. **etapa de la edad escolar?**
12. **T:** Me parece importantísimo porque a partir del trabajo en grupo se desarrollan
13. muchos valores, porque el trabajo entre pares enriquece mucho más el conocimiento,
14. donde todos trabajan, todos aportan, se proponen retos para poder superarlos y ellos los
15. consiguen. En este momento la dificultad es la disposición del salón pero no es más que
16. plantear el trabajo y organizarlos.
17. **R:** ¿Cree usted que se alcanzaron los objetivos propuestos en este proyecto?
18. **T:** Con esta estrategia me gustó porque fortaleció el trabajo en equipo y desarrolló
19. principalmente las temáticas que se proponen en cada comité como es el ambiental, de
20. comunicación, el de tiempo libre, etc. A partir del trabajo de estas temáticas cada uno
21. aportó ideas, aprendió a respetar la palabra del otro, a tolerarse en su forma de ser y a
22. convivir en armonía, a asumir retos; esa estrategia de trabajar por comités se retoma en
23. cada una de las áreas. Además los comités están vinculados a los proyectos transversales
24. que plantea la institución en su parte pedagógica...

Final semi-structured interview N°3**Interview Transcription (Fragments)****Date:** March 16th/2016**Duration:** 6 min**Interviewer:** Lizeth Martinez**Interviewed:** Student N°3

1. **T:** ¿Han existido dificultades en tu grupo?
2. **S3:** A veces, pelean y no se ponen de acuerdo en los materiales
3. **T:** ¿Únicamente en los materiales?
4. **S3:** Si, emmm bueno en los materiales y... y... emmm las ideas
5. **T:** ¿Cómo así en las ideas?
6. **S3:** Se escuchan ¿sí? pero son como orgullosos ¿sí? Entonces defienden solo
7. su idea y ya.
8. **T:** Entonces, ¿es difícil tomar decisiones en tu comité?
9. **S3:** A veces, cuando toleran no, pero si gritan sí; yo le he dicho a Mariana
10. que no solo es lo que diga ella (...)
11. **T:** ¿Qué rol tiene Mariana?
12. **S3:** Spokesperson
13. **T:** ¿y consideras que ha desempeñado bien su rol como spokesperson?
14. **S3:** Pues a veces, es que se le da por gritar ushhh (...) pero si nos representa
15. bien y sale a hacer las presentaciones cuando toca al comité.
16. **T:** y hablando de los otros roles ¿han cumplido con sus responsabilidades?
17. **S3:** Si, sobre todo el secretary siempre trae los materiales que toca (...) la vez
18. pasada trajo marcadores más bonitos y papel.

Annex 5: Field Notes: Implementation Cycle

Field Notes N° 10.

OBSERVER'S NAME: Lizeth Andrea Martinez Burgos.

DATE: February 18th 2016

TIME: 10:15 to 12 m.

STUDENT'S NUMBER: 30

PARTICIPANTS: The students, the Homeroom Teacher and the Researcher

	DESCRIPTION	INTERPRETATION
1	First, I arrived to the classroom and I greeted my students.	As students have not seen me for a long time, they did not
2	They stood up and hug me. I welcomed them to the English class this year and I explained that these classes will be our	remember neither what were our class objectives nor our project in the committees.
4	last English classes together. I remembered them the objective of the project and our final product that is the	For the same reason, it was very difficult to retake the classroom language and the expression we already saw last
6	gallery.	year. However, I consider along the teaching process, they will remember more and more expressions.
8	Secondly, I retook the language classroom and the chunks we saw last year. I put some posters with the main	Moreover, I had new students in the classroom; they were more disorganized than the old ones. I consider it could hinder some
10	commands and expression depending on their roles such as: <i>Can I help you? Did you do the homework? I'll call the attendance, Listen please, etc.</i>	exercises as they did not pay enough attention.
12	The students had to listen and repeat the pronunciation of the different chunks of information. At the beginning they	In general the worksheet could be developed in a good way.
14	did not follow the instructions but after they could do the exercise.	The students did not have too many questions and the results were good. It could correspond to the use of visual material to help students to understand the meaning of each expression.
16	Then, I asked students to answer a worksheet in pairs. This had several expressions and images they had to match.	On the other hand, as I am promoting some cooperative principles in the class such as <i>positive interdependence</i> and
18	While they were doing this, I called each committee and I asked for the homework (Bring the ID card member).	others, I proposed since the beginning of the process to have a shared grade or points, it means, if a member wins, the committee wins but if a member is not responsible, all the
20	Some students looked very frustrated because some of their	committee participants will lose.

<p>22</p> <p>24</p> <p>26</p> <p>28</p> <p>30</p> <p>32</p> <p>34</p> <p>36</p> <p>38</p> <p>40</p>	<p>committee partners did not bring it and they did not remember our rule: If one of members does not bring the homework or is not responsible, all the committee partners will be affected in terms of points or grades. I told some students they will have negative points in their committee's boards because of that.</p> <p>I always have trouble with Jonathan Trujillo. He belongs to the _____ committee. He never had brought their ID card because he says he does not have materials at home. After, I mentioned the rule of the responsibility for the committees, some of his partners got close to me and told me "<i>Nosotros le hicimos esta escarapela porque él no tiene materiales y así no la va a traer nunca (...) solo le falta la cuerquita</i>". I called Jonathan and he compromised to bring it completed next class.</p> <p>While they were completing the worksheet, I assigned the roles again and they could complete the ID cards, so did the new students.</p> <p>Finally, students needed to go the school voting and he had to finish our class before. I assigned the homework to my students. They have to bring information about the products they could create in class with recycled materials.</p>	<p>I have to accept that it was a surprise to me when I listened to my children telling me that they would make their partner's ID card to benefit the group. It could represent a good result of the cooperative principles applied along the project.</p> <p>In the roles' assignment, the students asked me to change the roles this year but as they are not familiarized with some of their functions yet I decided to maintain the roles this period and in the next one I will change them. However, I think I should change them last year and they could be familiarized with more functions and classroom rules.</p> <p>Finally, as in the school they had the voting, we could not complete all the activities in class. Some of these activities could hinder the process because the time is not always enough.</p>
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Annex 6: Recordings

Recording Transcription N°1

Activity: Board Game *Recycling with Peppa Pig*

Time: 1:30 minutes

Participants: Students N° 5, 6, 11, 12

S5: Are you a team facilitator? [He showed the card]

S6: Yes; [Looking at the images]

S11: Are you a secretary? [And she gave the card to her partner]

S12: Yes, are you a spokesperson? [They exchanged their cards]

S11: Yes ;

Recording Transcription N°2

Activity: Board Game *Recycling with Peppa Pig*

Time: 4 minutes

Participants: Students N° 1, 2, 3

1. **S1:** one, two, three
2. **S3:** One... what is the solution? [Looking at the image] Alguien la tiene que
3. responder.
4. **S2:** No botar la basura ¿no?
5. **S3:** In English ;
6. **S2:** Emmmm, recycling
7. **S1:** Recycle ;
8. **S3:** Humm, ¿el dado? Ah ya le tiró (...) Uy eso es suerte, sacarse dos y en el piso.
9. **S3:** Ay; One, two; es en Inglés ya le dije.
10. **S2:** Me toca, me toca
11. **S3:** No, es un turno sin jugar
12. **S2:** Ah cierto
13. **S3:** One, two, Yes me salve a comer ensalada
14. **S1:** One, two, three, four, Do you want to recycle? [Looking at the image]
15. **S2:** Recycle ; [Correcting her partner]
16. **S3:** Yes, I do.
17. **S3:** ¿Dónde estoy yo?
18. **S2:** Aquí
19. **S3:** One. Two, Three ... Do you want to recycle?
20. **S1, S2:** Yes, I do!
21. **S1:** Ahora si ya paso su turno sin jugar
22. **S2:** ¡Tres!
23. **S2, S3:** Three!
24. **S2:** One, two, three
25. **S1:** Ahí no pasa nada, mi turno, one, two, three (...) What are the three R's?
26. **S3:** Reduce, Reuse, Recycle
27. **S2:** Recycle!
28. **S3:** Ay perdón me equivoque


Annex 7: Artifacts

Artifact 1: Worksheet *My Role*

Maria paula Anzola communication


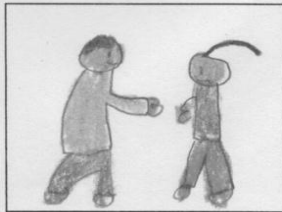
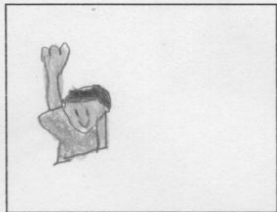
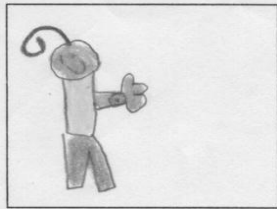
8

MY ROLE

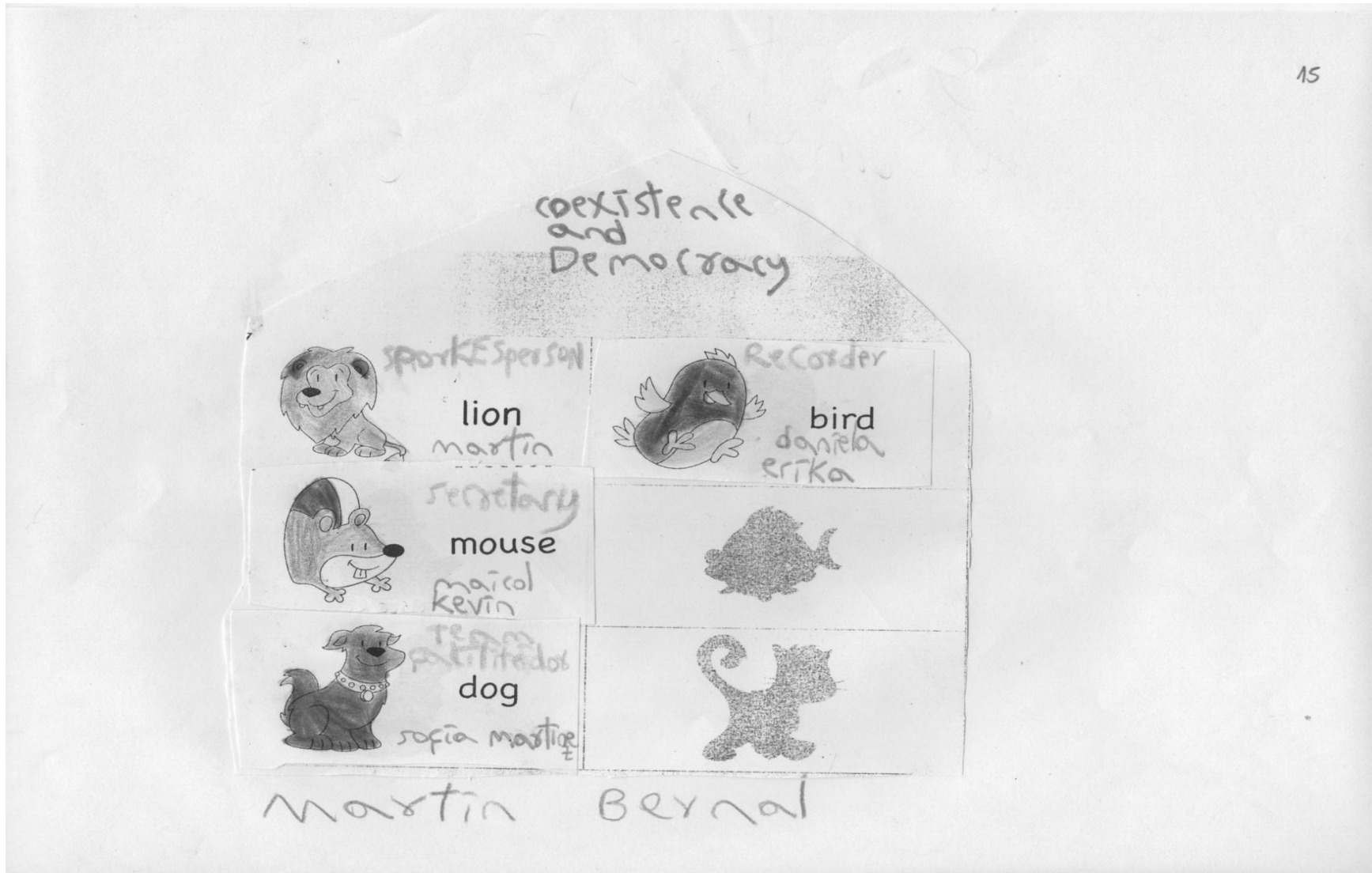


I AM THE Team facicitator

And my responsibilities are: responsabilidad

Artifact 2: Worksheet *My Committee, My Home*



Artifact 3: Worksheet *My Classroom expressions*

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS


ENGLISH CLASS

NAMES: Helanie Blanco Gomez DATE: 18-02-2016
Jonathan Trujillo


WORKSHEET

MY CLASSROOM EXPRESSIONS - RECYCLED MATERIALS

1. Match the expressions with their corresponding image:




CAN YOU HELP ME, PLEASE?




I'LL WRITE

SILENT PLEASE I

I DON'T UNDERSTAND I



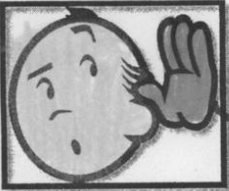


LISTEN PLEASE I



MAY I GO TO THE BATHROOM, PLEASE?

CAN YOU LEND ME, PLEASE?



ET

Artifact 4: Worksheet *Recycled Materials*

NAMES: Maria Paula
ANGEL AVILA

DATE: Today is: Wednes 02 '17

2. Color the recycled materials you saw in class and write their corresponding names:



magazine



Bottle



Newspaper



card board



light bulb



can

Annex 8: Informed Consent

Bogotá, 08 de Abril de 2015

I.E.D ANIBAL FERNANDEZ DE SOTO

**CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN UN
PROYECTO DE INVESTIGACIÓN EN EL ÁREA DE INGLÉS**

Señores padres de familia y/o acudientes:

Cordial Saludo.

Por medio de la presente me dirijo a ustedes, yo Lizeth Andrea Martínez Burgos, estudiante de octavo semestre de la licenciatura en educación básica con énfasis en humanidades: español e inglés de la Universidad Pedagógica Nacional, quien inicia su proyecto de investigación en el área de inglés del Colegio Anibal Fernández de Soto con los estudiantes de grado tercero jornada mañana.

Por lo anterior, requiero la participación de los estudiantes del curso 3B, el cual su hijo (a) está cursando. Cabe aclarar que el presente proyecto de investigación que da inicio este semestre tiene el aval tanto de la institución educativa y sus directivas como de la Universidad de la cual hago parte.

El proyecto que se plantea tiene como principal objetivo identificar las fortalezas y dificultades que presenta el grupo en cuanto al proceso de aprendizaje del inglés como lengua extranjera se refiere, y así fortalecer procesos de escucha, lectura, habla y/o escritura en este idioma. Para esto los niños participarán en encuestas, cuestionarios, actividades y en algunas ocasiones se requerirá de material fotográfico y audiovisual (grabaciones de audio y video) que sustenten el proceso realizado.

Así pues y teniendo en cuenta que toda la información recolectada será tratada con total confidencialidad (no se revelará nombres ni ningún dato personal durante

la investigación) y únicamente será empleada con fines educativos, me permito pedir su autorización para que su hijo (a) participe en el proyecto que dará inicio este semestre. Es importante agregar que la participación es voluntaria y en cualquier momento el (la) niño (a) o usted, como representante de él/ella, pueden retractarse de su decisión y abstenerse de seguir haciendo parte del proyecto, cuando lo crean conveniente.

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

Si tiene alguna duda, puede comunicarse con el profesor (a) titular de la clase y/o con la persona encargada del proceso de investigación:

Datos de contacto:

Lizeth Andrea Martínez B.
liz_andrea01@hotmail.com

CONSENTIMIENTO DE PARTICIPACIÓN

Yo Catherine Diaz Carreón, identificado con la cédula de ciudadanía N° 1020713573 de _____ autorizo a mi hijo (a) Angel Santiago Anla Diaz estudiante del curso 3B del colegio Anibal Fernandez de Soto participar en el proyecto de investigación de Lizeth Andrea Martínez, estudiante de VIII semestre de la Universidad Pedagógica Nacional.

Firma

Catherine Diaz Carreón
C.C. 1020713573

Annex 9: Lesson Plan

UNIVERSIDAD PEDAGÓGICA NACIONAL DEPARTAMENTO DE LENGUAS LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES: ESPAÑOL – INGLÉS PROYECTO DE AULA			
Date: March 2 nd /2016			
LESSON PLAN			
1. Profile			
Name of the lesson: My Committee product.	Subject: English	Grade: 4 th	Institution: Aníbal Fernández de Soto I.E.D
Teacher: Lizeth Martinez	Number of students: 35	Time allotment: 135 minutes	
Research Question: What might be the impact of applying Cooperative principles on the oral interaction skills in a fourth grade PBL oriented English class at Anibal Fernandez de Soto school?			
Objectives: To achieve the second, third and fourth PBL stages corresponding to the investigation process, the materials and the assessment criteria for the project. To promote the positive interdependence, individual accountability and small group social skills in the cooperative group activities. To recognized what the recycled materials are and their functions. To review the chunks and language classroom seen in previous classes.			
Vocabulary: cardboard, can, paper, magazines, bottle, newspaper, <i>how do you say?</i> , <i>Did you do the homework?</i> , <i>I'll call the attendance</i> , etc.			
Material and equipment: Worksheet: <i>Recycled Materials</i> . Worksheet <i>Creating with recycled materials</i> Game <i>Hidden Treasure</i> : A magazine, Newspapers, Cans, Bottles. TV set. Video. Turn taking cards			

Class arrangements			
Whole class (WCL) Pair Work (PW) Committee Work (CW)			
Procedure:	Time	CA	Material
The teacher will greet the students. She will begin with a song with some classroom language they saw last class. It is necessary to clarify that each role (spokesperson, team facilitator, secretary and recorder) has their specific chunks according to their functions, such as: <i>Listen please, Did you do the homework? I'll call the attendance, The materials we need are, Can I help you? Etc.</i>	15 min	WCL	TV set. Video
Secondly, Students and the teacher will play the game <i>Hidden Treasure</i> . Children will guess what the material the teacher hid is, listen to the clues. Students will take their turns to participate with their turn taking cards.	30 Min	WCL	Game <i>Hidden Treasure</i> Turn taking cards
Thirdly, by pairs, students will answer a worksheet in which they have to write the name and color the image of the recycled materials they found in the game.	15 Min	PW	Worksheet: <i>Recycled Materials</i>
Fourthly, students will organize their committees; the secretary and the recorder will ask for the homework (The investigation about products with recycled materials) and call the attendance. Then, students will discuss about the products they investigated and choose one for the gallery. Finally students will answer the worksheet <i>Creating with recycled materials. Part 1</i> . Students will draw the product they want to create and list the materials they will need. Students will promote the positive interdependence (I depend on my partner to achieve the task), individual accountability (My performance will affect the group process) and small group social skills (I need to know how to manage possible difficulties in the group, respecting my partners) as cooperative principles to develop this task.	1 hour	CW	Worksheet <i>Creating with recycled materials</i> Per group, the students ONLY will have two sheets to share.
To sum up, Children will summarize the activity. Each committee will ask its spokesperson to present the conclusion with the following pattern: <i>My committee is: _____</i> <i>We're going to make a: _____</i> <i>The materials we need are: _____</i>	15 min	WCL	N/A