ENHANCING ORAL PRODUCTION SKILLS AND STUDENTS' ATTITUDES THROUGH COLLABORATIVE LEARNING IN SEVENTH GRADE STUDENTS

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Master's in Foreign Language Teaching

Bogotá, Colombia 2018

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"A thesis submitted as a requirement to obtain the degree of M.A in Foreign Languages

Teaching"

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Bogotá, Colombia 2018

Acknowledgments

First, I want to thank God for being my spiritual guide and support in my life. I thank my husband for being my support, my friend, my confident, and for cheering me up in the difficult moments. I thank my daughter for being my motivation; her happiness and tenderness inspires me to do the best every day. Thanks to my mom, brothers, and my aunt Nery for their company during my life. I also thank the Master's program's teachers, each one of them contributed not only to my learning development, but also to the improvement of my teaching practices. Thanks to Magister Patricia Moreno for being my thesis advisor, for her advice, her patience, and her help during this process. Finally, thanks to my Master's partners, their advice and opinions guided me to be a better person.

Abstract

This document presents a final action research report carried out with seventh graders at a public school named Escuela Normal Superior María Auxiliadora of Villapinzón, in the little town of Villapinzón, Cundinamarca in the year 2018. The research objective was to determine the incidence of collaborative learning in the oral production in English of seventh grade students at ENSMA. Two techniques were selected for collecting data: participant observation and survey; in the first one, the instrument was some field notes, while in the second one, the instrument was a questionnaire. The collected data and their analysis evidenced that collaborative learning influenced on the students' improvement of their oral production in English, as well as on their attitudes toward the language and their partners. The influence was mainly focused on the next four aspects. First, the mutual help among students motivated them to speak in English. Second, students' attitudes during the collaborative learning influenced on their oral production, mainly in a positive way and in a few cases, negatively. Third, the type of activity developed by students had also a high influence on students' oral production and on their attitudes toward the language and toward their partners. Finally, the pedagogical intervention carried out in seventh grade not only helped learners to foster their English speaking skills, but it also guided students to behave respectfully among them.

Key words: English foreign language, collaborative learning, English oral production, attitudes, pedagogical intervention.

Resumen

Este documento presenta el reporte final de una investigación acción llevada a cabo en el año 2018 con estudiantes de séptimo grado de un colegio público llamado Escuela Normal Superior María Auxiliadora de Villapinzón, en Villapinzón, Cundinamarca. El objetivo general para la investigación fue determinar la incidencia del trabajo colaborativo en la producción oral en inglés de estudiantes de grado séptimo de la ENSMA. Para la recolección de la información, se utilizaron dos técnicas: la observación y la entrevista. En la observación, el diario de campo fue el instrumento y en la entrevista, el cuestionario. La información recolectada y el análisis de datos arrojaron que el trabajo colaborativo influye en el mejoramiento de la producción oral y en las actitudes de los estudiantes hacia el aprendizaje de la lengua extranjera y hacia los compañeros. Después de la intervención pedagógica y el análisis de datos, se concluyó que el trabajo colaborativo y las actitudes de los estudiantes hacia la lengua y hacia sus compañeros tuvieron una alta influencia en su producción oral. Esta influencia se basó principalmente en los siguientes cuatro aspectos: primero, la ayuda mutua entre estudiantes los motivó a hablar en inglés; segundo, las actitudes de los estudiantes presentes durante el trabajo colaborativo influyeron de manera positiva y en algunos casos negativa durante su producción oral en la lengua extranjera; tercero, el tipo de actividades desarrolladas por los estudiantes contribuyó significativamente en el desarrollo de su producción oral, así como en sus actitudes. Y finalmente, la intervención pedagógica llevada a cabo con estudiantes de grado séptimo no sólo ayudó a los participantes a fortalecer su producción oral, sino también los ayudó y orientó a tener mejor comportamiento en clase y con sus compañeros.

Palabras claves: inglés lengua extranjera, trabajo colaborativo, producción oral, actitudes, intervención pedagógica.



FORMATO

RESUMEN ANALÍTICO EN EDUCACIÓN - RAE

Código: FOR020GIB	Versión: 01
Fecha de Aprobación: 10-10-2012	Página 6 de 130

1. Información General	
Tipo de documento	Tesis de Grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Titulo del documento	Enhancing oral production skills and students' attitudes through collaborative learning in seventh grade students. (Fortaleciendo la producción oral en inglés y las actitudes de los estudiantes a través del trabajo colaborativo en estudiantes de séptimo grado).
Autor(es)	Garavito Hernández, Diana Carolina
Director	Moreno García, Nohora Patricia
Publicación	Bogotá. Universidad Pedagógica Nacional, 2018. 122 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	INGLÉS LENGUA EXTRANJERA; TRABAJO COLABORATIVO; PRODUCCIÓN ORAL; ACTITUDES; INTERVENCIÓN PEDAGÓGICA.

2. Descripción

Tesis de grado de Maestría en Enseñanza de Lengua Extranjera Inglés que presenta una investigación acción de tipo cualitativo llevada a cabo con estudiantes de grado séptimo de un colegio público ubicado en Villapinzón, Cundinamarca. La investigación busca determinar la influencia del trabajo colaborativo y las actitudes hacia la lengua y hacia los compañeros en estudiantes de grado séptimo en su producción oral en inglés. Por ende, este trabajo investigativo resalta la importancia de trabajar las cuatro habilidades de la lengua extranjera, en especial la producción oral desde una metodología que incluya la voz del estudiante desde sus formas de vida, su contexto y formas pensar, asimismo abordar el aprendizaje del inglés desde la interacción continua con el otro, ya sea desde el trabajo en parejas o grupal. De igual manera, se resalta la necesidad de aprender la lengua extranjera, inglés, no como un fin sino como un medio para ayudar a los estudiantes a resolver problemáticas presentes en su entorno, en especial aquellas relacionadas con el trato y respeto hacia el otro.

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4. Contenidos

El siguiente proyecto de investigación está dividido en 6 capítulos. En el capítulo 1 se presenta la introducción, la situación problemática, la preguntas de investigación, la justificación, los objetivos y finalmente se incluye algunos antecedentes investigativos relacionados con esta

investigación que permitieron determinar sus aportes y dificultades, que a su vez sirvieron para tener en cuenta al momento de diseñar esta investigación acción.

En el capítulo 2 se presenta el marco teórico, el cual sirvió de guía y soporte para la planeación y ejecución de la presente investigación acción. Asimismo el marco teórico está presentado desde los aportes y discusiones dadas por diferentes autores y tanto desde la perspectiva investigativa del investigador, como desde los objetivos planteados.

El capítulo 3 contiene el diseño metodológico, éste incluye el paradigma, tipo y enfoque investigativo. Igualmente explica el contexto y los participantes que hicieron parte de la investigación acción, finalmente presenta el procedimiento y las técnicas con los instrumentos usados para la recolección de datos.

El capítulo 4 describe la intervención pedagógica llevada en el contexto y los participantes escogidos para la investigación. La propuesta describe y explica paso a paso cada una de las etapas llevadas durante todo el proceso investigativo.

El capítulo 5 muestra el proceso llevado a cabo para el análisis de datos desde la conceptualización teórica, cómo se ejecutaron cada uno de los pasos para analizar la información y su interpretación. Igualmente contiene las categorías con sus hallazgos, contrastados desde los constructos teóricos, los datos arrojados por la información recolectada y la voz del investigador.

En último lugar se presenta el capítulo 6, el cual incluye las conclusiones resultantes después de todo el proceso investigativo, las limitaciones presentes durante la investigación y por último algunas sugerencias para posteriores investigaciones.

5. Metodología

La investigación acción llevada a cabo se realizó desde las siguientes etapas:

- 1. Acercamiento a la población para diagnosticar e identificar la problemática presente.
- 2. Aplicación de un cuestionario para escuchar la voz de los participantes y así planear y ejecutar la intervención pedagógica.

Ejecución de la intervención pedagógica que fue hecha mediante cinco unidades didácticas, cada una con una temática propuesta dese el currículo de la institución y la voz de los participantes, con una duración de cinco horas. Durante y después de la aplicación de cada unidad hubo un proceso constante de observación, reflexión y análisis.

6. Conclusiones

Después del análisis de datos surgieron las siguientes conclusiones en respuesta a las preguntas de investigación planteadas.

La ayuda muta entre estudiantes los motivaba a hablar en la lengua extranjera, inglés. Esta ayuda se enfocaba principalmente en corrección de errores de pronunciación, escuchar y respetar al otro cuando hablaba en inglés, dar realimentación y ayudar con el vocabulario desconocido. Ese tipo de ayuda originaba que los estudiantes hablaran en inglés en forma espontánea en frente de los compañeros dejando de lado la timidez y los nervios.

Las actitudes de los estudiantes presentes durante el trabajo colaborativo influyeron de manera positiva y en un menor grado de forma negativa a la hora de hablar en inglés. Las principales actitudes positivas observadas durante el trabajo colaborativo fueron: motivación, confianza en el otro, responsabilidad, seguridad y buena disposición hacia el aprendizaje de la lengua. Tales actitudes ayudaron a que los estudiantes hablaran en inglés de forma espontánea con pocos errores de pronunciación y reduciendo sus nervios y ansiedad, los cuales eran muy evidentes antes de la intervención pedagógica. Sin embargo, algunas actitudes negativas presentes en tres estudiantes afectaron su trabajo colaborativo y su producción oral. Ellos siempre mostraron rechazo hacia el aprendizaje de la lengua extranjera porque consideraban que no es importante para sus vidas. Esas actitudes negativas se evidenciaron cuando trabajaban en grupo, en donde sólo desarrollaban las actividades para obtener una nota y no para ayudar al otro o para aprender; por ende, cuando hablaban en inglés, lo hacían mediante la memorización y no de forma espontánea.

El tipo de actividades propuestas por la investigadora y desarrolladas por los estudiantes influyeron de forma significativa en su producción oral, así como en tener mejores actitudes hacia el aprendizaje de la lengua extranjera y hacia sus compañeros. Actividades que implicaron juegos,

movimiento o tan solo caminar por el salón facilitaron que la producción oral se diera de forma espontánea usando vocabulario nuevo teniendo en cuenta buena pronunciación y motivando al otro a hacer lo mejor.

Finalmente, la intervención pedagógica llevada a cabo con estudiantes de grado séptimo no sólo ayudó a que ellos mejoraran su producción oral, sino también a mejorar las relaciones interpersonales entre ellos, a respetar al otro desde sus diferencias y a comportarse mejor en el aula de clase para tener un mejor ambiente de aprendizaje.

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Fecha de elaboración del Resumen:	15	12	2018

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Introduction

Learning a foreign language is significant nowadays for human beings due to different situations, especially to the innovation in technology and the economic model where most of the nations are involved for reading first-hand literature and for traveling around the world, among others. Besides, being competent in another language, especially in English, facilitates interaction with different people around the world and at the same time, learning about other cultures and comparing them with our customs, traditions, and life styles.

Furthermore, due to the learning abilities that humans possess during childhood, it is the best stage to learn a language. Bearing in mind this situation among others, the Colombian government has implemented different strategies such as the bilingual program, which consists in extra English classes and modifying the English curricula in the institutions in order to help students to become proficient users of the language. However, these strategies have not been successful in the country and it is evidenced in the national and international exams results. Taking into consideration the situation, it is necessary for teachers to become aware of their teaching processes and how their practices influence students to improve their language learning skills.

The project participants were seventh grade students at the Escuela Normal Superior María Auxiliadora (ENSMA) located in Villapinzón, Cundinamarca. During the activities, the students were placed in active contact with their peers in order to improve the relationships with their classmates, as well as their English skills, particularly the oral production. The project results may be both a guide for teachers in lesson-planning processes and for the institution's

curriculum construction. It also offers different strategies to apply collaborative learning strategies in English classes and the importance it has in students' oral production and in their attitudes.

This action research project aimed to analyze how collaborative work enhances students' English oral production as well as their attitudes toward the language and among themselves. Furthermore, this document contains the problematic situation, which explains the reasons for developing this project; the research question, objectives, rationale, and the previous research developed in relation to this study. The second chapter contains the theoretical framework; it introduces the constructs that were considered as support and guide for the investigation.

Following, the research design is developed in the third chapter; it has information about the research paradigm, approach, the setting, the participants, the instruments, and it describes the implementation of the project. The fourth chapter presents the pedagogical implementation, the fifth contains the data analysis and findings and finally, chapter sixth presents the conclusions and implications which can be useful for further studies.

Chapter 1. Statement of the problem

The research project was carried out at ENSMA in Villapinzón, Cundinamarca. It is a public institution with primary and secondary levels with approximately 2500 students. In the secondary section of the school, there are about 1600 students, divided into six levels with 6 to 8 groups in each one. The school faces different difficulties such as the excessive number of students per grade, lack of resources and materials for each subject, and lack of English labs among others. Therefore, those problems influence both the teacher's classes and the student's learning process.

At all public schools in Colombia, English must be taught as part of the curricula dictated by the National education policies. As well, the English language is a requirement for all the individuals who are involved in education, business, politics, religion, and so on. Besides, for teaching and learning English in Colombia, most of the schools and the Institutions act according to the National English Standards given by the National Ministry of Education and at the same time, by the Common European Framework of Reference for languages (CEFR). The CEFR is a guideline that defines the linguistic competences that individuals should have in some languages. It establishes six reference levels; A1, A2, B1, B2, C1, and, C2, which match into three categories; basic, intermediate, and advanced. In Colombia, the Ministry of Education suggests classes must be focused on helping students to reach the English level according to their grade and age at schools (2006). Bearing in mind this normative frame, students from sixth to ninth grade at the school where this project was developed, have five hours of English class per week. It means that they have at least 1 hour of English class per day. Besides the number of hours is not enough to learn the language and reach the required level proposed by CEFR, the lack of

materials, the number of students per classroom, the students' social and family situations, the students' motivation for learning a language, and the little contact they had with the target language made the students' learning process slow and difficult.

According to the Common European Framework, when students are in sixth grade, they must have an A2 level and a B2 when graduated from high school, it entails that in sixth grade they should be able to: comprehend sentences, use common expressions, talk about basic personal information, communicate using simple information, and describe aspects about the past. However, as a teacher in this school for 3 years, I have observed that when students reach sixth grade, they do not have the A2 level. This happens for different reasons: they have had little contact with the foreign language, which is expressed by the students in the first English classes in sixth grade, and they have taken few English classes during their primary years, which is evidenced in the school's curricula. It says that the time for teaching English is one hour a week, and it is given by the teacher who is in charge in each grade, who in most cases is not specialized in teaching English. Although the time for teaching and learning the language is established by the institution, it is not enough. A study developed by Key Data in 2005 on Teaching Languages at school in Europe, says that the time a learner must spend for learning a language is around 8 years with an intensity of 5 or 9 hours a week. Bearing that study in mind, the time in which the students of this institution are exposed to the foreign language is not enough. Consequently, in sixth grade, the English teacher must start from the A1 English level.

Through five observations I made using a field note format (see Annex I), I realized that the language skills that the sixth-grade students had were very limited, especially the oral production ones. For example, when they had to communicate, they usually did it in their mother tongue and most of the time they memorized sentences for being able to talk in front of their

partners and the teacher. Their oral production was not natural, it was limited by their mother tongue and by the lack of vocabulary.

Additionally, through the different observations (Annex I), I also recognized that students' attitudes towards their partners and toward the language was another fact that also affected their development in the English classes. When they had to participate in front of the class by doing certain activities such as role plays, pair work, or presentations, the other students used to laugh at them about any mistake or any situation that occurred during the presentation. This was very negative for the learners as they did not feel comfortable in class, they felt ashamed and their language development was not natural.

Considering the situation above, it was necessary to find a strategy to help students foster their oral production in English to develop the necessary skills to communicate in English as a foreign language; then, in a deeper analysis, I identified that students were reluctant to work in groups, so the following questions were formulated:

Main Question

To what extent does collaborative work foster the oral production in English of a group of seventh grade students at ENSMA?

Secondary Questions

- 1. Do students' attitudes influence their oral production?
- 2. How do students' attitudes influence oral production when doing collaborative work?
- 3. How does collaborative learning influence the oral production of seventh grade students?

Rationale

Collaborative learning has been a relevant topic in terms of learning and teaching, due to the opportunities it gives to individuals to learn from others. Smith and Gregor (1992) state that collaborative learning is learning by interacting with others. In that sense, learning a foreign language implies being in contact with the target language and interacting with others, especially through speaking skills. Interacting with others allows students to learn mutually and grow in different aspects such as values, responsibility, and solidarity and when learning the target language, collaboration can be accomplished by group or peer work activities.

Therefore, collaborative learning was central in the setting where this research took place, due to the lack of strategies and content included in the school curricula in relation to English language teaching and especially in relation to speaking skills. The curriculum contains some paths or routes for teaching the English language from the institution's pedagogical model and from the Colombian National Standards. However, it just focuses on teaching the language for the external exams but it puts aside aspects such as work with values, respect, and tolerance towards the language contents, which can be developed through collaborative learning.

Additionally, most of the time, English classes have focused on writing and reading skills, which are important as well, but they must be developed in the same way as listening and speaking abilities. However, it is important to mention that the kind of skill worked in class depends on the teacher and not on the school curricula. In that sense, it was meaningful for students and for the institution to have aimed this project at developing speaking skills.

In this regard, this project contributed to enrich the school policies, as well as students' language development, and what is more, to improve the relationships among them. Students had

the chance to interact with their peers, not just for developing any type of activity, but also for knowing and learning from them, which can be useful for further investigations in the field of education. Additionally, the didactic sequences applied during the project intervention may provide teachers with ideas, activities or recommendations to foster any of the language skills to benefit learners. Finally, the results, the pedagogical implications, and conclusions of this study may encourage teachers and further researchers to reflect upon the value of using different types of activities closely related to students' interests, in order to motivate them to learn a foreign language.

Objectives

General Objective

To determine the effect of collaborative learning in seventh grade students' Oral Production in English at Escuela Normal Superior María Auxiliadora of Villapinzón, in Villapinzón, Cundinamarca.

Specific Objectives

- To identify students' attitudes when they are involved in collaborative learning during their oral production in English.
- To describe students' oral production when working in groups.
- To explain how students' attitude influences their oral production.

Previous Research

National Context

In the language learning and teaching field, many different investigations have been carried out from different perspectives and topics. In relation to collaborative learning, some

researchers have done studies related to oral production and attitudes, but we have not found researches where these three topics have been studied together.

Prieto Claudia (2007) investigated oral production in English classes through cooperative learning strategies. The action research was carried out at a public school in Bogotá; the main objective was to develop strategies for helping students to improve their oral production in English. The population of her study was 53 students, 18 girls and 35 boys and the instruments she used were: field notes, surveys, recordings, students' field notes, and five lesson plans. After her intervention, she concluded that cooperative work helped students to foster their oral production in English, but it was a gradual process which implied to be motivating students most of the time. She also found that for working cooperatively, it is necessary to establish rules and teachers must be very creative in each class.

The importance of Prieto's research for this study involves the theoretical references related to oral production and team work; additionally, the different strategies applied during the research offered methodological routes to be applied to this study because of the type of population in both investigations. The study helped to understand how different strategies developed by the teacher can be meaningful, not just for improving a language skill but also for interacting with their peers, learning about each other's likes and dislikes and their needs from the context.

Another valuable study for this project was developed by Barragán (2013); he carried out an action research entitled "Enhancing fluency in speaking through the use of collaborative and self-directed speaking tasks." His project was developed in Colombia with five schools and at one private university. The main interest was to know how fluency could be fostered using

collaborative learning and self-directed speaking tasks. In order to obtain any results, he established one main objective which was to implement a set of collaborative and self-directed speaking tasks that aimed at enhancing fluency in speaking. Barragán argues that developing speaking fluency within a monolingual context like the Colombian one, is difficult and it has become a real challenge for both, teachers and students because of learners' lack of suitable activities properly designed to improve oral fluency.

The participants were 60 students with an A1 level of English. The instruments used during the investigation were: surveys, the teacher's reflection notes, audio recordings, and ten interventions were done. After the intervention and data analysis, he concluded that self-directed learning was an important factor which helped to increase learners' responsibility and participation; besides, collaborative work allowed students' spontaneous participation. This result was evidenced due to the amount of new vocabulary they learnt during each intervention.

Barragan's research highlights the importance of teamwork as well as the participants' context in the improvement of their speaking skills. In this sense, the project was a support for planning and applying the didactic sequences with the population of this study. Besides, the pedagogical implications were considered for the methodological design due to the advantages and disadvantages it has for obtaining the project results.

Research Abroad

In Spain, an action research related to oral production entitled "Oral-based rubrics design: A case study with undergraduate Spanish students in ESP settings," was conducted by Girón and Llopis (2015). The main objective was to analyze to what extent students' oral competences (such as their English competence and fluency) affect their peers' oral production in

English. The participants were 10 students of first semester at 'Universitat Jaume I' (Spain). The study was developed in four steps: first the design and implementation of a questionnaire, which was applied to identify the partner each student wanted to work with for developing oral and written texts. Second, the design and implementation of a speaking diagnosis test. Third, doing a monologue about the importance of studying English, and fourth, two dialogues about "the language of socializing" and "At night at the opera." In this study, the data were collected using a rubric called "speaking diagnostic test," a questionnaire, and audio recordings.

The authors found that the implementation of a rubric was useful for evaluating the students' oral production when they worked individually and in groups; it also helped students to identify their difficulties during their oral production. In addition, real interactions in the classroom allowed students to improve their proficiency in English, because they were required to speak in the foreign language. In the study, the researchers concluded that the quality of the oral production depended on different factors such as; the type of activities, the type of interlocutor, the teacher's motivation and the learner's motivation.

This investigation highlighted the importance of collaborative work inside the classroom for reaching mutual goals and it was evidenced in the oral English proficiency students reached after the implementation of the project. Furthermore, Carolina Girón and Claudia Llopis' study was meaningful for this investigation because it connected collaborative learning with English oral production through the development of monologues and dialogues and including those types of activities in the present project implementation. Furthermore, the pedagogical limitations the researchers had during the process were a guide for designing this pedagogical intervention.

Another meaningful research related to the constructs of this study, especially about attitudes, was developed by David Lasagabaster and Juan Manuel Sierra (2009). The research was called *Language Attitudes in CLIL and Traditional EFL Classes*. The main objective for the study was to analyze the effect of using CLIL (Content and Language Integrated Learning) on students' attitudes towards English as a foreign language and the two official languages (Basque and Spanish) in the curriculum of a bilingual context: the Basque Country in Spain. The participants were 287 students from four different schools. For collecting the data, the researchers used a questionnaire which was divided into two parts and answered by the participants. The results of the data analysis showed that students' attitudes were more positive toward English as a foreign language than toward the other two languages. They also found that when learners were more exposed and had more meaningful opportunities to use the target language, their attitudes helped positively for learning it.

In addition, they found that there were different factors which influenced students' foreign language learning process. Students learnt more and showed more positive attitudes toward the language when there was high-quality teaching and when the input was coherent and understandable. Content and Language Integrated Learning strengthened learners' ability to process input and it helped them to improve their thinking skills. The research connected the type of activities developed in the class with the proficiency in the language, as well as the students' attitudes. That connection was crucial to understand the importance of what happened inside the classroom and the positive or negative consequences it had on students' foreign language development and their attitude toward the language. In this regard, David Lasagabaster and Juan Manuel Sierra's research was relevant to this study due to the importance of students' attitudes toward the language and their implications in the language learning process.

Chapter 2. Theoretical framework

This chapter contains the main theoretical constructs that support this action research. Three main concepts were considered for developing this study, those are defined, explained, and analyzed from different authors and from the study objectives. The contributions given by the constructs were meaningful for planning, applying, and analyzing how collaborative learning enhances students' oral production in English, as well as students' attitudes in the English classes. The three main constructs were speaking skills, collaborative learning, and students' attitudes.

Speaking Skills

Bygate (1987) defines speaking as a skill that most humans beings have. He considers that it needs to be developed in an appropriate way, in the mother tongue, as well as in the foreign language in order to have an appropriate communication and interaction with others. Besides, when a person is learning any language, the most common ability used for communicating is through the speaking skill because it allows learners to interact faster with others, learn about any knowledge, and at the same time learn about the language that is being studied.

On the other hand, learning a language implies knowing how to interact with others and a way for doing so is through speaking because it helps individuals to express feelings, emotions, and opinions among others. In the classroom, speaking is the most common tool of communication between the teacher and students, because both interact for learning from each other. Bearing that situation in mind, teachers of a foreign language must guide their classes in order to reinforce that skill, not only for communicating, but also for evaluating students'

improvement. Bygate (1987) also states that speaking involves different physical and emotional aspects, some of those are that individuals must know aspects about grammar and vocabulary, especially in learning a foreign or a second language, due to the role they play in constructing sentences for creating meanings. Bygate's (1987) approach to speaking is not just the act of producing sounds; it is giving sense to the words we pronounce. In teaching a language, it is necessary for teachers to work on the four language skills because of the impact each one has on the others. For instance, to produce any word or sentence, the student should have read or listened to the word before.

In contrast with Bygate's definition, Bailey and Nunan (2005) state that speaking consists of producing systematic verbal utterances to convey meaning, which implies internal process such as processing information or what is called "input" for then producing it. It means that in the first stage of learning any language, learners must be very receptive for retaining information and then start to produce. Those authors also argue that speaking is an interactive process of contrasting meaning that involves producing and receiving. In that sense, collaborative learning is a good strategy for students' communication and interaction. That strategy can help students to produce orally and at the same time exchange meanings for improving and correcting the possible problems they have in speaking.

Savignon (1991) affirms that individuals must develop their communicative competence, he defines it as: "the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete – point tests of grammatical knowledge" (p. 264). In relation to the communicative competence, different models have been developed, but the most relevant are the models of Bachman (1990) and Canale and Swain (1980). In the models of communicative competence there are other competences included as:

sociolinguistic competence, which refers to the ability that speakers must have to use the language appropriately in different contexts. Bailey and Nunan (2005) say that sociolinguistic competence has grades of formality and informality which includes the use of appropriate words, style shifting, and politeness strategies. Another competence is strategic competence; Bailey and Nunan (2005) suggest that for speaking, it is very important that learners develop their strategic competence. It refers to the learner's ability to use language strategies for filling the gaps they have at the time of saying a coherent sentence or when they cannot express what they really want.

The third competence is discourse competence, "how sentence elements are tied together, which includes both cohesion and coherence." (Lazaraton, 2001, p.45). Cohesion is about grammar and lexical relationship in a sentence, and coherence is about how texts are organized. In speaking, this competence is very important due to the role it plays for creating an effective and interactive conversation. Bailey and Nunan (2005) claim that speaking in a foreign language demands a lot of effort for making cohesive speech, due to the pressure a speaker can hold during a conversation. Those authors also point out that in language learning and teaching, communicative competence has some implications because it is a multifaceted construct, and teachers must be conscious of the difficulties that learners should face at the time they have to speak in a foreign language and in front of a teacher or a group.

According to Bailey and Nunan (2005), some of the problems that speakers can face are accuracy and fluency. These authors state that accuracy refers to selecting correct words and expressions for giving meaning to the speech and fluency is the capacity to produce fluent and coherent sentences with a sense of confidence. They also say that in the first stage of learning a foreign language, learners are developing their proficiency, so it is normal to make mistakes and

not to be fluent and coherent. They are just learning or acquiring vocabulary, applying rules, and using memory for using the right words, which is a complex process.

In the same line, Bailey (2005) argues that speaking is an interactive process which implies that learners must be interacting with others and not just with the teacher, as interaction helps learners to improve their speaking skills and learn from others. Therefore, speaking skills must always be analyzed in order to correct or help students to overcome their difficulties. In addition, as speaking is a human behavior sometimes learners and teachers do not analyze the internal and external processes that occur for producing a sound, a word or a sentence.

Furthermore, when dealing with speaking skills, learners must be aware of the route they follow to produce words and sounds. Bailey and Nunan (2005) say that "pronouncing correctly helps to have a successful communication and interaction with others; besides, an appropriate accuracy and fluency can help to solve mutual difficulties the speakers could have" (p.5). When learners or students speak, they must have an objective for having a conversation or interaction with others. A well-defined objective helps learners to organize and produce appropriate words or sentences during their oral production.

Thornbury (2005) considers speaking as part of daily life and argues that "natural and integral is speaking that we forget how we once struggle to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language" (p.3). Taking Thornbury's consideration, in the field of language learning in formal contexts, learners need to be conscious of what they produce in order to be understood by others, but for being conscious they must be exposed to the language and it can be done with the use of authentic material and developing activities related to their interests, likes, and age. In this sense, this study developed and applied

didactic sequences based on learners' interests, the use of authentic material, and the anticipation of the participants' context.

Collaborative learning

Collaborative learning is a strategy used in diverse contexts, especially in education, for helping learners to reach different goals. Smith and Gregor (1992) define collaborative learning as a strategy where learners work in groups looking for understandings, solutions or creating a product. Based on the authors' definition and in relation to this research, inside the classroom, the teacher is the guide of the students' learning process and he or she is the person who knows their pupils and the different capacities they have for learning. The educator organizes the class and the activities inside the classroom depending on the objective of the lesson; however, learning is not just an individual practice or a process guided by a teacher; it is an individual, mutual or group progression. This is what Smith and Mac Gregor (1992) call collaborative learning, learning through interacting with others. In this regard, learning a foreign language implies being in contact with the target language and interacting with others, especially through speaking skills. Interaction with others allows students to learn mutually and grow in different aspects such as: responsibility, solidarity, and learn about the target language.

In addition, Smith and Gregor (1992) state that through collaborative learning all the students participate and are responsible for the activity and for the results of the group. In that sense, introverted and extroverted students are active in the learning process and help them to know more about the capacities their partners have and help others to develop them. Learning from others and not just from the teacher can create a better class environment due to the responsibilities that each one has and the activity that is being developed. Considering the aforementioned, this strategy was valuable to be analyzed in this project, because of the kind of

population. They were diverse, it means some learners came from rural areas and most of them were shy and introverted, others came from urban areas and they were more spontaneous, extroverted and something common they had was the idea of mutual help.

Additionally, Dillenbourg (1999) states that during collaborative learning there are three relevant aspects which must be included in any type of activity. Those features are: instructions, physical setting, and institutional constraints which are necessary to accomplish a learning contract. This author argues that learning collaboratively is a contract where all the members have rights and duties and where both get benefits from each other. In view of that idea, students and teachers must be negotiating all the time because of the difficulties that can appear when an activity is developed in groups. Furthermore, the development of speaking skills through collaborative learning can allow teachers and students to make decisions about the type of activities that are going to be developed, due to the didactic and learning contract they do for improving and learning new aspects about the language or about any type of knowledge.

Dillenbourg (1999) also reflects about four aspects that teachers must ponder when they plan activities to be developed through collaborative learning. The first is the situation, which refers to the level of language in which participants are; for instance, if in a speaking activity one student has a B1 English level and the other has an A1, interaction and communication is going to be limited and students can feel frustrated or unmotivated. However, it also has positive advantages for participants because the most advanced learner can help the other and reinforce what has been learnt and the student with the low level can feel motivated to learn and reach his/her colleague's level. This situation was experienced by participants during the intervention of the project and was a key aspect in the oral production in English and in the way students perceived the process of learning a foreign language.

The second aspect is interactions, it refers to the role that each member has and the responsibility and collaboration each one has with the group in order to get good results in their learning process. Dillenbourg, states that "the interactions which do take place between the group members can be more or less collaborative (e.g. negotiation has a stronger collaborative flavor than giving instructions)" (1999, p.6). In summary, interaction implies more than sharing, giving turns or learning; it is also asking others to collaborate, to be a leader and to search for a mutual goal. During the project intervention, this aspect was applied for most of the groups, especially when each one had to assume roles and it was meaningful because they did it without the teacher's intervention. It evidenced the importance that the aforementioned author gives to collaborative work.

Learning mechanisms is the third aspect, Dillenbourg (1999) refers to the intrinsic process that takes place in humans when they are learning and at the same time those mechanisms are reflected working collaboratively with others. As it can be observed, what is learnt can be proved when there are interactions with others and even more so, working collaboratively feeds the knowledge already learnt and helps others to learn. In this aspect, working collaboratively encourages learners to identify and correct mistakes they can have in their learning process and in terms of the speaking skill, it is appropriate for reinforcing pronunciation, accuracy, and fluency.

Finally, the last aspect is about the effects of collaborative learning on individual's learning process. Dillenbourg (1999) establishes that collaborative learning must have an impact on learners; it can be positive but also negative. Those effects can be in individual's learning or in their behavior. I agree with Dillenbourg that working collaboratively must not be used just for enhancing any type of learning, it must also focus on observing human's behavior when they are

interacting with others and see how it is modified when there are interactions with people with different characteristics. In that sense, this aspect was fundamental for analyzing students' attitudes during the different project interventions.

So far, two constructs have been presented from the perspectives of different authors and from the research interest, now the third and final concept is about students' attitudes; however, it is important to point out that there was more theory which was taken into account during the whole research process.

Attitudes

Brown (1994) considers attitudes as characteristics of the development of cognition, behavior, and affect in human beings. He considers that attitudes start to be developed in the early childhood and they are the result of affective or communicative exchanges with parents, family members, peers, and contact with people. In addition, he says that in the classroom two types of students' attitudes can be noticed, positive and negative. Brown (1994) argues that positive attitudes are related to motivation, which can be external or internal and both are meaningful to being successful in foreign language learning. Negative attitudes are related to external pressure and with low internal motivation. When the learner feels pressure from others to learn or to speak in a foreign language, his/her attitudes are going to be negative and they will affect his/her language learning process.

Another author who gives a valuable definition of attitudes is Minera (2009), she defines attitudes as affective variables which can support the learning of certain aspects of the target language, and in this sense, they influence greatly on the learner because when the attitudes toward the language are positive, he/she is able to interact with others in the foreign language and

the time for learning it is reduced. Taking into consideration Minera's definition, attitudes are an important aspect to reflect in the classroom due to the positive or negative influence they have on learning and for interacting with the members of the class.

Correspondingly to learning attitudes, Lennartsson, (2008) cited by Oroujlou and Majid Vahedi (2011) argue that learners' perceptions about the language can be an obstacle or a help in the development of the language that is being learnt. It means that if there is a negative or a positive attitude toward the language, it can be an obstacle or an opportunity for being successful; however, he says that the learner's negative attitudes can be changed and turned into positive ones when the learner has external and internal motivation. In this regard, the teacher, the context, and the people who are around the learner play an important role because they can motivate students to learn the foreign language and it can be done by using positive words, the use of technology, and the use of different teaching methodologies that capture the learner's attention.

To sum up, attitudes toward the language and toward others influence on language learning efficiency and on the human relationships with others. Besides, as they are a human behavior, they can be modified when learners are in contact with others, Brown (1994).

Chapter 3. Research design

This chapter presents the design of the investigation which allowed the teacher researcher to carry out an arduous, honest, and hard work. First, the research paradigm is presented; secondly, the type of research; third, the research approach; fourth, the setting and participants; fifth, the instruments; and finally, the procedures for collecting data.

First, the research design is a model or an action plan which shows how the investigation was designed and developed. It was established the focus of the problem, the research question, the objectives, the theoretical framework, the type of research, and especially the researcher's skills. Kothari (2004) indicates that research design is the procedure of circumstances for data collection and analysis in a way that aims to combine relevance to the research purpose with economy in procedure. After giving a brief explanation of what a research design is, the research paradigm is presented firstly.

Research Paradigm

To any type of research, it is necessary to have a paradigm which facilitates the study process, Merriam and Tisdell (2015). Schwandt (2001) defines a paradigm as a shared world view that represents the beliefs and values in a discipline and that guides how problems are solved. In qualitative research, there are five paradigms: positivist, post-positivism, critical, constructivist, and participative, as explained by Guba and Lincoln (1994). Furthermore, the paradigms are based on three principles:1) the nature of social reality (ontology), 2) ways of knowing (epistemology) and 3) systematic inquiry (methodology). Knowing the definition and based on the principles they have, the paradigm established for this research was the

constructivist. Creswell (2013) defines constructivist paradigm as the way individuals seek understanding of the world in which they live in and work. According to Creswell's definition and the purpose of this study, the constructivism paradigm guided the research to understand the participants' world and their role during the research process, at the same time to use the appropriate instruments for collecting data. Moreover, the researcher was inside the context and could observe, analyze and interpret how participants felt, behaved, worked, and how their oral production was.

Thus, in this qualitative research the researcher was involved in the whole study process helping and guiding participants to give significance and importance to their learning process. From the last perspective, the paradigm was guided by the three principles: first, from the ontology principle, the questionnaires as instruments, used during the research process, revealed students' opinions or realities about their English learning process, especially their reality when they were required to speak working in groups. Second, the epistemology principle guided the sequential didactics to be implemented in the research process, following the constructivist paradigm belief that knowledge is subjective, and it is socially constructed. Finally, the methodology principle allowed to carry out interviews, observations, visual aids, personal and official, as well as documents, photographs, drawings, informal conversations, and artifacts. All of which were relevant for analyzing, interpreting, and finding the answer to the main research question.

After presenting the research paradigm from different authors' definition, the type of research is presented.

Type of Research

The investigation belongs to the qualitative research type. Denzin and Lincoln (2013) define qualitative research as "a situated activity that locates the observer in the world, it consists of a set of interpretative, material practices that make the world visible" (p.6). In the same line, Van Maanen (1979) states that "qualitative research is an umbrella term covering a collection of interpretative techniques which seek to describe, decode, translate, and get a meaning of a situation in a social world" (p.520). Considering the definition given by the last authors, in qualitative research the researcher must be involved in the participants' setting or context.

In this study, qualitative research was pertinent and necessary because first, the researcher worked in the place where participants were studying, at the same time she knew the participants' needs, difficulties, and their learning characteristics among others, which were obtained through field notes and observations. Secondly, the researcher was the primary instrument for collecting data and analyzing them without manipulating any situation or information; it means that the researcher was neutral dealing with her own potential influences. Thirdly, the instruments used in this qualitative research such as: field notes, interviews, audio tapes, and surveys facilitated to carry out a rich description analysis to support the results. Besides, they allowed the researcher to describe the context, the participants' attitudes, the activities developed by them, and their oral production in English, which is important in a qualitative research.

To end, the qualitative research guided the study to find the answer to the main question, also to reach the objectives proposed, as they were descriptive objectives, they could be analyzed through data analysis description.

Research Approach

The approach for this study was action research. Merriam and Tisdell (2015) state that action research seeks to engage participants at some level in the study process in order to solve a practical problem. In the same way, Johnson and Christensen (2004) point out that action research worries about advancing knowledge and solving problems teachers confront in their workplaces, in their immediate realities and all of this is based on undertaking planned actions. Also, Herr and Anderson (2015, cited in Merriam and Tisdell) argue that action research is oriented toward some action or cycle of actions of community members and it addresses a problematic situation (p.4). As can be seen, the authors mentioned agree on the idea that action research points to the solution of different difficulties or problems presented in a classroom or in a community.

Moreover, Herr and Anderson (2015, cited in Merriam and Tisdell) say that action research has five principles. The first one focuses on a problematic situation; the second one is based on the design of the study; the third one is that participants are engaged as co- investigators; the fourth one is the degree in which the researcher is involved, and the last one is that the researcher and the co investigators collect and analyze data in a systematic way.

Summarizing the definitions given by the authors mentioned above, and the purpose of this project, the research is framed within the action research approach. First, it was developed in a real social context which was a public institution where participants were active in the study implementation. Second, based on the first action research principle, *problematic situation*, the design and implementation of the study were built on a problematic situation that was found through observation and field notes. Furthermore, for implementing this study, the institution, the parents, and the participants gave me consent on their participation, (See Annex II and III) (the

principal and the parents learned about the project through a letter given by the researcher and where they signed if they agreed with student's participation) in order the be involved and active in the study process. Thirdly, the project was designed in a cycle of planning (questionnaire to listen to students' voices in relation to collaborative learning and experiences in their oral production in English), acting (researcher's intervention), observing and reflecting (data analysis and results) as Kuhne and Quigley (1997) suggest, and which are characteristics of the second principle.

Graphic 1 Action research cycle Research planning Data analysis Observation (5 field (reflecting, analyzing, and notes) interpreting Enjoying and Pedagogical learning intervention Questionnaire applied to the (acting, observing, participants reflecting and analyzing) Reflecting and analyzing questionnaire results

Note: Adapted from Merriam and Tisdell (2015)

At the end of the study, the participants had the chance to express their opinions and suggestions in relation to the process they lived during the project implementation, which could be relevant for a future study. In brief, this project settles an action research because it implied an

intervention, a reflection, it aimed at overcoming a learning problem and the researcher was in the research setting as well as the participants.

Setting

The research was carried out at Escuela Normal Superior María Auxiliadora of Villapinzón, Cundinamarca. It is a public institution guided by Hermanas Franciscanas Misioneras de María Auxiliadora. The institution offers primary, secondary, and 4 semesters of high education teaching (complementary education); in consequence, the school's emphasis is pedagogy and education. It also includes education for adults, which is offered on Saturday. The school was created on January 24, 1995; it means that it has been offering the education service for about 23 years. It has nine basic primary schools in rural areas. The headquarter is in the Villapinzón downtown zone. There are approximately 2700 students, including the pupils from rural schools, the students from complementary education, and the adults' program. Besides, according to the school's curriculum and PEI, the pedagogical model is Innovative Alternative, which implies that teachers can teach from different pedagogical perspectives. The school's purpose is to educate comprehensive human beings who can help the society and are able to improve their lives from different educational perspectives (taken from the institutional curriculum).

This project was executed in a school located in an urban area. It has approximately 1600 students from the elementary and secondary sections. The buildings have twenty-five classrooms in the primary section and forty in secondary. The school has also a chapel, a cafeteria, a library, nuns' dormitories, and some classrooms from different areas, such as computer rooms, and English rooms. Most of the students come from rural areas and from towns near Villapinzón; besides, they come from families that work in agriculture, the cattle industry, and mining

(information taken from PEI and coordinators). Most of the students come from low-income communities. According to the academic and disciplinary school's coordinators, there is a great number of students who do not live with their parents or live just with their mother or father; moreover, with economic and family difficulties. Therefore, the institution also offers conferences related to different topics, as well as charity work in order to help students to overcome difficult situations.

Finally, it is important to mention that the school has increased the number of hours a week for some subjects such as math, Spanish, science, and English, which has been relevant to help students enhance their capacities and competences. In English it has been a good opportunity to bring students closer to the foreign language and develop different kinds of activities and strategies for improving their language competences and skills.

Participants and Sampling

The participants for this investigation were students from seventh grade at the school described above, especially students from 701 grade. In that grade, there were sixteen boys and sixteen girls. A questionnaire (see annex IV) was applied to them to know different aspects related to their personal information and their English learning experiences. According to the information provided by students, in 701 grade there were 19 students who were 12 years old, 6 who were 13 years old, 4 who were 14, 3 who were 15, and 1 who was 11 years old. It means it was a diverse age group with five students who were repeating seventh grade and twenty-eight who were in sixth grade last year. Most of the students lived in Villapinzón rural areas (19), six lived downtown, and eight live in other towns. The students who came from other municipalities mentioned that they liked to study at ENSMA because it offered good education and because of the religious aspect.

Most of the students live with both of their parents (21), but some live with their mother and siblings, or father; three pupils live with their grandparents and mother and there was one student who lived with his father, grandparents and uncles. According to the questionnaire, their families work in agriculture, flower companies and others had their own business such as bakeries, restaurants, stores among others. As some of those works could be done in family, most of the students helped or worked with their family after classes and that is why they did not like the homework that the teacher assigned. (It was expressed by students when the school extended the class time).

In the questionnaire answered by the participants (see Annex IV), nineteen students expressed that they liked to learn English because it would help them in the future for studying any profession, as well as for traveling to other countries. They also mentioned that if they learned English, they would have more opportunities to get a good job after graduating from school. Their opinions or points of view showed the importance of learning the English language for their lives and for their future. However, there were fourteen students who said that they did not like to learn English because they considered it was difficult for learning and also, they thought they were not good at learning a foreign language. Although there was a high number of students who did not like the English language, most of them (26) mentioned that they enjoyed the English classes because of the different kind of activities applied in the class. They also stated that through the language topics, they learn important aspects for their lives; aspects such as how to improve small situations in their lives, or how to communicate with others in a foreign language. The way the teacher teaches them the English language was useful for helping those students who did not like or want to learn the language.

In regards to speaking skills, which were the ability that were developed during the research, students said that it was important to develop them in the English language due to the fact that through these they could interact with others.

Data Collection Instruments

Collecting data or information in any research is a relevant process to find the answer to the research question. For this, it was necessary to choose some research techniques as well as some instruments. Merrian and Tisdell (2015) state that the data collection techniques and instruments used in a research study depend on the researcher's interest, purposes and perspectives. Additionally, Sagor (2000) argues that if researchers want to obtain better results with the instruments used, it is essential to implement at least three instruments in order to use a triangulation strategy. So, when using different instruments, the researcher can obtain varied information and analyze, contrast, compare, and interpret the findings. In this research, two techniques were used, which were observation and survey because they helped to gather information related to experiences, opinions, feelings, and knowledge of the participants. Thus, field notes, audio recordings, and questionnaires were used as instruments; they are explained in the next paragraphs. Those instruments allow triangulation of the information of this qualitative research in order to find the answer to the research question.

Techniques

Yuni and Urbano (2014) define research techniques as the different ways or procedures researchers use for developing certain activities during the project process, which facilitate the collection of information. In other words, techniques indicate the route for collecting data. In qualitative research there are different techniques for collecting data, such as: interviews, observations, surveys, and students' artifacts, Merriam and Tisdell, (2015). For this investigation,

it was used the observation and the surveys because they allowed to review the process constantly and make a cyclical process. Moreover, those two instruments allowed knowing the participants' experiences, opinions, feelings, and possible improvement in relation to their English oral production as well as their attitudes when they talked and worked in group.

In qualitative research, the observations are done in the participant's context or where the phenomenon occurs. Merriam and Tisdell, (2015) state that "observational data represent a firsthand encounter with the phenomenon of interest rather than a secondhand account instrument" (p.137), contributing having direct contact with the population and the problematic. So, this technique facilitated to gather firsthand information which implied to be in the participants' setting and observe from the research interest. Furthermore, this technique was applied for the next reasons: it guided to observe, register, interpret, and analyze the data so that other researchers or people interested in this research can verify the information that was found; it allowed the researcher to rebuild the class sessions in order to describe, analyze and reflect; it facilitated the analysis of students' attitudes when they worked in groups and also the quality of their oral production; the field notes and the audio recordings provided richer information to describe the incidence that collaborative learning had in students' oral production in English, as well as their attitudes. The instruments applied in the observation technique were field notes and audio recordings which are explained later.

The other technique used was the survey. Yuni and Urbano (2014), say that the survey means to get data through looking up or interrogating, in other words, through surveys the participants give information to the researcher. According to the purpose and study interests, the researcher asks and guides the questions to get enough information from their participants. This technique was chosen because it is systematic and organized. It means that the questionnaire

could be organized hierarchically according to the research interests. The questions look for information about students' opinions, feelings, especially information related to their attitudes. When they spoke and worked in group, their reactions could be collected because the attitudes observed were different for each person. The information collected in the first questionnaire, (see annex V) guided the researcher to plan the didactic units. Moreover, this technique was chosen because it allowed the questions to be organized from general to specific, so it helped to systematize the information in the desired way and to compare and contrast students' answers with the observation; participants could provide more information missed by the researcher through observation; and finally, as the questionnaire was structured in three parts related to the study interests (students' attitudes, English oral production, and collaborative learning), it guided the researcher to categorize and triangulate the collected data. In the survey technique, the questionnaire was the instrument used; it is explained in the next paragraphs.

Instruments

Field notes

Field notes are an instrument that allows descriptions of events in the research context, it is done in a written format designed according to the researcher's interests (Burns, 2003). As it is a written record, it requires researcher's discipline and an objective of what to observe; besides, it can be complemented with other sources like audio recordings, videos, and pictures (Merriam and Tisdell, 2015). Moreover, this instrument can be designed by the researcher according to the interests of the research. It means that field notes are a source of relevant information from the study and the setting, so the observer must focus on specific aspects. Merriam (1998) states that through field notes the researcher can get information participants do not reveal when being directly asked. Therefore, this instrument (see annex VI) was useful for this study, because it

allowed the researcher to observe how students interacted with each other when they spoke in English and when they worked in groups. This instrument was designed according to the research question, objectives, and interest and it was filled at the end of each class by the researcher with the help of audio recordings and pictures. Besides, it was based on the structure of the didactic units, which were developed and applied with the research population. Five didactic units were developed, which means that five field notes were written.

Merriam and Tisdell, (2015) mention that field notes are designed including some characteristics such as date, number of participants, setting diagram, and key aspects determined by the research purpose. The field notes were designed in the next way: First, it had a heading with key information such as: research title, date, place, time, and number of participants and the purpose of the observation. Secondly, it had a chart for drawing or describing the classroom distribution. Then, it had the field note number and then it was distributed in the class sessions.

As each didactic sequence was planned for five hours of English class and they were designed in four parts (warming up, presentation, practice, and evaluation), the field notes were registered in that order because the information was collected according to what happened in each class. Then, four charts were designed divided into warming up, presentation, practice, and evaluation, each one contained two column charts for observations and comments. The observation column was used for the detailed description of events, which included quotations from participants and narrative of what happened in each session and the second column was for writing comments.

Audio Recordings

Merriam and Tisdell (2015) say that what is mechanically recorded from a period of time is an extra help for the researcher's observation. The audio recordings keep information that the researcher's eyes and ears sometimes do not register. It was a valuable instrument for this

research because it provided detailed evidence about students' oral production in English. Five oral speaking activities were recorded. As the oral activities were developed by the different groups of students, each group recorded their voices in their mobiles and then they sent their productions to the researcher. After the researcher listened to the audios, she transcribed them.

Questionnaire

A questionnaire is a structured process for collecting data through the answer of certain questions (Yuni and Urbano, 2014). The main objective of a questionnaire is to get information in an ordered and systematic structure about peoples' opinions, thoughts, and feelings among others, Merriam and Tisdell, (2015). So, the main objective of this instrument in the present research was to analyze students' oral production, the impact of collaborative learning, and their attitudes throughout the process (see annex V). Besides, the didactic units were planned based on the information collected in the first questionnaire. Also, the information collected by means of this instrument permitted to triangulate it with the information collected through the other instrument.

According to the last information, two simple questionnaires were designed, one at the beginning (see annex V), whose main objective was to know students' opinions and feelings about attitudes, oral production, and collaborative learning and another at the end (see annex VII), whose main objective was to contrast their first questionnaire answers after applying the didactic units. Sierra Bravo (2003) defines a simple questionnaire as an instrument where participants read and answer in a written form without the researcher's influence. This questionnaire allowed participants to answer freely and express their opinions and feelings.

The questionnaires were applied to the thirty-two participants. Each questionnaire had three blocks of mixed questions (open and close). Each block contained two questions. The mixed questions guided me to categorize the information, as well as get extra information through students' opinions. This instrument consisted of a brief explanation of what the participant had to do in the questionnaire, then it had two questions about learning English, the second ones were about collaborative learning, and the third was related to oral production. So, the use and implementation of the last instruments allowed collecting the enough data.

Chapter 4. Instructional Design

Enjoying and learning with others

This chapter presents the pedagogical intervention of an action research carried out at the school called Escuela Normal Superior María Auxiliadora of Villapinzón, in Villapinzón, Cundinamarca with seventh graders, in order to foster their oral production in English and improve their attitudes towards learning the foreign language through collaborative learning. Before the intervention, five field notes (see annex I) were filled out, they were used for identifying the problem and also for knowing students' needs, interests, and how they liked to work in class. A questionnaire was also applied (see annex V) and it was answered by the students; the objective was to listen to their voices in relation to their likes for learning a foreign language, how they preferred to work in class, and the type of activities they enjoyed the most. After collecting and analyzing the information gotten in those instruments, the pedagogical intervention was planned and implemented.

The participants of this research were 32 seventh graders, 16 girls and 16 boys. Most of them were between 12 and 15 years old and most of those students came from rural areas. About English learning, in the questionnaire (see annex IV) applied before the intervention, 10 participants said that they did not like English, because they considered it was boring and they argued that it was not important for their lives. The other 22 students said that they liked English because they considered it as an opportunity for traveling abroad and for having more chances for getting a job in the future.

Vision of language

The vision of language is defined from two perspectives; how it was taught to the researcher in the school and at the university and how it is taught by the researcher after studying an undergraduate program and a Master's in the teaching of foreign languages. During my school years, language was taught as something far from learners; it means that it focused on the form, grammar, structures, phonetics, and its origin. The learner had a receptive role, just memorization and repetition of structures. In the undergraduate university program, language was taught in two forms. The first one focused on the form and the other one focused on the use. It was very interesting and new for the researcher because through the use I could notice if I had learnt the language form, and the weaknesses I had. Besides, learning the language by means of its use, gave me insights on the way I was going to teach it.

After the language learning experience, I started to teach the language as something meaningful for learners, adapting the method to their interests, needs, context, and their learning styles. In this regard, this research listened to the participants' voices through a questionnaire that was answered by them before the pedagogical intervention. In that instrument they expressed their feelings in relation to the learning of the foreign language, how they liked to work in class, and the type of activities they enjoyed the most. Based on the information collected in that questionnaire, I designed the didactic units, but I also realized that the language view that supported this research was that language is an instrument for expressing emotions, feelings, and opinions and it is an instrument for interacting and learning from others.

Considering language as an instrument means seeing it as a medium for expressing, listening, and learning from others, as an instrument for recognizing who I am and who the others are. Then, as my purpose was to enhance students' oral production and change their attitudes

toward the language and toward their partners through collaborative learning, it was important to plan the didactic units from different topics in which learners could express themselves and talk with others about their lives and their context. In this sense, the participants learnt the language from its use, in other words, through interaction with others. In general, it was acquired by both participants of the language learning process, the teacher and the learners.

Vision of learning

Grooss (2010) defines learning as a process in which individuals acquire or modify new knowledge. In relation to the author's definition and from my perspective of learning, it is a continuous process that takes place in both formal and informal contexts. It means that learning is carried out through social interactions. In this regard, this research takes collaborative learning not only as a strategy for interacting with others, but also as a strategy for learning from others.

During the development of this action research, the participants learnt from their partners, from the audiovisual material, and from the teacher. Partners were seeing as valuable human beings who can teach from their personal and social knowing, the teacher was seeing not only as a person who teaches from her academic studies, but also as a person that learns from others every day; the audiovisual material was taken as a source for knowing and learning about and from other cultures, as well as students' culture. Group activities related to personal anecdotes, famous Colombian characters, known and unknown animals, household chores, and common sicknesses. Students learnt language aspects, but they also learnt from their partners. In that sense, learning was not based just on the language, it also contributed for learners to understand and comprehend their context and their partners' world better, which was significant for respecting others and improving their social relationships.

To sum up, during the development of this research, learning was a continuous process that was carried out through interactions where learners had something to teach from their previous knowledge, life experiences, and academic formation; thus, language learning was seeing as something that is learnt collectively and not individually.

Pedagogical Intervention

This section contains the description of each unit developed during the pedagogical intervention of this research, whose aim was to determine the effect of collaborative learning on seventh grade students' oral production in English at ENSMA of Villapinzón, in Villapinzón, Cundinamarca. As it was explained before, the voices of the participants were considered in the planning of the intervention. In this sense, the pedagogical intervention was carried out based not only on the main objective of this research, but also on the participants' needs, interests, and on the reality of their context. The next graphic represents the pedagogical intervention cycles.

Graphic 2 *Pedagogical Intervention Cycle*



The graphic shows the pedagogical intervention cycles carried out in this action research. First, a questionnaire was applied and answered by the 32 participants; after its analysis and interpretation, the first didactic unit was designed and applied. After the implementation of the first unit, it was analyzed and there was a reflection; based on that, the second unit was planned and applied, and the same process was done with the following units.

The pedagogical implementation was carried out in two months, including the pre, while and post implementation. In this regard, five didactic units were planned and applied, each one was planned for five hours of English classes; it means that the intervention with students was about 35 hours because each unit needed more time than planned. Each didactic unit was based

on developing oral production through collaborative learning. To this point, it is important to mention that although the purpose of this research was to foster a language skill (speaking), the didactic units were not planned around grammatical aspects because the pedagogical intervention also pretended to innovate in teaching methodology and motivate participants to learn the foreign language and interact with others.

As it was mentioned above, five didactic units were applied; each one was based on a topic. The first was about *My meaningful experience*; the second, *Talking about famous* characters in the history of Colombian; the third was *Household chores*; the fourth was *Animals* and their actions and the last one was *Expressing strong recommendations and suggestions about* common sicknesses.

Each unit was constituted by five stages. The first one was called *warming up*. In this part there was a short activity which aimed at motivating students toward the class and introducing the topic implicitly. The second one was *the topic presentation* which was presented using audio visual material. The material was chosen by the researcher according to the participants' English level and the topic of the class. One part of the input was given by the teacher because it was necessary for speaking, Bygate (1987). The third one was *practice*; in this section, the participants developed an activity in groups. The main purpose was that through collaborative learning students developed an activity practicing the topic of the class. In this part, they planned, organized, and prepared a presentation, a dialogue or a role play for presenting to other groups or to the whole class. The teacher reinforced their pronunciation and guided them in the process for then producing a product which had to be presented to the teacher and the whole class. Then, the fourth part was called *evaluation*. In this section, participants had to present the product of the class, in other words, their dialogue, presentation or role play. Then, the final section was *giving*

feedback about their works. Here the teacher and students worked and reinforced aspects such as pronunciation, sentence coherence, and gaps from the unit topic. The next table shows the fifth stage of the research pedagogical intervention and the elements of each didactic unit (see Annex VIII).

Table 1Didactic Units Stages

Stage 1	Warming up	Activity	Purpose
		Short	To motivate students toward the class
		speaking	To introduce the topic
		activity	To know students' previous vocabulary
Stage 2	Topic	Input given	To present the topic
	presentation	through	To give input to the participants
		videos,	To interact with students
		readings,	
		and images	
Stage 3	Practice	Plan,	To interact with partners and the teacher
		organize,	To practice the topic
		and prepare	To participate in collaborative learning
		an oral	To prepare an oral presentation
		presentation	
Stage 4	Evaluation	Oral activity	To talk in front of others
		Presentation	To interact with others
		Dialogue	
		Role play	
		Presentation	
Stage 5	Feedback	Oral	Reinforce difficulties evidenced during the
		interactions	whole process

Note: Each didactic unit had 5 stages, each one with a name as it is shown in Table 1, and one or more activities were developed in each stage. Source: Own elaboration

 Table 2

 Elements of Didactic Unit 1

	Unit 1
Date: From April 4 th to April 11 th	Time: 5 hours
Topic: My meaningful experiences	General standard: Talk about familiar actions and experiences using a sequence of images and a preestablished model for speaking.
Achievement: Students will talk about meaningful experiences they lived.	Achievement indicators: - Students listen and understand experiences others have lived Through images students talk about their meaningful experiences to some partners Students speak about their partners' experiences.
	Past Simple -Pragmatic (Function) Talking about stic (Context) Understanding and sharing partners'
	f three people talking about their experiences xperiences with partners g images
Speaking activities: - Talking about	experiences (group discussions), Talking about other
Materials: Video, images (flash card	ls) notebook, cellphone.
Warming up	Guessing a situation.
Presentation	Watching videos
Practice	1) Writing a brain storming. 2) Telling the experience. 3) Drawing. 4) Telling my experience and listening to others.
Evaluation	Present the best anecdote or experience from each group
Feedback	Overcoming difficulties

Table 3 *Elements of Didactic Unit 2*

Diemenis o	Unit 2
Date : April 16 th t	o April 20 th Time: 5 hours
Topic: talking abfamous character Colombian histor	s in the orally using simple phrases and sentences previously rehearsed with
Achievement: So will present orall writing a historic Colombian chara	Students identify some main Colombian historical characters. Through reading comprehension exercises students will identify main characters' characteristics, ideas, and their importance in Colombian history. To learn new vocabulary. To listen to partners' presentations. To speak and to write about a character. To write about a famous Colombian historical character.
interacting with o	Inguistic (Structure) Past Simple- Pragmatic (Function) Talking to others and lassmates and the teacher about famous people Sociolinguistic (Context) ag to others about famous people.
groups putting to	arning: Broken phone (previous knowledge related to vocabulary) -Working in gether a jigsaw. ntation- Doing the presentation
Speaking activit	ies: - Broken phone groups - Representing a character- Presentation
Materials: Jigsa	w, Images, audios, readings, computers, board, notebook.
Warming up	Broken phone
Presentation	Jigsaw
Practice	Reading- Reading and preparing our character's presentation- Preparing slides- Preparing exposition
Evaluation	Character' presentation
Feedback	Reinforcing unit difficulties

Table 4 *Elements of Didactic Unit 3*

	v	Unit 3
Date: From Apri	1 25 th to Ap	pril 30 th Time : 5 hours
TOPIC: Househ chores	old	GENERAL STANDARD: The student explains and describes to his/her classmates household chores that he/she has to do at home and tells the ones that others have to do too.
-Students will lea use new vocabula -Students will be report orally and the chores they d homes.	arn and ary. able to in writing	ACHIEVEMENT INDICATORS: To identify vocabulary related to household chores. To use household chores vocabulary with the modal verb: have to. To write about my activities at home and the activities my partners do too. To interact with my partners in the target language.
	tes through	ructure) Modal Verb have to- has to. Pragmatic (Function) Knowing more oral interactions. Sociolinguistic (Context) Sharing with my partners about
COLLABORAT Interviewing my		ARNING: Pairs work on activities students do at their homes-s-Dialogues.
SPEAKING AC	TIVITIES	S: Guessing the character- Talking about household chores-
MATERIALS:	Board, mai	arkers, flash cards, worksheets, notebook.
Warming up	Hang man	n
Presentation	Flash card	ds
Practice	Telling m	ny household chores- Writing my household chores- Interviewing my
Evaluation	Interviewi	ring a classmate
Feedback	Reinforcin	ing unit difficulties

Table 5Elements of Didactic Unit 4

3	Unit 4
Date: From May	P th to May 15 th Time: 5 hours
TOPIC: Animals their actions	and GENERAL STANDARD: Talk and describe aspects about daily topics, especially about actions that certain animals can and cannot do.
ACHIEVEMEN Students will ider certain foreign an animals from thei Students will ider actions that anima and cannot do.	 tify mals and context. tify To identify certain animals' names in English. To describe the animals using actions that they can and cannot do. To write about the animal each student admires the most.
Pragmatic (Function Interacting with r	S: Linguistic (Structure) Modal Verb can and regular- irregular verbs. ion) playing, describing animals with partners. Sociolinguistic (Context) by partners in the target language. IVE LEARNING: Deciding and writing about an animal - Interacting with Preparing and talking about an animal.
SPEAKING AC	TIVITIES: Talking about animals - Interacting about a video - Making
decisions- Presen	ation in groups.
MATERIALS: I	oard, worksheets, posters, video beam, computer, videos, phones, dictionaries.
Warming up	Saying animals, I know
Presentation	Worksheet with images
Practice	Writing- Watching a video- Drawing our favorite animal and describing it.
Evaluation	Talking about our picture
Feedback	Reinforcing unit difficulties

Table 6. *Elements of Didactic Unit 5*

			Unit 5
Date : From May 23 ^{rd.} to N	May 29	th	Time: 5 hours
		al standa i advice.	rd: To identify the use of should and should not for
Achievement: Students wi			nent indicators: To identify common sickness
identify the use of should a	nd	students s	suffer.
should not for giving advic	e,	- To intro	duce and practice should and should not for giving
recommendations, and		advice.	
suggestions. Students will		- To enco	ourage learners to practice and give advice to their
recognize particular sicknes	SS	partners a	about particular situations.
that they could suffer and v	vill	- To inter	act with my partners in the target language giving
be able to give		advice to	particular situations.
recommendations or			
suggestions.			

Competences: **Linguistic** (Structure) The use of should and should not. **Pragmatic** (Function)
Identifying partners' situations and giving recommendations and advice. **Sociolinguistic** (Context)
Interacting with my partners in the target language.

Collaborative learning: Reading and speaking in pairs about daily situations any person can live.

- Groups of three people for deciding and giving advice about possible sickness.
- To make a baseboard
- To give an oral report about sickness advice.

Speaking activities: To speak about recommendations and advice. To speak about common sickness suffered by students. To give advice to my friends. To present an oral report about different sicknesses and offer advice for them.

Materials: image	es, board, flash cards, tape, baseboard
Warming up	Speaking activity. Giving advice
Presentation	Worksheet: Situations
Practice	Speaking (giving advice to partners)- Making flash cards (baseboard) about
	some common sickness- Preparing an oral and written presentation
Evaluation	Presenting our baseboard
Feedback	Reinforcing unit difficulties

Note: Own elaboration

The stages of the didactic units were created by the researcher guided by the school curricula. The other elements were requirements of the school where the project was carried out.

Warming up

In this stage, the researcher made a speaking activity before starting the class. It was done in the five didactic units and the purpose was to motivate students toward the class and also to identify their previous knowledge. The activities for this stage were selected according to the previous and the new topic because it was important to have a sequence and also a connection between them, in order to know and identify students' progress. It is important to mention that the warming up was done at the beginning of each class and not just at the beginning of each didactic unit. It was done because it was a good strategy for motivating students and for identifying their difficulties in relation to the topic and their oral production. Besides, this stage was also used for involving students' ideas and their previous knowledge of the class because one of the purposes of this research was for participants to be active in the pedagogical implementation. For each didactic unit there was a warming up with a specific purpose.

In the first unit, the warming was about *guessing a situation*, it was presented through images. Students worked in pairs and organized the pictures, then they said the possible situation and at the end, the teacher presented the original version. The main objective of that activity was that students observed and analyzed how a story could be told. In the second unit, the warming up was called *Broken phone*, students were organized in lines, the teacher said a word to one member of each line and each one had to say that word to a partner, but it was said on the partner's ear. The last student in receiving the word had to say it aloud. This activity was developed for practicing vocabulary pronunciation of the last unit and for introducing new vocabulary for the new topic. In the third unit it was called *Hang man*, students had to guess the Colombian's character name completing the gaps with the ABC. When they guessed, the teacher asked some information about them. In this activity, the warming up was done for introducing the

Saying animals I know, students had to say animals' names and the teacher wrote them on the board. It was developed for introducing the topic with the students' previous knowledge. In the last unit, the warming up was Speaking activity- Giving advice, the researcher said a situation such as, I failed the math exam and my mom was very upset, what should I do? So, students had to provide possible solutions and the researcher wrote some of them on the board.

To sum up, at this stage the participants and the researcher were interacting continuously, and the topic of the class was being introduced. In each unit, this stage took more time than planned because participants were always active and all of them wanted to participate without caring about pronunciation or grammar mistakes.

Presentation

At this stage, the researcher introduced the topic of the class. It was done through images, audios, videos, and readings because it was necessary that students received input from the teacher and also from authentic material in order to have contact with the target language. At this stage, learners were more passive in comparison to the other stages. They were attentive, took notes, and asked when they did not understand something. Technology such as computers, smart room, phones, and the internet were used in most of the presentation of each didactic unit. It was meaningful for the research and for students because they were motivated toward the class, and because classes were carried out outside the classroom. In each didactic unit the presentation was developed differently, as it is shown in the next paragraphs.

In the first didactic unit, the presentation was done through videos. The participants watched three videos about people's anecdotes. The original language was English and it

contained subtitles in English. In the second unit, the presentation was done using a jigsaw, the participants organized it and then the teacher asked some questions about the character that was in the jigsaw, then the students watched a video about the jigsaw's character. Flash cards were used in the third unit, they contained images about household chores. Then, students listened to the pronunciation of the household chores and developed a short activity in the smart room. A worksheet with animal images was the material used in the fourth unit and finally in the fifth unit, some written and spoken phrases were used. The presentation stage fostered students' listening comprehension and also their English pronunciation for then using it in the practice stage.

Practice

After the presentation of the topic, participants developed a set of activities for preparing an oral presentation that could be a dialogue or a presentation. At this stage, students practiced the topic that was introduced in the previous stage, in order to identify if they had understood the topic of the class and also for practicing their English pronunciation, writing, correct linguistic mistakes and to guide them in the oral presentation they had to do for the group or in front of the class. In each didactic unit there were three or four practice activities, it depended on the type of oral presentation they had to do.

In unit one, there were four practice activities because at the end, they had to tell an anecdote or situation they had lived. First, they did a brain storming about the situation that was about to be told. Each student told his/her situation using the brain storming to the members of the group. Then, they did a baseboard and finally they prepared for presenting it to the whole class. In the second unit, there were four practice activities: reading, preparing a character's presentation with slides and make an oral presentation. In the third, four activities were developed; they were: telling my household chores, writing my household chores, interviewing

my classmates, and writing about the chores they did and did not do at their homes. Five practice activities were developed by students in the fourth unit: writing, watching a video, drawing a favorite animal, preparing a short presentation, and walking around the classroom. In the last unit they did four practice activities: speaking (giving advice to partners), making flash cards about some common sicknesses, and finally preparing an oral and written presentation.

During the practice stage, students worked collaboratively in groups, helping each other, giving feedback and the teacher was guiding their process and helping them with difficulties they had during the development of each activity. After the practice stage, participants had to present their dialogue to their partners and the teacher or just to the teacher which was the evaluation stage.

Evaluation

At this stage, students did an oral presentation and a dialogue or a written evaluation. They presented it in front of the class and sometimes just to the members of the group and the teacher. At this stage, some aspects were determined for evaluating the students' final work. Those aspects were: the work process, the material used, pronunciation, and coherence in their speech.

Feedback

The feedback was given to students during the whole process of the development of each unit, but at the end of the evaluation, the feedback was given for improving those oral and written mistakes students made during the evaluation and during the practice; besides, the researcher also solved students' doubts in relation to the unit topic.

Chapter 5. Data analysis and findings

Procedure for data analysis

This chapter presents the type of analysis done to the information collected during the research intervention and the interpretation of the findings. First, the type of analysis is presented, then the interpretation of each category from the project objectives, the theoretical framework and the researcher's interpretation, and finally, the conclusions.

The information collected during this action research was analyzed from the qualitative analysis which was guided under the descriptive- interpretative tendency (Tesch, 1990). Tesch states that this type of analysis is based on three steps: organization of the data, information segmentation, and establishing connections (p.115). This type of data analysis was useful in this qualitative research because it allowed making descriptions of the different situations that happened inside the classroom, especially those related to collaborative learning, attitudes, and oral production in English, as well as analyzing them from different theories' perspectives, which are explained in the theoretical framework. The descriptive interpretative analysis also allowed to illustrate the research constructs with the data analysis for understanding and explaining the effect of collaborative learning in seventh grade students' oral production in English at the school.

Through this type of analysis, the researcher explored, identified, and categorized the information collected; then, she linked it for creating general categories and related it to the objectives of the study. The categories were the result of an inductive analysis of the data. In consequence, the data analysis was done by reading all the information collected through the two

instruments used during the pedagogical intervention: questionnaires and the field notes. Then videos and the audio transcripts were reviewed as well. It was done carefully because it required an analytical view in order to get the most important and relevant information. During that process, coloring was used for classifying the information. The information related to collaborative learning was in yellow, the oral production in red, the attitudes in purple and other information in green. Using coloring allowed me to group the information for the next process.

 Table 7

 Representation of colors used for classifying the information

Collaborative learning	
Oral Production	
Attitudes	
Other information	

Note: Own elaboration

Then according to the color-coding strategy, the researcher went back to read the information underlined with colors and classified them into semantic charts. This process helped to gather the information in more specific groups for then going on with the next step. After having the semantic charts, codification was done using letters and numbers in order to identify common patterns in each instrument (questionnaires, field notes, and transcripts). The codes for questionnaires were Q2 and the nickname of the participant who answered, i.e.: Q2lala; for field notes are FN1 to FN5 and for the transcripts are ATU1 to ATU5, as it shown in Graphic 3.

Graphic 3

Example of how colors were used in the field notes for classifying the information

UNIVERSIDAD PEDAGÓGICA NACIONAL: MAESTRÍA EN ENSEÑANZA DE LAS LENGUAS EXTRANJERA: ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA

Research: English oral production in students of seventh grade through collaborative learning

Researcher: Diana Carolina Garavito Hernández

	ia Carolina Garavito Hernández venth grada students (701)		
Research title: The English oral production in students of	Date: April 16 to April 20 Time: 5 hours	Places: Board Room Classroom Computer	Observation Purpose: -To observe students' behavior working in groupsTo listen to students' oral production.
seventh grade through collaborative learning	Participants numbers: 33	room	- To observe students' attitudes.
Presentation	Jigsaw: After the warming to organized the students into group and three groups of three people received a jigsaw, and they organized the intheir mothorganizing it. They were developing the activity and the members of the group worked best way to organize the pieces some groups, each member assuinstance: one student had to reading, the other the picture and the leader. The groups that strategy ended first than the other who were very talkative reinformation that was in the jigsal members listened to him/her. While the other groups finisher read the text trying to understal asked the teacher to know if the if they had to correct it. Group S1: Policarpa was a spy Qué S2:mmm no se S3: Debe ser espía. S2: será? Teacher, what espía e Teacher: it is a person who che	be of two people de. Each group ganized it. Each group ganized it. Each er tongue for e enthusiastic e two or three looking for the s of papers. In med a role, for o organize the d the other was followed that rs. The students ead aloud the wand the other ed; two groups and it and they be were right or es spy?	- In this activity students were less talkative, they were talking more softly among them, so they were interested in finishing the activity first than the others. - It was the second time they developed that type of activities and they enjoyed it assuming roles in order to do a good job. - This type of activities is useful for the active students because they concentrate on them and help others. - Working in groups motivates students to continue working on different aspects of the activity; for instance, they read without the teacher telling them to do it. - Students wanted to use their mother tongue in order to comprehend the questions made by the teacher better, which is a positive aspect because it shows that they wanted to learn not just the language, but also another type of information; but it is also a negative aspect because they blocked their brain to get information from the target language, they needed to make an effort for understanding the foreign language. - Unfortunately, in this activity students were closer to each other, especially near their friends, which affected the silence when the teacher was talking. So, the teacher had to stop
	person is doing all the time.		the class at different times and call their attention.

Note: Format for field notes filled with categorized data

This strategy allowed me to organize the information in specific groups. Vásquez (2015) argues that codification allows gathering information in very specific groups for later construct the categories. Additionally, the codification was done by using the names of the constructs that are in the theoretical framework, a letter from the instrument where the information was gathered and a number, i.e. CLQ2-1 which means that the information is about collaborative learning and the evidence is in questionnaire 2 from participant number 1. The codification guided the process to find the different categories in each one of the instruments used.

Table 8 *Coding and coloring chart*

Data	Code	Meaning		
Questionnaire 2	Q2Tatis	Questionnaire # 2 Participant Tatis		
Field Notes	FN1	Field notes 1		
Audio Transcripts	ATU1	Audio transcripts Unit 1		
Colors and coding	LLQ 12	Language learning Questionnaire 2		
	CLQ12	Collaborative learning Questionnaire 2		
	OP12	Oral production Questionnaire 2		
	AQ1-2	Attitudes Questionnaire 2		
	OInfQ2	Other information questionnaire 2		

Note: Adapted from Vásquez (2015)

Afterwards, information was read again by the researcher and grouped into the semantic groups to categorize it. Valles (2015) states that categorization is a process in which the information is abstracted, a process of creative thinking. He also says that categories are human's products and are transformations of the information; it means it is a more complex step in the data analysis. Bearing in mind Valles' definition, the researcher categorized and subcategorized

the information using a matrix; it contained the question, the objectives, and aspects of the theoretical framework. It focused the researcher's attention on connecting each category with the research objectives. The categories were defined under an inductive process and they had some conditions and characteristics, such as the number of times the information was repetitive in relation to the purpose of this research, the connection of the category with the objectives, the connection with the objectives and the theoretical framework and the connection and comparison they had among them. Then the researcher defined the categories and subcategories, she read again each one for comparing, and contrasting them in order to identify if they had common patterns. Following that process, the researcher reformulated the categories into more general, which included information from other or others and they could be described just in one, two or more categories, and each category was described from the researcher's perspective. After describing each category, the researcher read each one and made connections among them following the objectives. Finally, the conceptualization was carried out by making interpretations and connections with the theoretical framework, the data analysis and the researcher's perspective for supporting each category in relation to each objective of this study.

Table 9 shows an example of how categories were organized in the first stage of getting the general categories. It contains three columns called "category," "subcategories," and "aspects subcategories." Each category has a name and on the left side of each one there are subcategories which contain some aspects that are on the column called "aspects subcategories." The organization of categories in table 9, allowed the researcher to have a complete view of the most important information of each one for then contrasting, joining, and identifying the emerging of other categories.

Table 9 *Categories and subcategories*

Category	Subcategories	Aspects subcategories			
Benefits of	Language Learning	Grammar Structures- Sentences order Pronunciation			
collaborative learning	Learn from partners	About family- about the language- likes- dislikes- feelings			
	Attitudes	Motivation- Self-confidence- Feel respected and valued			
	Feelings	Happy- enthusiastic- Good- Great			
Feelings in relation to	Positive	Happy- enthusiastic- feel great			
oral production	Negative	Feel confused- Feel weird- Nervous			
oral production difficulties	Pronunciation	Unknown vocabulary pronunciation- long words- some verbs- phrasal verbs			
difficulties	Vocabulary	Verbs in present and past- not common verbs used in class- adjectives			
Attitudes	Toward the language	Positive= motivated- being attentive- being receptive Negative= bored- disapprove everything			
	Internal	I know I can- I can help others- happiness English isn't valuable- I am not able to-			
	External	Mutual help- encourage- respect from others- positive words- Do not feel alone-			

Note: Taken from Pérez (2018)

Table 10 shows an example of how categories were organized in relation to the question, general and specific objectives, and the information codes where the evidence was found. The interpretation was based on Patton (2002) who says that categories must be organized in a logical system that stands for an interpretation that explains the phenomenon under study. With this logic, the categories interpretation and findings are explained in the next section.

Table 10Question, objectives, and categories

Question	General Specific Categories Subcategories Objective Objectives		categories	Data reference (code where the reference is found)		
extent does collaborative work foster the oral production in English of seventh grade students?	collaborative ide learning in stu seventh grade ora students' oral pro production in in l English at anc Escuela Normal atti Superior María wh Auxiliadora of are Villapinzón in Cundinamarca. col	1. To identify the students' oral production in English and their attitudes when they	Benefits of collaborative learning joined with oral production attitudes	Language Learning	Grammar Structures Sentences Order Pronunciation	(Q2Tatis, Q2Stefy, Q2Julián, Q2Prieto, Q2Shantal, Q2Luzbrilla, Hernández, Q2López, Q2Dani, Q2Fernando, Q2Angie, Q2Dexi, (Q2LuzBrilla, Q2Matador, Q2Badbunny, Julián). FN1, FN2 FN3. FN4, FN5
		are involved in collaborative learning.		Learn from partners	About their lives About the language Likes/ dislikes About the use of technology	(Q2Natis, Q2Lizbrilla Q2Sanvalentín, Q2Solanito, López,) FN1, FN2 FN3. FN4, FN5
				Better Attitudes	Motivation Self confidence Feel respected and valued	(Q2Tatis, Q2Abril, Q2Stefy, Q2 Luz Brilla, Hernández, Q2López, Q2Valen, Q2Julián, Q2Monalisa, Q2Shantal Q2Dani, Q2Nina,FN5
				Positive Feelings	Feel happy Feel enthusiastic Feel great	(Q2Dexi), (Q2Sanvalentín, Q2Solanito, Q2López,) Q2Natalia, Q2Abril,

Note: Taken and adapted from the research seminar guided by Natalia Pérez at Universidad Pedagógica Nacional, 2018.

Categories of the analysis

The categories were the result of analyzing and comparing all the data gotten from the instruments used during the project intervention. The instruments were a questionnaire applied to 32 participants at the end of the intervention and five field notes, which were filled up, in each didactic unit, and the audio recording transcripts. The categories and subcategories obtained from the data analysis, their relationship to the question, and the main and specific objectives that guided this research are presented in the next table.

Table 11 presents the categories that arose from the data analysis. They are related to the research question, the general and specific objectives. Two categories emerged in relation to the first specific objective, four related to the second and two regarding the third specific objective. Thus, the interpretation of each category is presented in the next paragraphs.

Table 11Categories from the data analysis

Question	General	Specific	Categories	Subcategories
	Objective	Objectives		
To what extent does effect collaborative work foster the oral production in English of seventh grade students? To determ effect collaborati learning seventh students' Production English at Normal S María Aux of Vill.	collaborative	1. To identify students' oral production in English and their attitudes when they are involved in collaborative learning. 2. To describe the students' oral production working in groups.	Benefits of collaborative learning joined with oral production attitudes. The use of strategies for reaching mutual goals	Language learning Learning from partners Better attitudes Positive feelings Team work organization Fostering oral production
			Speaking in the target language	Feelings involved Attitudes presented during speaking Difficulties for speaking.
	seventh grade students' Oral Production in English at Escuela		Strategies used for speaking and being understood	Use of the body as an instrument to communicate The use of images and visual material
	Normal Superior María Auxiliadora		The input quality foster speaking The topic incidence for speaking:	Personal- familiar- from my context from other cultures An opportunity for taking risks Preparation for speaking: before and after The type of speaking activities Explicit linguistic Language aspects.
		3. To explain how the students' attitudes influence their oral production.	Expressions in the classroom	Towards the language Internal and external attitudes Mutual encouragement and Motivation Attitudes during speaking activities
			Type of activities in the class	Games Competitions Movement activities

Note: Adapted from Pérez (2018)

Category 1: Benefits of collaborative learning joined with oral production attitudes

Working collaboratively allowed students to learn different aspects, which influenced on their language development, especially on their oral production in English. Those aspects were: learning about the language (Grammar structures, sentence order and pronunciation); learning from partners about their lives, their likes and dislikes, and also about the use of technology; to have better attitudes towards the language and towards their partners and to have positive feelings for developing each activity.

Peers are teachers too. They teach and learn from each other working collaboratively. The results of the data analysis showed that collaborative work had benefits for students, as well as for speaking in English. In this sense, the group interactions allowed students to learn about grammar, structures, sentences order and pronunciation. The following excerpt of the pedagogical intervention, and the questionnaire (see annex VII) support this idea.

"trabajando en grupo aprendemos nuevas palabras (Q2Tatis), aprendimos sobre verbos (Q2luzbrilla); aprendí a pronunciar bien las palabras y a prestar atención a la escritura (Q2Sanvalentín)" (Questionnaire2 by participants, 2018)

During the pedagogical intervention, it was observed that students' mutual help in correction, explanation, and pronunciation motivated them to speak and to enjoy it (FN3). It implies that learning about the language not just from the teacher, but also from partners, makes students feel comfortable speaking in English and it helps to produce correct sentences while holding a conversation. This situation is supported by Bygate's theory (1987) which says that the speaking skill lets individuals interact with others, learn about any knowledge, and learn about the language that is being learnt.

In addition, speaking English with partners, enhanced students' internal attitudes such as motivation and self-confidence, as well as feeling respected and valued; also external attitudes such as enjoying speaking, feeling comfortable, and developing any activity with enthusiasm. Those internal attitudes played an important role in students' oral production because they gave security to students to speak in front of others. In relation to this finding, Brown (1994) argues that positive attitudes are external or internal and they are meaningful for being successful in foreign language learning. Thus, I consider that external attitudes were more important in the participants of this study for speaking in English because most of them were shy at the beginning of the intervention, they did not feel comfortable speaking in front of others but after working in groups, they were able to develop different types of activities. They spoke in English feeling happy and enthusiastic. It was evidenced during the different observations (FN1 to FN5) and students expressed those feelings in the questionnaire, as it is seen in the following excerpt: i.e.:

"Q2Natalia: No, me sentía sola, y no me daba pena exponer en grupo"; Q2Wilson: "Yo sé que yo podía como mis compañeros" (Questionnaire of Q2Natalia, 2018)

Thanks to those positive feelings, the quality of oral production was according to the requirements of the English standards given by the Ministry of Education, which says that in level A1, students should be able to say and hold a conversation using simple and coherence sentences.

Speaking in a foreign language is not easy, especially when individuals are not used to do it in their mother tongue. So, it is necessary that learners work and develop activities in an environment that motivate them to learn and also to interact with others, because interaction is a

key factor for enhancing different learners' attitudes, as well as for improving the four language skills.

Category 2: The use of strategies for reaching mutual goals

When students worked in groups, they looked for strategies for reaching mutual goals. Those strategies were: teamwork organization, which included assigning responsibilities to each member of the group and strategies that helped them to speak in English. For example, asking for unknown vocabulary, the pronunciation of a word, and solving doubts or problems. The use of group strategies was useful for speaking in English because they helped learners to reduce negative internal attitudes such as anxiety, nervousness, and shyness.

Being a member of a group empowered learners to work actively and being responsible for the role they played in the group. The responsibilities were assumed when there was teamwork and each learner knew the effectiveness of helping the other members of the group. About this, Smith and Gregor (1992) assert that through collaborative learning learners participate and are responsible for the activity and for the results of the group. I agree with the authors' idea, but I also may add that learners are responsible for their own learning process as well as their partners'. During the project implementation, when students had to develop oral activities in groups, they assigned responsibilities to each other; for instance, if the group was composed of three persons and they had to talk about the duties they did at home. One student prepared the visual material (flash cards), another wrote the unknown vocabulary, and the other asked for the pronunciation of specific words. Then they joined the work and prepared it for presenting it, they listened to each other, asked the teacher about pronunciation, and corrected themselves when there was a grammar or pronunciation mistake (FN4). The use of that strategy

helped them to reduce the time of the activity; learn vocabulary for speaking in the foreign language, ask the teacher, and interact among themselves. Besides, sometimes during the interactions they used their native tongue to continue speaking in English; for instance, in the next interaction (FN4) they used the mother tongue for remembering a previous knowledge which was necessary for speaking in English.

"S (Brigith): What is its name?

S (Natalia): mmm...

S (Brigith): Karol expuso ese animal

S (Natalia): yes... octopus

S (Brigith): Yes, and the actions

S (Natalia): Swim

S (Brigith): it can swim fast [the conversation continued]"

(FN4: Topic: Animals, 2018)

The interaction shows that the strategy of using the mother language when the learner does not have enough vocabulary can be useful in the first stage of the learning process.

Moreover, the use of the strategies mentioned above was successful in reducing anxiety, nervousness and shyness. The reduction of those attitudes helped students to say coherent sentences in English and to pronounce them correctly (AT1- AT3), as we can see in the following excerpts i.e.:

Stefany: My name is Stefany, I was with my friend, father and mother. I was four years. That happened in the kindergarten. The kindergarten was big; the kindergarten was green color mmm I played my best friend. My best friend was... (Difficult to understand). The name of my best friend was David (It was pronounced Deivid) mmm he and I played puppet. The name of the puppet was Sofía. I liked play mmm he was gentleman mmm we

shared a lot. I liked the play. I very funny I very joke. He looked after mmm I was loved much and so he separated and did not return and end good friends. (Presentation AT1, 2018)

Brigith Gonzáles: I do not have to shopping. I do not have to washing up the dishes. I do not have to lay the table (mispronounce). I do not have to do the laundry (mispronounce).

Paula: Hello! I have to do the homework. I have to clean the car. I have to sweep the floor (mispronounce)" (Presentation AT3, 2018)

In this sense, this finding supports the definition given by Minera (2009), he says that attitudes can support the learning of certain aspects of the target language, and in this sense, they have a high influence on the learner for interacting with others in the foreign language and on the time that everyone spends learning it.

In conclusion, the teacher and students are responsible for what happened inside the classroom, especially in relation to learning. For this reason, it is necessary that teachers develop activities where students assume responsibilities and solve the problems they may find in their learning process. This opportunity helps them to be creative and make learning more valuable and meaningful. In addition, to plan activities in groups where students have to talk about their lives, likes- dislikes, and their context among others, it motivates them to learn the language and also to respect and value their classmates.

Category 3. Speaking in the target language

When students interacted in English working in groups, they experienced positive and negative feelings and those influenced their oral production. In the positive feelings, they experienced happiness, enthusiasm and feeling great, especially when their partners' attitudes

motivated them. However, when learners did not know enough vocabulary or did not know how

to pronounce a word, they felt confused, uncomfortable or nervous and it affected their oral

production. Also, working in groups gave students self-confidence for speaking in English and

that security was evidenced in the quality of their oral production.

Speaking is not just pronouncing words with coherence and meaning, it also deals with

internal and external individuals' attitudes and feelings. When the participants of this project

spoke in English, they experienced positive feelings such as happiness and enthusiasm. Those

feelings were the result of their partners' motivation and they were crucial for communicating

with others in English, because they could say coherent sentences with good pronunciation. For

instance, in unit 4 of the pedagogical implementation students said long and coherent sentences

fluently without using their mother tongue:

S (Karol): the octopus cannot fly, the octopus cannot drive car, the octopus cannot write

on the board, the octopus cannot clean the car, teacher, and how many sentences?"

(Presentation from FN4, 2018)

In the students' sentences, it was analyzed that despite the repetition of the noun, she said

coherent sentences using new vocabulary and pronounced the sentences well, in contrast with

students' speaking in the first unit. They did not say long and coherent sentences, and they were

nervous speaking in front of others, as seen in the following excerpt. (AT1):

"Danilo: mmm... In the house of my grandfather and people in the horse and people

rapid in the horse.

Teacher: oh, you were in a horse?

Danilo: Yes, mmm My brother was burling mmm se me burlaron

Teacher: Laughed at me!

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Danilo: Aja mmm My father is in the limpiar mmm"

(Exercise from AT1. 2018)

The comparison of students speaking at the beginning and at the end of the pedagogical intervention confirms Bygates (1987) statement who says that speaking involves different physical and emotional aspects, some of those are that individuals must know aspects of grammar and vocabulary, especially in learning a foreign or a second language, due to the role they play in constructing sentences for creating meanings. Concerning grammar and the knowledge of vocabulary, the lack of these two language aspects affected students' oral production in English, as well as their internal attitudes. They felt confused, weird, and nervous and although their partners helped them, those students could not speak fluently or even say coherent sentences because their internal attitudes affected their production.

Finally, the motivation enhanced by the teacher for developing any type of activity and the motivation enhanced by the classmates is vital for helping those passive students to learn, to speak, and interact with others. The teacher's motivation can be inspired through the type of input, the vocabulary used toward the students, the type of activities, and the receptiveness toward students' mistakes and improvements. The classmates' motivation can be enhanced through the vocabulary they use among themselves, the respect to each other, and the mutual encouragement.

Category 4. Strategies use for speaking and being understood

In order to speak in English, students used strategies that supported their oral production.

They used their body for having an appropriate communication with their partners and for expressing the vocabulary they could not say with words. Besides the use of their body, they also

used visual material, which guided them to have a correct oral production sequence, and also to remember unknown vocabulary.

The body and images also speak. They were good tools learners used for interacting with others, especially for expressing feelings and emotions that could not be said with words. They created an emotional communication between the presenter and conversational partners and that type of interactions brought about respect and value of the other as a human being and the work he/she did. The next example evidences that finding. (FN1- FN3).

Although some students did not understand the questions, they looked for the way to understand them without the teacher's help. i.e.:

S (Stefany): Brigith: household chores, qué es?

S (Brigith): clean the house, sweep the floor.

S (Stefany): mmm No entiendo

S (Brigith): pero le estoy diciendo

S (Stefany): dígame

S (Brigith): (represents the action sweeping)

S (Stefany): ya, que bruta, oficios, cierto jajajaja (risas).

(Exercise from FN3, 2018)

That type of interactions showed that students respectfully helped each other. It was grateful that one student did not use her mother tongue for helping her partner.

During the whole research implementation when students had to speak in front of a small group or the whole class, they made gestures using their faces or their body, especially when they

did not know how to say a word, but also their partners used their body or face for helping the presenter to remember a word.

In the interaction showed above, although students interacted in the foreign and native language, *Brigith* did not use Spanish for helping her partner, she represented the action and her partner understood without using the spoken language. Besides, the use of images while students spoke, allowed them to speak without any pressure and gave them security of what they were saying. It motivated them to speak in front of others. The next image shows that strategy used by the participants.

Illustration 1



Note: Own elaboration

In this illustration, students were talking about anecdotes or situations they lived. Most of the students used flash cards while they were speaking. (*Taken from Unit 1. Topic: "My meaningful experiences," practice stage*).

The implementation of those strategies directed the learners to develop and improve their communicative competence in the foreign language. According to this type of interactions, Savignon (1991) states that communicative competence is the ability for interacting with others creating meanings (p.264). Thus, students did not just enhance their oral production; they also improved their communicative competences using strategies that they were forced to develop during the project intervention, for interacting among them and with the teacher.

Therefore, the implementation of students' strategies for speaking in a foreign language could be considered for further investigations. They can have an impact on those introverted and extroverted students when they must interact with the public and it would be meaningful to analyze how those strategies help students to express feelings and emotions that they cannot say with words.

Category 5. The input quality fosters speaking

The type of input received by students facilitated learning about and improving their pronunciation, learning about linguistic aspects, their listening comprehension increased, they felt more comfortable when speaking, they learned about other cultures, they improved their fluency, and they reduced the use of their mother tongue.

The quality of oral production is the result of what is processed. The input that learners received during the project implementation played different roles in students' speaking progress.

For each unit, students received input in the foreign language from watching videos, listening to, and reading authentic materials. The material was chosen according to their English level and the unit topic. In the videos, audio recordings, and field notes it was found that students' pronunciation was better and they did not ask the teacher about the vocabulary they heard or read. Instead, they asked for the new one; besides, while students spoke in English, they said well-structured sentences which were not explained by the teacher, for instance:

Group 1: Recommendations; headache, stomachache, cold

Elkin: You should not stress

Brigith: You should not get stress (w.p)

Tatiana: You should eat vegetables

E: You should (w.p) (difficult to understand)

Brigith: You should not watch TV

Tatiana: You should use (w.p) cleanness

E: You mmm should eat frozen food

B: You should not go to the park

T: You should not walk ... (difficult to understand)

E: You should sleep

B: You should not walk descalzo

T: You should go to the medical center

E: No mas profe

B: You should eat (w.p) fruits

T: You should make..."

(Exercise from AT5, 2018)

In the student's interaction, it was found that despite of some grammar and pronunciation mistakes, she followed a sequence for talking and giving advice about some experienced sickness and it was done following the structure of some images that were presented at the beginning of

the fifth unit. This finding is supported in Bailey and Nunan's (2005) definition of speaking, they argue that speaking consists of producing systematic verbal utterances to convey meaning, which implies internal processes such as processing information or what is called "input" for then producing it. In the last example and in other participants' oral production, it was found that students realized the internal process of the input they received, which is impossible to explain, but that was evidenced in their good pronunciation, coherence, and the type of sentences they produced.

When students interacted while they received input or at the end of watching or listening to videos, the use of the mother tongue was less used than when they were not exposed to the foreign language, as seen in the following excerpt.

Teacher: What did you understand?

S1: The video was about a teacher

S2: A.... "Profe, dad significa papá?

T: Yes,

S2: A father

Teacher: Who was the main character?

S3: Six hombres

S4: The elephant and...

Teacher: Did you like the video?

S5: No like

S6: I am like

(Exercise from FN1, 2018)

The last interaction was done in the first unit, after watching some videos that contained personal anecdotes and experiences. The teacher and student's interaction was in English most of

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the time, and the participants spoke in English without caring about grammar mistakes; besides, their pronunciation was appropriate. It implies that the interactions in the classroom after receiving input motivated learners to speak, but it also helped them to use and retain new vocabulary.

The findings of this category should be consulted when designing the methodology for English classes because, depending on the type and time of exposure that learners are with the foreign language, the more proficient they are going to be in the four language skills. Also, the input videos or songs provided motivated students towards the class and it also encouraged them to have a good attitude during the sessions, meaning that the disciplinary difficulties were reduced.

Category 6. The topic's incidence on speaking

In the English classes, the topics to be worked on are very important for learning and acquiring any knowledge. When a topic is interesting, it motivates students to speak spontaneously, compare, and value their customs, culture, and traditions, to do good oral presentations, to learn with enthusiasm and if the topic is motivating, they speak without any pressure. Alternatively, the previous preparation for presenting a dialogue or presentation facilitates student's fluency, internalization of language structures, improvement of pronunciation, and learning and using new vocabulary. In relation to attitudes, students felt more confident about themselves and their nervousness and anxiety were reduced.

Speaking about my personal and social context encouraged language learning, as well as knowing and learning more about partners. During the pedagogical interventions, different topics

were related to personal anecdotes or stories, and about household chores students did at home, among others. In the next evidence it is shown how participants were interested in speaking in English, as well as in helping each other. i.e.:

"Students behaved well during the whole class, they developed the activities showing a good attitude and interacted in the target language. Each group recorded their voices and they made a good effort pronouncing correctly and helping each other with the pronunciation; besides, they spent less time than was planned. In addition, when they interacted with the teacher, they did it in English." (Exercise from FN3, 2018)

Furthermore, students were in charge of developing each of topics mentioned above to talk about their lives, their family, their likes and dislikes, and to know more about their peers. In this sense, students enjoyed speaking about their lives and they were careful when speaking with logical sequences and correct pronunciation.

Illustration 2 *Baseboard made by a participant*



Note: Example of students' works done in Unit 1: Topic "My household chores."

Illustration 1 is from a baseboard painted by one of the students. It contains images with some words. It was used for the student when he had to share his anecdote in front of their

partners. This visual material facilitated that the student felt more relaxed speaking because the images helped him to remember the sequence of the anecdote and also to use new vocabulary. This type of material was used by most of the participants and it implies that the use of visual material designed by learners facilitates learning, in addition, they are good tools for helping students to speak in the foreign language. This finding can be assigned to the strategic competence that learners should develop for interacting with others. About this, Bailey and Nunan (2005) mention that in relation to speaking, it is important that learners develop their strategic competence. It refers to the learner's ability to use language strategies for filling the gaps they have at the time of saying a coherent sentence or when they cannot express what they really want to. So, the use of images with words was a strategy that students developed for communicating and it was useful not just for speaking, but also for feeling more comfortable and less nervous.

On the other hand, speaking in a foreign language requires some preparation when it happens in formal contexts, and when the learners are not used to interacting in the target language. In most of the speaking activities planned during the project intervention, students prepared their speech. After the input received and the instructions, they planned their speech using baseboards, flash cards, asking for pronunciation, speaking among themselves for correcting pronunciation or grammar mistakes. The preparation had advantages and disadvantages. Some of the benefits were: students' fluency improved language structures were internalized, the pronunciation improved, there were more interactions and mutual feedback, and students learned more vocabulary. However, preparation had some disadvantages such as the fact that speaking was not spontaneous, the interactions did not look very real and it took more class

time. The next example shows how oral production was when there was preparation and when there was not.

Table 12 presents two dialogues, the dialogue done by the *pair 1* that was not prepared by participants, and they spoke spontaneously and most of the questions were repetitive and the answers were short; besides, the quality of the answer was poor in comparison to pair 2, which prepared their dialogue. This pair asked more complex questions and the answers were more meaningful. Despite the grammar and pronunciation mistakes, there were more interactions in pair 2. This finding was repetitive in other dialogues and presentations. So, it says that when there is not preparation for speaking, learners do not make an effort to say complex sentences or interact more with their partners. In contrast, preparation helps students to foster their speaking skills in relation to pronunciation, vocabulary, and fluency.

Table 12 *Transcription comparison (AT3)*

Without preparation	With preparation		
Dialogue Pair 1	Dialogue Pair 2		
Miguel: Julián, do you have to clean the	Yeison: Do you have to walk the dog?		
car?	Jaisir: Yes, have to walk the dog (w.p)		
Julian: Yes, I do	Yeison: Do you have to do the homework?		
M: Do you have to clean the windows?	Jaisir: Yes, I have to do the homework		
J: No, I don't because no	(w.p)		
M: Do you have to do the homework?	Yeison: How many times, do you have to		
J: Yes, I do	do the homework?		
J: Miguel, do you have to dust?	Jaisir: I have to do the homework four days.		
M: Yes, I do.	Jaisir: My name is Jaisir Stiven, eee, do you		
J: Do you have to vacuum?	like make the bed?		
M: No I don't	Yeison: Yes, I like to make the bed		
J: Why do you never sweep the floor?	Jaisir: What is officer favorite (w.p)		
M: Because not	Yeison: Yes; I like (w.p) moop the floor.		
	Jaisir: What is officer no favorite (w.p).		
	Yeison: is eee walk the dog		

Note: Own elaboration

To sum up, students foster their speaking skills when they interact with others about common topics and also when they feel identified with their partners' experiences. Furthermore, it is necessary that students take the language, not as something that is far from them, but it must be a vehicle for communicating among them and with others.

Category 7. Expressions in the classroom

Students' positive internal and external attitudes towards the language and towards their partners influenced their language learning and their English oral proficiency. However, the negative internal attitudes presented in some students affected their learning and the teamwork.

Learning is more than input and output, it is a complex process where learners deal with any type of knowledge, with partners, and with internal and external attitudes. Regarding attitudes, the incidence of them is positive or negative in the development of learning. Brown (1994) says that individual's attitudes are developed since childhood and they are the result of affective or communicative exchanges with partners, family members, peers and in general with people. According to Brown's consideration, during communicative exchanges with different kind of people, individuals develop and acquire positive or negative attitudes toward a person, a topic, or something else. Incidentally, interactions in the classroom among students and teachers fostered their internal attitudes toward the language. In the data analysis, it was found that the different type of activities, the input, the team work, and teacher's motivation invited learners to be attentive and receptive, to help others and to feel happiness developing any activity and as a consequence, they enjoyed speaking in the foreign language. In the questionnaire (see annex VII), some learners argued that being calm and feeling confident with themselves motivated them

to learn (Q2 Karachin) and feel better when they had to speak about any topic in front of the class, as seen in the following excerpt.

Illustration 3

3. How did you feel working in groups? Please be very descriptive. En algums and the second of the missing in groups? 4. Did you learn aspects from the language or from your partners working in groups? Yes No Did you learn aspects from the language or from your partners working in groups? This final section is about English Oral production. Select one option and mark it with an X and the give an explanation of your answer. 1. Did you like speaking in English when you were working in groups? Yes No Why? Porque esta yez me for the missing in groups? 2. How did you feel speaking in English in front of some students and in front of the whole class? Please be descriptive

Note: Detail of the questionnaire number 2. Own elaboration

In the audio recordings transcription and in the field notes it was evidenced that students' security reduced anxiety and nervousness when they had to speak, and their oral production was fluent, making some pronunciation mistakes but producing correct sentences and interacting with others.

However, not all students had a positive attitude toward the language. Three participants were reluctant since the beginning of the year to learn the foreign language, despite the type of activities, the partners' help and the pedagogical intervention; they always looked bored and disapproved everything. Those internal attitudes affected their foreign language improvement and when they had to speak, they looked nervous and did not try to look for strategies that guided them to speak in English. Their attitudes also affected the group's work and provoked discussions among the members of the group. That finding says that if the learner obstructs and does not let others help, it would be almost impossible to be competitive in the foreign language.

The findings showed that external attitudes such as mutual help, encouragement from others, the respect showed by partners, the positive words, influenced positively on learners for learning the foreign language and for speaking.

It was evidenced that when they spoke in the group, they helped each other correcting pronunciation mistakes or helping their partners with unknown vocabulary. That kind of help was useful for speaking in English because if they did not know a word and the other partners said it or gave them keys, they could continue:

"S1: Teacher, No sé qué más decir

S2: Hable de la ropa que estaba usando ese día, la fecha, las personas que estaban ahí... use cada dibujo que hizo

S1: Ah, sí buena idea".

(Exercise from FN1, 2018)

In the last interaction done in Spanish, students helped each other for speaking in English.

That type of help facilitated students to speak in English.

Finally, it is important to mention that students' positive attitudes towards the language and among partners not only fostered their oral production in English, but also guided students to know more about their partners, to respect each other, and to value what other people do.

The findings presented in the category "expressions in the classroom" showed that language can be a way for solving disciplinary problems, a way to help learners to be better human beings, and especially to foster those positive emotions and feelings learners have grown in their lives.

Category 8. Type of activities in the class

Students are more active and attentive to the type of activities carried out during the class than something else. For the pedagogical intervention, it was necessary to apply a questionnaire (see annex V) to participants where they mentioned how they liked to work in class, their feelings, and their voices about the type of activities they enjoyed the most in the class. So, their voices were considered for planning and developing the didactic units.

The target language is more used when interactions are done through games, competitions, when students walk around the class, and when classes are developed outside the classroom. Bearing this in mind, the triangulation of the information collected allowed me to find that: depending on the type of activity developed in class, students' attitudes towards the language and towards their partners fostered their language skills, as it is shown in the next extract gotten from FN4, where participants talked in English after watching some videos.

For example, in the Practice 2 Watching a video: This class was developed at the board Smart room. At the beginning the teacher explained the sequence of the class. Then she presented a video about some animals. It presented the actions that each animal could and could not do. Students were very attentive and some of them took notes in silence. Some students repeated the pronunciation of certain words or actions: sleep, jump, and swim, among others. When the video finished, there were the next interactions between teacher and students:

"T: What animals did you see?

S (Sanchez): an elephant

S (Díaz): a koala

S: an octopus

T: What else?

S (Rodríguez): a man

T: ok... What can an elephant do?

S (Riaño): It can walk

S (Karol): drink water

T: and the octopus?

S: (Paez) swim" (Exercise Practice 2, 2018)

After that short interaction, the teacher continued asking information about if they had seen the animals from the video, and about the animals they had in their house or those that lived near their homes.

Later, students were organized in pairs. Each pair chose an animal and then drew it on a piece of paper. After they drew, they had to prepare a presentation about the actions that the

animal from the picture could and could not do. Some students worked in the classroom while

others in a hall. Each student chose his/her partner and it was good because they worked

comfortably. All the students did a good job during the class. I could observe that most of the

time they interacted in their mother tongue, but when they were preparing the oral presentation,

they spoke in the target language, i.e.:

"S (Mora): Angie, the koala can swim?

S (Angie): mmm No sé, pregunte a la teacher

S(Mora): Teacher, the koala can swim?

T: Yes, they can

S(Mora): Angie, escriba, the koala can swim."

(Exercise from FN4, 2018)

Besides, it was evidenced in the field notes and in the results of their oral production that

when there were activities that implied games or competitions, students were more motivated to

speak in English and their interactions were more natural; additionally, the environment of the

class was calm and the 55 minutes of it were too short for finishing the activity. The next

evidence shows some interactions done in didactic unit number 2, where the teacher and students

had to talk about some information presented in a video. Both students and the teacher could ask

questions about it and the one who answered it correctly, got extra points.

"Teacher: Stefany, why is the Pola important in the history of Colombia?

Stefany: She did not answer, but another student said.

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Díaz: because the Spanish Reconquista.

T: Any of you can tell me one characteristic of her.

S1: Beautiful

Díaz: Spy

López: revolutionary

S (Stefany): I have one question teacher

T: Ask

S (S): Did Tomás Carrasquilla have children?

Group:(silence)

T: Yes, or not?

G: No, he did not

T: Why is he important in the history of Colombia?

G: For the literature

T: Thanks."

(Exercise from FN2, 2018)

In the last interaction, it could be analyzed that students wanted to talk at least saying the

key words and it was evidenced that their listening comprehension was better in comparison to

the beginning of the intervention, where the teacher had to repeat or reformulate what she said.

Besides, it can be seen that students also asked questions and they answered them, which means

that during competitions students interacted more and did not pay much attention to grammar or

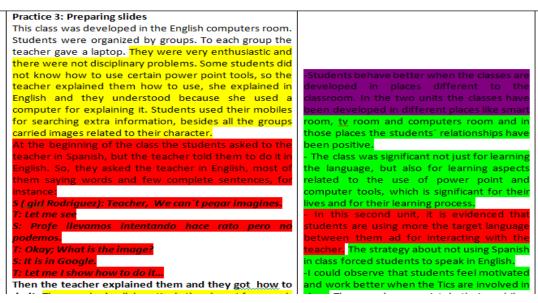
pronunciation mistakes. Likewise, during those types of activities, students' attitudes were the

key to interact with partners and teachers in the target language. Learners were more attentive,

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which was fundamental for interacting with each other and for being conscious of what they were learning and doing; participants showed happiness developing the activities and when they had to speak, they did not care about their partners' behavior and attitudes, which was valuable for interacting as it is shown in the next extract gotten from FN2.

Illustration 4 *Outcome from FN, Unit 2, Topic: Colombian Characters*



Note: Own elaboration

The last findings support the definition given by Minera (2009), who says that attitudes are affective variables which can support the learning of certain aspects of the target language, and in this sense, they have a high influence on the learner for interacting with others in the foreign language and on the time that everyone spends learning it. So, in a formal context, success in learning a foreign language depends not only on the teacher or on the learners, but it also depends on the type of activities, which influence highly to foster positive attitudes in learners towards the language and toward the members of the class.

Chapter 6. Conclusions and Implications

This final chapter presents the main conclusions of this action research project. They are based on the research project process and on the findings. It also presents the impact of this study in the institution where this research was carried out, and finally it contains some limitations presented during the project and some suggestions for further research.

Conclusions

The main aim of this qualitative action research was to determine the effect of collaborative learning in seventh-grade students' Oral Production in English at Escuela Normal Superior María Auxiliadora of Villapinzón Cundinamarca and the questions that let the research were:

- To what extent does collaborative learning foster the oral production in English of seventh grade students?
- How do students' attitudes influence oral production through collaborative work?
- How does collaborative learning influence oral production in seventh-grade students?
- Do students' attitudes influence the seventh-grade students' oral production?

For answering the main question and reaching the main objective, the data showed that collaborative learning and students' attitudes towards the language and towards their partners had a high influence on students' oral production. The influence mainly focused on the following aspects:

First, the mutual help among students motivated them to speak in English. This help mainly focused on correcting pronunciation mistakes, listening to each other in the target language, giving feedback, and helping with the unknown vocabulary. That type of benefits encouraged learners to speak in front of the class because they had already practiced pronunciation, they had been listened by others, and they had learnt new vocabulary which was necessary for feeling confident and thus speak in English.

Second, students' attitudes during collaborative learning influenced their oral production mainly in a positive way and in few cases in a negative way. The main students' positive attitudes observed during collaborative learning were: motivation (internal and external), trust, responsibility, cooperation, security, and a positive disposition towards the learning process. Those attitudes encouraged learners to speak spontaneously, with few grammar and pronunciation mistakes and to reduce nervousness and anxiety, which were some of the negative feelings suffered before the pedagogical intervention. However, the internal negative attitudes evidenced in three participants affected their collaborative learning and their oral production. They always rejected to learn English and they did not consider it as important for their lives because it was not necessary. Those negative internal attitudes were evidenced when working in groups where they developed any activity just for getting a good score, but not for learning and their oral production was not spontaneous, they could pronounce correctly and with coherence but most of the time using memorization.

Third, the type of activities developed by students had also a high influence on students' oral production and on their attitudes towards the language and towards their partners. Activities that implied competitions, games, movement or walking around classrooms forced learners to

speak freely and spontaneously using new vocabulary, paying attention to pronunciation and to motivate among them to do the best. Thus, the type of activity not just influenced on students' oral production, but it also had an effect on the class environment as well as on students' behavior.

Finally, the pedagogical intervention done with seventh-graders not only helped learners to foster their English-speaking skills, but it also guided them to behave well among them. It means to respect each other, to listen to other partners, and to value each one of the members of the class. Also, through the development of this research, students learned more about their partners, how and where they live, their likes and dislikes, and how their family was made among others, which was meaningful for helping learners to be tolerant and respect the difference.

Limitations

Two factors were mainly the limitations during the development of this research. First, time, the pedagogical intervention planning, and the school's pedagogical activities consisted in five didactic units carried out during the research intervention. Each one was planned for five hours of English class; however, it was difficult to implement each didactic unit, because students took more time to develop each activity and I as a researcher, did not push them to develop it faster. I observed they were motivated toward the class and they wanted to do their best. In addition, the use of technology also affected the results due to the fact that some students did not know how to use it correctly and it was necessary to take time to explain about it.

In addition, during the research intervention, the school developed certain activities where students and teachers had to participate, and it affected the pedagogical intervention because it

interrupted the process. When I seeked to continue, it took extra time to focus participants on the process that was being carried out. In this sense, each didactic unit was developed in almost six or seven hours.

Another factor that affected this research was the continuous absence of some participants during the research intervention. One participant was present half of the process and then he quit the school. That student was active and participated actively during the different activities planned in the didactic units, also the boy helped his partners a lot in aspects such as pronunciation, motivation, and in the use of technology. Three participants were penalized for two or three days per week by the institution and it affected the normal development of the pedagogical intervention because when they returned to class, I had to spend time explaining to them the previous work to help them to catch up with the rest of the group and allow the normal development of the activities planned.

Further Research

This research allowed participants to foster their oral production in English, as well as to have positive attitudes toward the language and toward their partners, through collaborative learning. It would be interesting, though, to conduct further studies focused on the improvement of students' behavior through the use of collaborative learning, which was a positive aspect observed during the implementation of this action research.

Another interesting research that would be interesting to develop could be about how to foster speaking and writing skills using collaborative learning and visual material made by students or participants who are in the first stage of learning a foreign language.

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Annexes

Annex A. Field Notes used for identifying the problem

Lugar: ESCUELA NORMAL SUPERIOR MARÍA	Fecha: 24 de Agosto	Hora: 12:05 a 1:00 pm	Población: Estudiantes 608 N° Estudiantes 38- 19 hombres- 19 mujeres.		Foco Interés Investigativo: La producción Oral y trabajo colaborativo.	
AUXILIADORA, VILLAPINZON CUNDINAMARCA	2017	u 1.00 pm			production orally trabajo colaborativo.	
				e: Aula tablero Digital		
REGISTRO DE LA OBSERVACIÓN		REFLEXIÓN				
					INTERROGANTES	

Annex B. Principal's Consent

SOLICITUD DE AUTORIZACIÓN

Villapinzón 05 de Octubre de 2017
Rectora
Hermana
Hilda Gómez
ESCUELA NORMAL SUPERIOR MARÍA AUXILIADORA DE VILLAPINZÓN CUNDINAMARCA
Respetada Rectora:
Actualmente me encuentro realizando una investigación como requisito de grado en la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional. El proyecto de investigación busca MEJORAR LA PRODUCCIÓN ORAL EN INGLÉS DE LOS ESTUDIANTES DE GRADO SEXTO A TRAVÉS DEL TRABAJO COLABORATIVO
Por lo anterior, solicito su autorización para realizar en algunas sesiones de clase, actividades de recolección de datos que serán útiles para llevar a cabo el objetivo antes mencionado. Las técnicas que utilizaré para tal fin son grabaciones de audio, talleres, escritos producidos por los estudiantes, encuestas y fotos.
Los estudiantes participarán de manera voluntaria y libre y se podrán retirar en cualquier momento durante la investigación sin ninguna consecuencia. La participación de los estudiantes en este estudio no generará ningún costo económico por parte de los estudiantes, padres de familia o institución. Igualmente se garantiza que la información recolectada tendrá completa reserva y solo se empleará para fines académicos, y se manejará con estricta confidencialidad y protección de la identidad de los estudiantes.
El colegio tendrá acceso a toda la información producto del análisis de los datos recolectados y a los resultados de la investigación mediante una socialización con las directivas y los profesores.
Agradezco su atención y apoyo al desarrollo de este proyecto.
Cordialmente.
Yo rectora del Colegio una vez informada del proyecto que realizará la
profesora, doy mi aval para el desarrollo de la investigación.
Firma Fecha

Annex C. Parent's Consent

PADRES DE FAMILIA

Apreciados padres de familia:

Actualmente me encuentro realizando una investigación como requisito de grado en la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional. El proyecto de investigación busca MEJORAR LA PRODUCCIÓN ORAL EN INGLÉS DE LOS ESTUDIANTES DE GRADO SÉPTIMO A TRAVÉS DEL TRABAJO COLABORATIVO

Como parte del trabajo que se realizará se recogerán muestras de los trabajos producidos por su hijo o hija durante la intervención pedagógica, también se tendrán en cuenta grabaciones de audio, talleres, escritos producidos por los estudiantes, encuestas y fotos. Este material tendrá completa reserva y sólo se empleará para fines académicos y con los propósitos antes mencionados, y se manejará con estricta confidencialidad y protección de la identidad del estudiante. La participación de los estudiantes no generará ningún gasto económico por parte de los estudiantes, padres de familia o de la institución.

Si cuento con su aval para la participación de su hijo(a) en el proyecto mencionado, favor diligenciar el siguiente formato de autorización.

Agradezco su atención y apoyo para el desarrollo de este proyecto.

Atentamente,					
· · · · · · · · · · · · · · · · · · ·	padres de familia del autorizo a mi hijo/a del curso , a participar en el				
proyecto de investigación liderado por la profesoraConozco también las políticas de confidencialidad que se manejarán a lo largo del proceso y apruebo su participación en las actividades requeridas.					
Firma					

Annex D. Participant's characterization questionnaire

Research title: THE ENGLISH ORAL PRODUCTION IN STUDENTS OF SEVENTH GRADE THROUGH

COLLABORATIVE LEARNING

Researcher: Diana Carolina Garavito Hernández

Participants: Seventh grade students

Setting: ESCUELA NORMAL SUPERIOR MARÍA AUXILIADORA DE VILLAPINZÓN CUNDINAMARCA.

Date:

Questionnaire

Hi dear student! This questionnaire pretends to know different aspects about you and your English learning experience because you are a valuable participant in my research project. Please, read carefully and ask to your teacher if you need help. Answer honestly, all the information you give here will be confidential. If you need more space for writing you can do it in the back side of the paper.

I. These questions are about your personal information and family. Please, mark with an X					
1. I am Man () Woman ()	2. I am 10 years () 11 years () 12 years ()		3.The last year, I was in Sixth grade () Seventh		
	13 years () 14 years () Other	15 years ()	Grade ()		
4.I live in	5.I live with (different op	tions are possibl	(e)		
Villapinzon's downtown (Mother and father () just mother () just father (
)A rural area ()Other)Grandparents () brothers / sisters () uncles / aunts ()				
town () Which	Other () Who				
6.My parents or the people l	I live with work in 7My family		s economic income is		
the farm () the mines () the fl homemaker () Other () Which			um () high ()		
II. The next section is related to your English learning process. Here you have to write, feel free to ask to your teacher for help.					
8. Do you like to learn English? Yes No Why?					

9. Do you enjoy or like your English classes? Yes No Why?
10. During your English classes do you have to speak in front of the class or with your partners or teacher? Yes No
11. If your answer to the question number 10 was affirmative, tell me how you feel when you have to speak in English and why you feel like that.
12. In your English classes are there activities where you work in group? Yes No
13. If your answer to question 12 was affirmative, answer the next question: Do you enjoy working in groups? Yes No why
You have finished the questionnaire!!!! Millions of thanks for your participation.

Annex E. Questionnaire to design the pedagogical implementation

UNIVERSIDAD PEDAGÓGICA NACIONAL: MAESTRIA EN ENSEÑANZA DE LAS LENGUAS EXTRANJERA: ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA Research: ENGLISH ORAL PRODUCTION IN STUDENTS OF SEVENTH GRADE THROUGH COLLABORATIVE LEARNING

Researcher: Diana Carolina Garavito Hernández

UNIVERSIDAD PEDAGOGICA NACIONAL

Cuestionario

Querido estudiante

A través del siguiente cuestionario se desea conocer su opinión acerca de su aprendizaje en inglés, especialmente lo referente a la producción oral, trabajo colaborativo y las interacciones con los otros. Por favor lea cuidadosamente cada pregunta antes de responder. Siéntase libre de responder y preguntar en caso de alguna duda. No tiene que escribir tu nombre real, pero sí escribe un nickname o una palabra con la que te sientas identificado (da).

Nick name	Fecha	
Esta primera sección es acerca de X donde se requiere y argumenta		dizaje de inglés. Marca con una
1. ¿Le gusta aprender inglés?		
Sí No		
¿ Por qué?		
2. ¿Qué tipo de actividades le ş	gusta trabajar en clase de ingl	lés?
Talleres individuales	Talleres grupales	Discusiones grupales
Diálogos en parejas	videos Otros	
¿Cuáles?		

3. ¿Cómo se siente cuando tiene que desarrollar algún tipo de actividad en inglés; ya sea taller, exposición, diálogos, entre otras? Argumenta tu respuesta.
Esta sección es sobre el trabajo individual y / o en grupo. Marca con una X donde se requiere y argumenta su respuesta.
1. ¿Cómo le gusta trabajar en la clase de inglés? Individual En parejas En grupos
¿Por qué?
2. Si le gusta trabajar en grupo, ¿cómo se siente trabajando? Argumente su respuesta.
3. ¿Considera que hay beneficios de trabajar en grupo? Sí No
Si la respuesta es sí, ¿cuáles?
La parte final de este cuestionario es sobre la producción oral en inglés. Marca con una X donde se requiere y argumenta su respuesta.
1. ¿Cómo se siente cuando tiene que hablar en inglés. Argumente su respuesta.

2. ¿Le gusta hablar en	n inglés cuando trabaja en grupo? No	
¿ Por qué?		
3. ¿Qué clase de acti	vidades prefiere desarrollar cuando debe hablar en inglés?	
Juegos	Juego de roles	
Exposiciones	Hablar sobre usted o su alrededor	
Otras	¿Cuáles?	
11111	Muchas gracias por tu participación y honestidad!!!!!	

Annex F. Field notes during the pedagogical implementation

UNIVERSIDAD PEDAGÓGICA NACIONAL: MAESTRÍA EN ENSEÑANZA DE LAS LENGUAS EXTRANJERA: ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA

Research: ENGLISH ORAL PRODUCTION IN STUDENTS OF SEVENTH GRADE THROUGH COLLABORATIVE LEARNING

Researcher: Diana Carolina Garavito Hernández

Participants: Seventh grader students (701)

Research title:	Date: April 16 to April 20	Places:	Observation Purpose:	
THE ENGLISH ORAL PRODUCTION IN STUDENTS	Time: 5 hours	Board Room	-To observe students behavior working in	
OF SEVENTH GRADE THROUGH		Classroom	groups.	
COLLABORATIVE LEARNING	Participants numbers: 33	Computers	-To listen to students oral production.	
		room	- To observe students 'attitudes.	
Field Note#2				

Stage	Observation	Comments	Classroom
			Organization
Warming up			
Presentation			
Practice			

Evaluation					
Reflection					

Annex G. Questionnaire applied after the pedagogical intervention

UNIVERSIDAD PEDAGÓGICA NACIONAL: MAESTRÍA EN ENSEÑANZA DE LAS LENGUAS EXTRANJERA: ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA Research: ENGLISH ORAL PRODUCTION IN STUDENTS OF SEVENTH GRADE THROUGH COLLABORATIVE LEARNING

Researcher: Diana Carolina Garavito Hernández
UNIVERSIDAD PEDAGOGICA
NACIONAL

Cuestionario

Dear Student,

Read carefully each question before answering. Please feel free to ask if you need extra information or to ratify the meaning of any word. In this questionnaire you DO NOT HAVE TO WRITE YOUR NAME. I really appreciate your participation and your honest answers to the different questions. Use pen and dictionary if it is necessary or write in your mother tongue if you feel you can express better.

•			
Nick name	Γ	Date	
This first part is about yo and the give an explanation	•	ings. Select one option and	l mark it with an X
1. How do you feel Motivated Why?	learning English at sch	nool? Enthusiastic Other	Which?
2. Has it been useful have learnt in the se Yes Why?	•	have learned in English,	especially what you

This section is about working in groups. Select one option and mark it with an X and the give an explanation of your answer. 1. Did you like working in groups, during the second term? Yes No Why? 2. What type of activities did you like the most when you were working in groups? You can select more than one option Dialogues Role plays Making baseboards Short Expositions Other Which? Flash cards 3. How did you feel working in groups? Please be very descriptive. 4. Did you learn aspects from the language or from your partners working in groups? Yes No What? This final section is about English Oral production. Select one option and mark it with an X and the give an explanation of your answer. 4. Did you like speaking in English when you were working in groups? Yes No Why?

5. How did you feel speaking in English in front of some students and in fro whole class? Please be descriptive			
6.	What types of activiti	ies did you like the most when you spoke in English?	
C	Games	role plays	
	Guessing meanings	talking about myself or my context	
	Other	Which?	
		THANKS!!!!	

Annex H. Didactic Units Form

ESCUELA NORMAL SUPERIOR MARÍA AUXILIADORA DE VILLAPINZÓN CUNDINAMARCA HUMANITIES DEPARTMENT

ENGLISH CLASS- Teacher: Diana Garavito Unit 2

TOPIC: talking about famous characters in the Colombian's history.		RD: Describes people, activities, events and experiences orally
	GENERAL STANDARD: Describes people, activities, events and experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher.	
ACHIEVEMENT: Students will present orally and written a famous Colombian history character.	- Through readicharacters' characters' characters rolearn new volume - To listen to part of the control of the	ify some main Colombian history characters. ng comprehension exercises students will identify main aracteristics, ideas and their importance in the Colombian History.

COMPETENCES

Linguistic (Structure) Past Simple

Pragmatic (Function) Talking to others and interacting with classmates and teacher about famous people.

Sociolinguistic (Context) Asking and talking to others about famous people

COLLABORATIVE LEARNING: - Broken phone (previous knowledge related to vocabulary)

Working in groups putting together a jigsaw.

Preparing exposition

Present exposition

SPEAKING ACTIVITIES: - Broken phone groups

Representing a character

Exposition

MATERIALS: Jigsaw, Images, audios, readings, computers, board, notebook.

Procedure

Time	Stage	Description	Goal	Materials
10 minutes	Warming up Broken phone	Students are always by lines, so each line is a group. The teacher says a word or two to each member of the group. Each member has to say the word(s) to each one of the groups 'member. They have to say it on the partner's ear, so they cannot talk aloud. The last person of the line has to go to the board and write the word he/ she listened. After the first students write the word the other groups cannot write it. When the student is in writing on the board, the others must be quiet; it means they cannot say the word. The winner group is the one that has the most correct words. (10 words will be given, was born, studied, lived, had, children, wife, husband, worked, believed)	To motivate students to participate and interact during the class. To reinforce previous vocabulary.	Markers
40 minutes	Presentation	Students are organized by pairs, each group receives a jigsaw, and they organized it. It is about Policarpa Salavarrieta. When they finish, the teacher will ask: Do you know the character's name? Have you seen her before on tv, books, newspapers or others? After doing that questions and maybe listening students 'answers the teacher will present the character's biography. She will present it through slides, while she explains, she will be asking to her students about the information she is presenting for instance: Where was she born? Where did she live? Among others. After presenting the character, students will receive a chart which they have to complete taking into account the presentation done by the teacher.	To introduce the topic of the class	Computer, video beam, board, chart, markers, jigsaw, copies.
Reading Esquare quantity as as in to ra		Students will receive a reading about Rafael Escalona. They will read it, answer some questions and then paste the copy on their notebooks. After they finish, the teacher will ask about the answer to the reading questions in order to check their work and help students to correct possible mistakes. She will ask at random. This activity will be developed individually.	To enhance students 'reading skill. To show how a biography is usually presented.	Reading guide Board, markers

30 minutes	Practice 2	Teacher will organize students by groups; each group will be of three people. In a bag the	To give information to each group about the	Readings
imitutes	Reading and preparing our character's exposition	teacher has the names of some famous Colombian characters. One member of each group takes one paper from the bag and his/ her group has to prepare an exposition about the character he/she chose. If the groups want to change the character with other group they can do it. The teacher will give information about to each group about the character they have to present, but they can investigate more information about his/ her character. Then teacher will give the guidelines about the exposition. They read and organize the exposition, because later on they are going to the computers room to make the slides for the exposition.	Colombian history character.	Characters' names Board Markers.
50 minutes	Practice 3 Preparing slides	The class will be developed in the computers room. Each group has to prepare their slides for the exposition. The teacher will be guiding them all the class in aspects like writing, possible problems with power point, pronunciation among others. In case students do not have a USB the teacher will keep students' work in her usb memory.	To encourage students to prepare a good exposition in order to help them to speak in front of the group with the help of the Tics. To interact with others for doing a common work	Computers Readings Notebook.
20 minutes	Practice 4 Preparing exposition	Each group prepares their exposition for presenting to the group. For this, the teacher will go to each group to help them with the pronunciation.	To help students with the students' pronunciation. To give students extra time to prepare their presentation.	

55 minutes	Evaluation	Each group presents their character using	To present orally a	Computers
		slides. The other students must be very attentive because at the end of the presentations they have to fill a chart with information from the expositions.	Colombian history character in front of the class. To listen to others respectfully.	Chart Notebooks
			To evaluate students speaking skill.	
			To analyze students listening comprehension	
			To know Colombian history important characters.	

Annex I. Codification chart

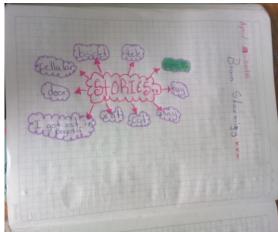
Data	Code	Meaning
	Q2Tatis	Questionnaire # 2 Participant Tatis
	Q2 Lala	Questionnaire # 2 Participant Lala
	Q2Natalia	Questionnaire # 2 Participant Natalia
Questionnaire2	Q2Abril	Questionnaire # 2 Participant Abril
	Q2Wilson	Questionnaire # 2 Participant Wilson
	Q2Stefy	Questionnaire # 2 Participant Stefy
	Q2Luz Brilla	Questionnaire # 2 Participant Luz Brilla
	Q2Hernández	Questionnaire # 2 Participant Hernandez
	Q2Sanbalentin	Questionnaire # 2 Participant Sanbalentin
	Q2Jaisir	Questionnaire # 2 Participant Jaisir
	Q2Solanito	Questionnaire # 2 Participant Solanito
	Q2matador	Questionnaire # 2 Participant matador
	Q2badbunny	Questionnaire # 2 Participant badbunny
	Q2lopez	Questionnaire # 2 Participant lopez
	Q2valen	Questionnaire # 2 Participant valen
	Q2julian	Questionnaire # 2 Participant julian
	Q2monalisa	Questionnaire # 2 Participant monalisa
	Q2shantal	Questionnaire # 2 Participant Shantal
	Q2chiky	Questionnaire # 2 Participant chiky
	Q2dani	Questionnaire # 2 Participant dani
	Q2karuchin	Questionnaire # 2 Participant karuchin
	Q2nina	Questionnaire # 2 Participant nina
	Q2natis	Questionnaire # 2 Participant natis
	Q2diego	Questionnaire # 2 Participant diego
	Q2prieto	Questionnaire # 2 Participant Prieto
	Q2angie	Questionnaire # 2 Participant angie

	Q2dexi	Questionnaire # 2 Participant dexi
	Q2alfonso	Questionnaire # 2 Participant alfonso
	Q2paez	Questionnaire # 2 Participant paez
	Q2el riaño	Questionnaire # 2 Participant el riaño
	FN1	Field notes 1
	FN2	Field notes 2
Field Notes	FN3	Field notes 3
	FN4	Field notes 4
	FN5	Field notes 5
	ATU1	Audio transcripts Unit 1
	ATU3	Audio transcripts Unit 3
Audio Transcripts	ATU5	Audio transcripts Unit 5
	LLQ 12	Language Learning Questionnaire 2
Colors and coding	CLQ12	Collaborative learning Questionnaire 2
	OP12	Oral Production Questionnaire2
	AQ1-2	Attitudes Questionnaire2
	OInfQ2	Other information questionnaire2
Questionnaire 2	TAQ2WG	Type of activities Questionnaire2 Working By groups
	TAQ2SE	Type of activities questionnaire 2 for Speaking in English.

Annex J. Gallery of collaborative learning in each unit

Unit 1: My meaningful experiences: Place: classroom





Telling my experience

writing Brain Storming

Unit 2: talking about famous characters in the Colombian's history, Places: Smart board room and comptures'room

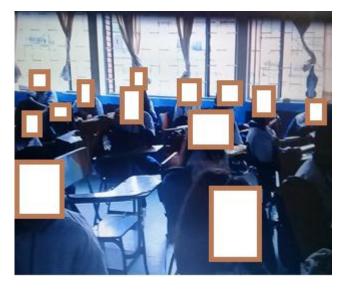




Watching videos

Preparing Slides

Unit 3: Household chores. Place: classroom





Pair work: Talking about household chores

writing the household chores

Unit 4: Animals and their actions: Place: classroom





Work by pairs: talking about animals

Writing about animals actions

Unit 5: Expressing strong recommendations and suggestions about common sickness.



Round table: giving suggestions and recommendations about common sickness

Talknig about sicknesses students suffer