



EDUCATION FACULTY

BACCALAUREATE ON ENGLISH TEACHING

TOPIC:

A way to enhance spoken interaction proficiency through collaborative learning tasks in the English learning process at Buenos Aires Technical and Professional High School

Project carried out as a requirement to obtain the title of baccalaureate of English Teaching

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TO ENHANCE SPOKEN INTERACTION PROFICIENCY THROUGH
COLLABORATIVE LEARNING TASKS

JURY'S APPROVAL SHEET

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Action Research: A way to enhance spoken interaction proficiency through cooperative learning tasks in the English learning process at Buenos Aires Technical and Professional High School

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ABSTRACT

The present research project is based on the collaborative learning process. Its main objective is to study the integration in the English classes. The participants for this project were students from Buenos Aires Technical and Professional High school, their range from 13 to 15 years old, there were a total of twelve male students and ten female students.

The research findings proved that the activities were positive and well accepted by the students. Also, the activities were focus in the spoken interaction skill through the collaborative method.

Finally, this research document can help teachers to understand and determine that the use of the collaborative method improves not only students' English speaking skills, but also the way how they interact with others, reinforcing soft skills like team work, patience, tolerance and respect for other's opinions.

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DEDICATION

I would like to dedicate this project to those friends I made during the whole career. They helped me with the homework and advices. I really made nice friends during the whole year and I really appreciate their support and friendship. Although, many of them are not taking the same course I have never forgotten them.

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CHAPTER I: INTRODUCTION

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1.1 Introduction

In recent years, English teaching has presented a wide range of limitations and it means a negative impact in the language learning process. Those limitations can range from classroom techniques to school organization. It seems that the educational system doesn't aim to teach and form bilingual competitive learners at the end of the school period. Certainly, learners have been the most affected.

English language plays an important role inside the society. Today's workforce is expected to be highly competent and knowing a second language is significant. The educational system has a vast responsibility in the English learning process, because it is in charge of preparing learners to face the 21st, century global demands. The accounting program suggested,

The social, economic, cultural, scientific, environmental and technological world today has demanded that the school curriculum not only provide knowledge and information but also promote the development of values, attitudes, abilities and skills aimed at improving the quality of lives of individuals and societies. (Marco de Acción Regional de " Educación para Todos en las Américas", Santo Domingo, 200). (pag. 15)

Over the years it became clear that the English learning process takes time and a variety of strategies must be implemented in the classroom to help students achieving the goals. At the same time, teachers have to be a bit more aware and change the methods of teaching to provide quality in Education. Today life is more complicated and complex than 30 years ago, regarding to education.

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In the century 21st, societies require citizens who can handle not only a second language perfectly but also a set of personal positive attitudes or characteristics. Those personal attitudes must be addressed from the earliest years of their schooling. A classroom is a great opportunity to develop kid's interpersonal skills. Additionally, skills like critical thinking, communication, collaboration, and creativity prepare the learners to enter the workforce and make them new citizens as the actual MEP English program would like to.

As a general idea, learning results must reflect the learner's capacity to communicate values, attitudes and skills which will add value to the way people act and live. Eventually, teachers must identify and determine different activities to engage students, improve their speaking skills and prepare them for the future. "Because English language has constituted the main means of communication" (Araya,2008, p.2)

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1.2. Rationale

To learn a second or third language is a skill which allows learners to be competitive. Recently, other kinds of skills have appeared. It seems that it is not enough to acquire language abilities like speaking, listening, writing and reading to get better opportunities, but also there is a new concept or perspective about the purpose of education regarding to learner's interpersonal skills and the building of future communities. The image of competency entails more than just the acquisition of knowledge and skills.

New methods of teaching English have been developed and the education system is suffering a transformation. The OECD (The Organization for Economic Co-operation and Development) learning framework 2030 declared "Education needs to aim to do more than prepare Young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens". (pag, 2) Since 2016 the Ministry of Public Education has edited and released a new English curriculum. The new curriculum is focused in the Action-Oriented Approach, also known as Task-based Approach.

Beyond the topics and the scenarios described in the program, the curriculum is designed to create a 21st century citizen or learner profile. The Organization for Economic Co-operation and Development (OECD) points out the importance of teaching beyond the bounds, and prepare learners with a range of knowledge and skills which reflect positive values and attitudes at the same time.

They will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, learning to learn and self-regulation); social and emotional skills (e.g.

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empathy, self-efficacy and collaboration); a practical and physical skills (e.g. using new information and communication technology devices). (pag.3)

It means that the English learning process should teach more than content. It should focus on how students acquired the knowledge in a collaborative way. Ultimately, the teacher's role is to guide students and encourage them to work as a team, together, respecting each other differences. The classroom environment is a great place to produce effective interaction and production communication skills.

As a conclusion, the education system should be in charge of creating environments which encourage learners to build and re-build their own knowledge, life expectations and human approach. Furthermore, according to MEP (2016) the action-oriented approach, learners need to be “autonomous, work cooperatively, interact with others [...] and solve problems using the tools at his/her disposal” (pag 31). Teachers, following the task-based approach, have to work in their own growth to develop their knowledge and skills which allow them to be role models to the learners, parents, and the whole community.

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1.3 Purpose

For many years, the government has been investing resources in the bilingual field, those resources have primarily been to ensure the quality of education. In order to meet economies and social expectations the Ministry of Public Education (MEP) has made a lot of changes in the English curriculum.

The public English learning process seems to be weak and not efficient at all. Learners, spend six or five years at high school and school but at the end of the period, do not master the language at basic levels. For this reason, teachers are questioned about their jobs inside the classrooms constantly. However, as years go on the education field has not reached desired results. There are number of issues that are contributing to the recession of quality education. Particular issues such as poor training of teaching, lack of vocation, learning facilities, teachers who do not meet the requirements of teaching and teachers with out-of- day teaching techniques and methodologies.

Teaching is a distinguished career; all professions are born from the teaching process and without exception humans acquire knowledge and specific field skills through a teacher. Nonetheless, the way teachers are teaching English in Costa Rican public education system is not meeting the government's, workforce's and society's goals. Although, the MEP has regularly invested a lot of money in training processes.

The role model of the teacher does not sufficient let learners be successful in the English teaching process. According to MEP new syllabus (2016), "The teacher is a facilitator and help the learner to become autonomous. Teachers take several roles such as

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coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task". (pag. 27)

On the other hand, teachers are complaining about the poor support they receive from the Ministry of Public Education. Facts like size-group, technology access, resources, and unclear methods of teaching are some of the teacher's concerns. Additionally, it seems that most teachers don't understand the English curriculum approach.

The objectives of this investigation are first to diagnose learner's speaking interaction skill. It will help determine the "strengths and weaknesses, not only from the student's learning process, but also from the same teaching-learning process in general"(Méndez,2011, p.23) Second, the implementation of collaborative learning tasks to enhance learner's spoken interaction which is the main objective of this research. The idea is to provide teachers with a series of activities that help them to develop the action-oriented approach, and implement collaborative tasks not only to achieve the skills but to acquire soft skills. Smith & MacGregor (1992) "In cooperative learning, the development of interpersonal skills is as important as the learning itself". Many cooperative learning tasks are given to students with both academic objectives and social skills objectives". Lastly, the final objective is to assess the effectiveness of cooperative learning tasks to identify the weaknesses that would allow to improve the current teacher's methods.

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1.3.1 General Objective

To improve the spoken interaction proficiency by the implementation of collaborative learning tasks in the English process.

1.3.2 Specific Objectives

To diagnose student's spoken interaction level in EFL Classrooms.

To implement collaborative learning tasks to encourage students spoken interaction in EFL Classrooms.

To assess the effectiveness of collaborative learning tasks in English Classrooms.

1.3.3 Research Question

How to implement effective collaborative learning-tasks to enhance students spoken interaction in the English learning process?

It is possible that collaborative learning -tasks can be implemented as a permanent process in the spoken interaction skill?

Are the four language skills, not only in the spoken interaction skill, flexible to implement the collaborative learning-tasks?

1.4 Hypothesis

The use of collaborative learning-tasks during spoken production activities will improve the EFL learning process.

CHAPTER II: LITERATURE REVIEW

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2.1 Introduction

The English classroom, a place where children are introduced to the world and its challenges. A great atmosphere to learn about different point of views, human behaviors and understand the importance of learning a second language as a communication tool. Perhaps, a unique place where future bilingual communities are being formed.

This special classroom is the door to enter a new era that can teach learners not only about different cultures, lifestyles, history and traditions of different countries around the globe which speak English or at least have English as a second language. Reddy (2016) mentioned “English is the highly developed language which has the ability to express ideas and it is the means of revelation of modern civilizations” (pag.182).

Bilingual communities in the future should be created with people who have effective communication skills in more than one language and a deep humanistic view of the social issues. For that reason, in this chapter, the research conveys information concerning the speaking skill and collaborative learning processes. This focus an important role in order to form or educate new global citizens and increase the nation’s economics’ progress. Anil, (2017) “Acquiring English has become a predominant factor for a nation’s development as well as individual’s development” (pag. 1)The English learning process involves the four skills, reading, writing, listening and speaking. Nevertheless, this chapter will focus in the spoken interaction. According to the Ministry of public education (2010)

the language users functions as a speaker and as a listener. There is a participation of one or more interlocutors. Different socio-cognitive and collaborative strategies are constantly employed during interaction. Some examples of interactive activities include: transactions, casual conversations, informal discussions, formal discussion, debates and interviews. (pag. 45)

Also, this chapter highlights the importance of collaborative learning tasks in the English learning process and how this type of teaching will help learners to acquire the target language. Likewise, the collaborative learning is a key which can help students to interact

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with each other in a respectful way. Smith (2011). “Building the capacities for tolerating or resolving differences, for building agreement that honors all the voices in a group, for caring how others are doing--- these abilities are crucial aspect of living in a community”. (pag. 2)

Lastly, technology, as a part of the new area, offers a variety of tools like cellphones, internet, social nets and laptops that can help learners to acquire English as a second language. This chapter points out the use of any kind of technology which guarantees the success of the speaking skill through collaborative learning. Furthermore, this research’s main objective is to provide innovative ideas to reinforce the learning and teaching English process.

2.1 Teaching English speaking skill as a Second Language

To speak a second language requires an effort. It is not easy at the beginning to deal with weird sounds and confused grammatical structure which learners are not familiar with. Bailey indicates that

many people feel that speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing (pag. 48).

To start a process of learning a second language, learners can experience a painful start. Some of them can find themselves eager to discover the new language but others might be disoriented and finally become unmotivated and defeated. Similarly, English teachers can be disoriented about new speaking and updated strategies or methods that can make activities more interesting to students. Teachers have to struggle with the lesson plan and its limitations constantly because they do not have a clear idea about how to teach the speaking skill.

According with Tennant & Negash (2010) “dealing with large classes was one problem raised with teachers saying it was difficult to set up speaking activities,

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monitor, give feedback, get students speaking and giving students enough time to speak”. (pag. 49)

Teacher’s major concern is how to make students produce the language even though they are not in full contact with natives or the learners are not exposed to the target language on a daily basis. Fry, Ketteridge & Marshall adds,

It is the challenge of the language classroom to develop learners’ internalized linguistic competence; that is, their implicit knowledge of and capacity for appropriate language use, *in tandem and interactively* with explicit knowledge of grammatical and phonological rules. This requires the development of an expanding body of interlocking skills through imitation, repetition, drilling and frequent practice in extended contexts to the point where these skills become automatic and unconscious. (pag. 328)

Additionally, how to deal with students who are not really interested in learning a second language despite the teacher’s efforts?

What learners, teachers, parents and the high school’s administrative staff, in this case the principal, should understand that speaking English is a process that takes time because it involves sub-skills such as fluency, stress, pronunciation, functions, discourse markers, different grammar structures, phonetics, sounds, and accent. Huges & Reed (2017) agreed that

In order to speak, humans need to be able to articulate the sounds of language. Articulation is one of the main concerns of the discipline of phonetics’. Each language sound is produced through the interplay of a number of speech organs, or ‘articulators’, such as the vocal folds, the lips, and the tongue. In the second language-learning classroom, pronunciation teaching often focuses on how individual sounds are produced in the new language, especially if they do not exist in the learners’ first language. (pag. 4)

In the past, teaching English was a systematic process where learners were forced to memorize lists of words related with a specific topic. Piccardo (2015) “the sentences used for learning were often artificial; list of words were memorized, out of context, along with

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their translation [...] in other words, it developed a learner's ability to decipher a code and then use it, primarily to understand written texts". (pag. 10). Tagged document) with just one objective in mind: to pass the "Bachillerato test". Writing and reading were the only skills developed inside the classroom. This method of teaching was limited because the learners were not allowed to produce the language and interact with each other. In other words, it was a static process.

The new Ministry of Public Education's curriculum, which is based in the action-oriented approach, shows a completely new oral production perspective and it is divided into two different processes, spoken interaction and spoken production. As a result, this research will cover just spoken interaction.

In the spoken interaction steps like organizing, rehearsing and interacting are stages that the learner should develop with their classmates in order to interact with each other. The idea of developing the process in stages makes possible a better order of the knowledge. Also, it warns teachers to expose learners "to a rich but a comprehensible input of real spoken language in use" (Lackman, 2010, pag. 2)

Finally, interaction between learners inside the classroom, real context and authentic input can bring the opportunity to encourage learners to participate and acquire the language. Teachers have to innovate their lessons with attractive and meaningful resources. Nowadays, speaking English in Costa Rica is not an option, it is a requirement to get a better job, travel, business and academic purposes.

2.2 Collaborative learning in English as a Second language Classroom

In the English learning world, countless of pedagogical techniques have published in order to understand the nature of the language and its acquisition. Scientific research and thousands of documents are found on the internet explaining methods, techniques, theories and a variety of approaches, translated into many languages. Those resources main aim is to

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provide people, from different cultures and countries, an opportunity to learn or teach English.

In the 21st, century, traditional English teaching methods are not approved or accepted anymore thanks to new ideas or concepts of teaching and the globalization that has influenced the transformation of education. For many years teachers have invested time repeating the same process of teaching English without the desirable results. The traditional process is well known: teachers - centered, learners as passive listeners, learners writing in their notebooks list of vocabulary or grammar structure that they could not understand, drills, long English texts with multiple choice activities, dictionaries to translate the language to the mother tongue, blackboards full of words without a useful purpose.

The new English curriculum released in 2016, incorporated the action- oriented approach to the learning process and defined the learner's role as autonomous, a learner who works cooperatively and interact with others. On the other hand, the teacher's role is an observant who interfered when students request his/ her help. The action-oriented approach gives the opportunity for learners to work together in mini-projects at the end of the unit, as well. Also, this approach invites teachers to plan activities where learners should negotiate meaning, interact with others and develop interpersonal skills. As a result, collaborative learning emerged from this approach.

Collaborative learning techniques in the education area are considered as a necessity to form personal and social values not only to learn English but also to have future communities with more responsible attitudes and aptitudes. Johnson (2009) mentioned that “without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.” (pag. 1)

Traditional lessons take the student as an individual, where competition dominate the learning process and the method reward a learner individually. “traditional instructions, such as lectures, explanations, answer-question routines, assigning reading and guided practice focus exclusively on individual academic goals.” (Moges, 2019, pag.1) It creates an

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unmotivated and stressful atmosphere. Since the learners feel bad because they are not in the first, second or third position in the classroom. Also, these kinds of methods drive students to suffer from bullying, discrimination, low self-esteem and the worse, the feeling of not being part of a group, family or home.

Collaborative teaching technique is a tool that offer the opportunity to show learners how to work together to achieve a specific goal and make them aware of the positive results, in this way learners are introduced to the term teamwork. A concept or ability that most companies require when they hire employees and it allows societies to be stronger. According with Hammond (2009)

Collaborative learning, put quite simply, is a type of instruction whereby students work together in small groups to achieve a common goal. Collaborative learning has become increasingly popular as a feature of Communication Language Teaching (CLT) with benefits that include increase student interest due to the quick pace of collaborative tasks, improved critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context. (pag. 18)

English spoken interaction and the collaborative learning strategies have many advantages that will benefit both teachers and learners. In a foreign language classroom teacher could experience in increase of student talk, a more relaxed environment, a notable motivation, and more negotiation of ideas.

Collaborative learning facilitates the implementation of speaking techniques and make students more competent, since the communication process is carried between two or more listeners or speakers. Also, with the collaborative learning strategies student's anxiety could be reduced and improve speaking interaction, interpersonal relationships and encourage students to speak in front of the class naturally. Wallace, Stariba & Walberg (2005) indicate that "teachers can help reduce unrealistic fears by pointing out how common they are among people [...] they can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice." (pag. 12)

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To sum up, collaborative learning and speaking skills could allow learners to communicate in a meaningful way, increase personal achievement and master the target language to be more competent in the future. Equally, teachers and learners can get knowledge from each other simultaneously. Team work, negotiation, engagement, solving problems are skills that will change the societies and make them more productive in terms of economy, critical and reasonable thinking.

CHAPTER III: DESIGN AND METHOD

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The purpose of this chapter is to explain the methodology applied in the research, which was focused in the implementation of collaborative tasks in the speaking skill. The information gathered was through different instruments such as teacher and student questionnaires, observation and a diagnostic test. The instruments were applied individually with the purpose of knowing each student's abilities in the English language. However, the action plan was centered in collaborative tasks because it is the main purpose of the investigation.

Essential facts about the investigation are exposed throughout the whole chapter. It includes the type of approach applied that helped to collect the data. Moreover, the context, the chosen setting and the population are described in this chapter as essential resources to start the research. Every single aspect was studied and analyzed carefully in order to provide real details about the effectiveness of the project. The data analysis presented appears as a clean process useful to create conclusions and recommendations, reflecting the day-to day life of the public education system and the teacher's concerns.

3.1. Research Method

English teachers spend a lot of time at the universities finishing their careers and getting a degree which allows them to work in the public or private education system. However, the process of learning is infinitive and endless. For this reason, the continued study of the language, in this case English, is necessary so teachers can innovate and find modern alternatives to teach the target language. In fact, the technological advance demands new ways of learning and request teachers to avoid traditional and outdated approaches. Hence, a concern arises in the English field and it is mainly about how to enhance learner's English proficiency.

The research method used in this chapter to collect and analyze the information gathered is the action- research. The action research method is a process where a teacher investigates about the learning or teaching development and its possible limitations in a specific group. Ferrance (2000) adds

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Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the “research”. Often, action research is a collaborative activity among colleagues searching for solutions every day, real problem experienced in schools, or looking for ways to improve instruction and increase student’s achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. (p.6)

The method gives the opportunities to promote teacher’s professional development and help to identify specific characteristics of the participants. Additionally, the results will provide feedback, real details about daily teacher’s work and the weaknesses of the learning process. In the same way, formal studies like the action research in the educational field enriched the process of teaching and make students and teachers collaborate together.

3.2 Types of approach

The selected approach in this research is mixed. It means that the qualitative and quantitative methodology is applied to data collection. The quantitative research is defined as “an approach involving the use of numeric-based information that can be measured, compared, and analyzed statistically. This methodology is primarily used as a way to quantify achievement of outcomes as a result of participation in a program”. (Barkman, 2002, p. 9) This kind of approach uses instruments such as questionnaires, tests and surveys. On the other hand, the qualitative methodology is auto critic and a reflexive process. The direct observation allows the researched to observe without interruptions.

3.3 The Context

Buenos Aires Technical and Professional High School is located 800 meters from Buenos Aires’ catholic church. It belongs to Circuit 01 of the Regional Grande de Terraba. Its borders are North, Talamanca and Pérez Zeledón; south, Osa, Golfito and Coto Brus; East, Talamanca and Coto Brus; West, Pérez Zeledón.

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Coordinates: 9 degrees, 5 minutes- 20 seconds North Latitude, 83 degrees- 16 minutes, 07 seconds west longitude.

Buenos Aires Technical and Professional High school opened in march 1969. It is the only technical and professional high school in Buenos Aires district. Prior to the opening of the high school, students did not have a place to study. It was the first school for the growing town. The high school opened with 153 students and with a 6 000 colons budget. Classes started in a small old hall near to the catholic church. The hall was not carpeted and furniture was limited. In 1971, the first group of III cycle graduated and the first baccalaureate degree class graduated in 1983 with 20 students.

The high school has undergone various additions over the years, the first being in 1989 where the school bought 250 hectares to develop productive and agriculture projects. In 1992, the school's name was changed to Technical and Professional high School. Another round of remodeling occurred in 1996 where the Education computer opened with 18 students.

In 2000 a new hall was built and this building included 5 new classrooms, a new computer lab, a school gym and a counting workshop added a small shop called "Productive Unit" in 2007, the feeding area was completely rebuilt and transformed. The following year the school balanced the agriculture studies with a more technical education. Around 2008, the language labs were built and the gym was renovated as well. This high school has grown since its opening and its considered one of the largest high schools in the southern part of the country.

Since its opening, the high school has included different technical fields to its curriculum and is equipped with newer laboratories and classrooms. The new classrooms have technological devices like video beam, smart boards and access to internet. Actually, the high school offers Executive Secretary, Counting and computer as a technical field. In general, the High School Board of Education's members are the principal Mr. Ramiro Fonseca Fallas, the sub-principal, two administrative auxiliaries, a secretary, three advisors,

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librarian, thirty-eight academic teachers, thirty-seven technical teachers, six janitors, three security guards, three cooks, and a farmer. It has a block schedule from 7:00 p.m. to 4: 40 p.m. every day. The student's population is around six-hundred students and the grouping level are from seventh to twelfth grade. 80% of the students receive a scholarship.

3.3.1 Describe the chosen setting

The high school in which the research was done is Buenos Aires Technical and Professional high school with ninth grade students, group 9-3. Student usually receive academic English classes in the fifth hall on Friday mornings, three lessons per week. Classroom number fifteen is a standard and comfortable place but it is not spacious for twenty-seven students. The chairs, tables, desk and board are in good conditions. However, it is a little bit hot and no fans are found in this room. Hanna mentioned that

One of the first areas that makes a noticeable impact on students' success is the physical environment of the classroom. This can pertain to a variety of details. It can be structure, resources, color. All of these can play a role in determining whether the classroom will be conducive for learning. (p. 4)

Students come from different places or neighborhoods near to the high school. Besides, their ages go from 15 to 16 years old. Although, all students have a cell phone with internet access, it is limited in this room.

3.3.2 Participants

In this research, twenty-seven students, who belong to ninth grade, and the English teachers participated actively during the process. The group varied in gender, twelve male students and ten female students, who are between fifteen and sixteen years old were part of the investigation.

The research took part in the academic English lessons. Students from this level received academic English, three lessons per week. Also, English for conversation is taught

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in the high school, and the same group received six lessons per week with another teacher. Also, it is important to mention that this group started seven grades with the new curriculum three years ago. Since then, they have had different English teachers.

The sampling used, in this case, is convenient for the purpose of the research, because the number of students allows to the researcher to know how effective are the collaborative activities. Furthermore, it offers the teacher the possibility to create groups from two students or more to apply the collaborative method. “groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.” (Burke, 2011, p. 2)

3. 4 Data collection procedures and tools of initial research

In research the procedures used to collect the data is the initial step to determine the appropriate tools which help to guide the whole process. According with Pawar (2004) “no research can be undertaken without data. All social science researchers look for the data which help them answer their research questions and achieve their research objectives”. (p. 3) There are different instruments to collect information. In this case, questionnaires and a diagnostic test were applied to the participants. The process of data collection helps the research to interpreted the results which will influence the action-plan significantly

3.4.1 Procedures of initial research

The instruments used during the research were the diagnostic test and two different questionnaires applied to the teacher and the students. The first step was the diagnostic test focused in measuring student’s listening and speaking skills second procedure was to apply two different questionnaires and finally the action plan was developed with students.

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3.4.2 Instruments (describe in details the instruments used for the diagnostic

In this section, the research describes the instruments used during the investigation to collect the data.

3.4.2.1 Diagnostic test

A diagnostic test is kind of evaluation that helps the researcher to identify the learner's weaknesses, strengths, knowledge and prior skills in the English learning process, usually it is applied at the start of the year. Thus, teachers have a clearer picture about the content and objective to reinforce during a specific time or the whole year. The main objective of this test is to assess student's skills in a specific subject and through the results the teacher identifies abilities in the cognitive, social-affective and psychomotor areas. Zaho (2013) mentioned "Diagnostic tests should be suitable for administration in the classroom, designed or assembled [...] and should generate rich and detailed feedback for the test-taker" (p.318). It works as a guide in the preparation of the plan, and lets the teacher focus on the topic students need more feedback. Likewise, this tool allows teachers to discover if students have already understood most of the units, in this case, teacher have the opportunity to plan challenging activities to go beyond the standard curriculum.

3.4.2.2 Questionnaires

Two different kinds of questionnaires were applied: Open question questionnaires and scaling questions. The first one was applied to the student's group and the second one to the English teacher. A Likert's scale was applied to the English teacher and it measured details related with the use of technology and the collaborative method. Joshi, kale & Chandel (2005) agreed that "Likert scale is applied as one of the most fundamental and frequently used psychometric tools in educational and social sciences research". This kind of mechanism is understandable and easily done. Furthermore, for the researcher is easier to get conclusions, analyze data and designed graphs. The open question questionnaires were given

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to the students based primarily in the use of technology and the method they enjoyed more when learning English. The open question

3.4.3 Diagnostic Data Analysis

The diagnostic test was applied to 27 students. The test had two different parts; listening and speaking. The listening section was applied to the whole group and the speaking part was individually, as an interview.

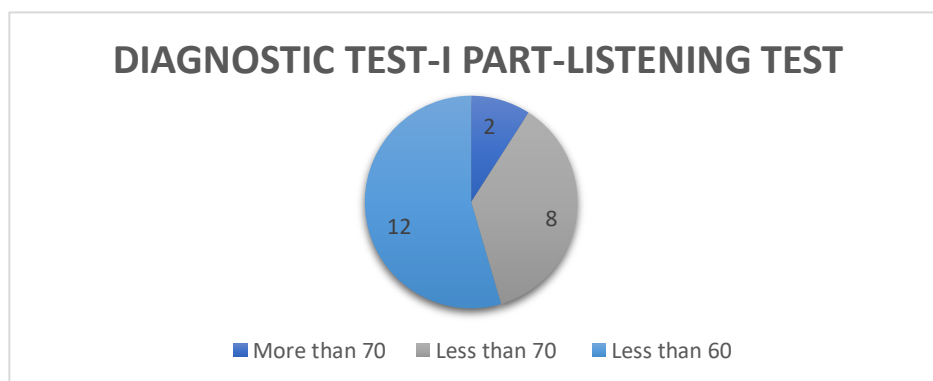


Figure 1. Range of results from the total students on the listening diagnostic test.

Source: To enhance spoken interaction proficiency through collaborative learning tasks.

The information shows a considerable number of students facing difficulties in the listening skill. It can be interpreted as a weakness in the goals of this skills proposed by the syllabus. According with the graph just 2 students passed the listen test, 8 students got grades less than 70% and finally 12 students were not able to pass the text with the minimum grade.

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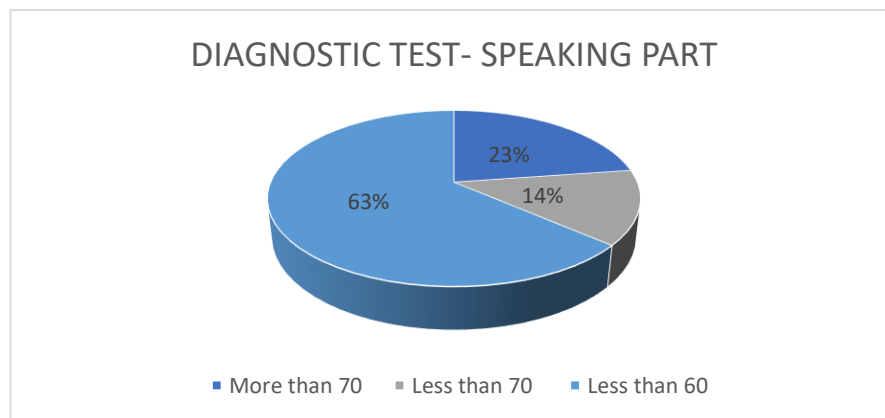


Figure 2. Range of results from the total students on the listening diagnostic test.

Source: To enhance spoken interaction proficiency through collaborative learning tasks.

The graph reflects serious problems in the speaking skill. The results helped the research to have a clear idea about speaking deficiencies. 63% of the students presents serious difficulties in the speaking skill, according to the chart a high percent of students got less than 60%. 23% students get grades higher than 70 and finally 14% corresponds to students who grades were lower than 70%

3.4.3.1 Teacher's Questionary

According with the teacher and the survey applied to her, she uses different types of technological devices in the English classrooms, for example cellphones, tv, power point presentations. However, the classroom does not have full access to internet and frequently the teacher uses internet to plan the lessons. Also, the teacher added that collaborative learning techniques are sometimes applied during the lessons and a big issue with this methodology is that she has never received training about this topic.

3.4.3.2 Student's Interview

In general, the students manifested that they like to work in groups, but the participants in each group should be limited because they get distracted easily. 21 students

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agreed that the use of technology can help them to improve the speaking skill. Also, highlight the importance of use technological devices in the classroom to be in contact with real American natives' audios.

3.5 Action Plan

In this research, the action plan was applied to ninth grade students. The main purpose was to learn a second language through the collaborative tasks. Three different activities were implemented.

Activities Applied	Activity description	Impact in students
Hot potato game	Hot potato game: This game is perfect to do at the beginning of the class; the idea is to pass two different balls. If the student catches the red ball, she/he should ask a question but if the learner catch the green ball, she or he should answer the question from the red ball. The role of the teacher is just to play the music. Questions were about T.V.	The main aim with this activity is to create independence since the beginning of the lesson. Students who catch the question are free to ask for help if she/he cannot pronounce the question or give an answer. In this way, the process collaborative starts.
Review of the simple past	The students form groups of four and arranged some sentences which were in disorder. Also, teacher encourage students to substitute the verbs in order to get a sentence with different meaning.	Students learn to discuss and analyzed the sentences provided by the teachers, also provide ideas o new sentences using irregular verbs, together.

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Narrating a story	<p>A sheet of paper is provided to the students. It is about an adventure movie and its scenes. The class is divided in groups of four students, they have to put in order the pictures and write the movie script for the story. After that a student presented this description in front of the class. The activity follows the procedures present in the unit and the spoken interaction section, where the teacher needs to check, if the whole class understood the instructions. Teacher encourages students to use different sentences to construct the script movie. Then, students elaborate, use and interact through this activity.</p>	<p>Students are implementing the collaborative method because the main idea is to construct the script of the movie through a brainstorming discussion.</p>
Role play	<p>Students are divided in groups of two. They organize a role play using the pictures which are already in order. Once they were finished the role play had to be presented in front of the class. The activity follows the steps presented in the unit. First, the teacher makes sure students understand the activity, second, students plan the role play using language structure and sentences frames and verbs in past. Third,</p>	<p>The role play offers the opportunity to interact between the students and use the language. Working together learners are able to practice teamwork, and share ideas.</p>

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	<p>students elaborate the role play and teacher checks the conversation. Then students make an oral review about the task. Finally, with each other to present the role play.</p> <p>Role play situation:</p> <p>Tarzan, the king of the forest has to rescue Jane from a lion which wants to attack her. After, the rescue both married and have a baby. At the end of the story, they live happy forever.</p>	
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3.5.1 Description of deliberate intervention applied

The following action plan is based on the objectives presented at the beginning of this research and pursues to improve student's speaking skill. The activities were prepared base on the new curriculum and the topic the teacher was teaching. The scenario is called "Lights, Camera & action" and the theme was "What's on TV? The goal covered during the research was spoken interaction; start, sustain and close, simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time.

In the following segment there are three different strategies and activities that the researcher applied during the action plan. The research focused on the implementation of collaborative learning tasks using spoken interaction as a goal. Likewise, the research took advantage of the topic in order to use student's vocabulary already taught by the teacher. Finally, the action plan is evaluated with a specific scale to know its effectiveness.

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3.5.1.2 Timeline: First week, November Friday 01st, 3 lessons

During this week the research focused on the application of the instruments. The diagnostic test and two questionnaires were applied. The diagnostic test was applied to 22 students during the morning, five students were absent. The main objective of this test was to know the student's listening and speaking abilities in English. The first part was a multiple choice with 10 points, two different conversations focused on listening for twenty-five minutes, in which the researcher played the audio twice. In this part conversations were basically about the family and daily routines.

The third part of the diagnostic test was the most important, speaking. The research did the interview individually. The instruction was to observe four different pictures and describe them in a freeway. It means that the student had the opportunity to produce a description using words they were already supposed learned in previous years. The main idea of the speaking part was to detect how much vocabulary students can manage.

3.5.1.2 Timeline: Second week, November Friday 08th, 3 lessons

The action plan activities were applied. The class started with a "hot potato" game. The teacher's role was to stop the music and make sure students ask each other the question. Students stand in a circle, they have to pass two different balls, a red ball, which means that if a student catches it, she/he should have to ask a question. On the other hand, if the student catches a green ball, she/he should answer the question from the red ball. The purpose of this activity is to encourage student's independence and make a review of previous knowledge about the topic. This is a good start of the collaborative method since hot potato game is a fast-paced collaborative learning structure that promotes the contribution of the speaking skill. Students show enthusiasm during the activity. All of them have the opportunity to participate. When a student could not pronounce a word, the rest of the pupils helped him/her.

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The second activity was about simple past structures. The purpose of this activity was to make a review of some common verbs related to the topic. The activity encourages students to discuss and analyze the correct use of verbs in past.

3.5.1.2 Timeline: Second week, November Friday 15th, 3 lessons

The collaboration was reflected in an activity which encourage students to write a movie script. The idea was to implement a collaborative task where all students participated. On the other hand, the activity was done step by step as the syllabus stablished.

The second activity was a mini-role play. It took 5 minutes presentation because the time was limited, however students were able to participate and three groups presented the role play in front of the class.

3.5.2 Instruments used to assess the intervention/ implementation carried out

In this section the instruments elaborated to collect the data will be described

3.5.2.1 Diagnostic test

The diagnostic test consisted in 27 questions and 27 points. It was split in two different parts, the listening and the speaking part. The listening section was based in two conversations and a multiple-choice item. The second part was identification. In this part students should listen to a conversation and identify specific items from a shopping list. Finally, the speaking part was evaluated individually. Twenty- two students were interviewed.

3.5.2.2 Questionnaires

An eight-question questionnaire was applied to the English teacher. The questionnaire was based in the likert scale which means that teacher has to choose what she thinks about the question.

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A nine-question questionnaire was applied to the students. It was about the collaborative learning perspective and the use of the technology during the English learning lesson.

3.5.2.3 Student's questionnaire

An interview of nine questions were applied to each student. The interview based its questions in the collaborative method and the use of technological devices when the teacher teaches the lessons. The main objective of this interview was to know if the students feel comfortable when they are working in groups, and what kind of technology they would like to use in order to communicate in English better.

CHAPTER IV: FINDINGS

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4.1 Data Analysis

Chapter number four, which is about data analysis is the result of the application of a teacher's questionnaire, student's questionnaire and the final action-plan results. As it has been previously described, the research focused on the implementation of the collaborative method with students from ninth level at a Buenos Aires Technical and Professional High School. After the application of the diagnostic test and the student's questionnaires, important facts were discovered.

The facts' results are represented by means of pyramid graphs along with its interpretation. The information gathered as the result of the methodology applied is a faithful view of the limitations and strengths during the implementation process. "data collection and analysis methods should be chosen to complement other's strengths and weaknesses" (Peersman, 2014, p. 1). This section states the findings in a logical sequence according with each instrument.

The data results gathered was carried in the third period of the year, during November 2019 with twenty-two students. It is vital to add that data analysis is a tool that allows the research to interpret the problems that are faced in an institution. The data will help other teachers to take actions to reinforce the strengths or identify limitations and look for a solution.

As a consequence, there are some positive points about the data analysis in a research. It makes it possible to innovate the method currently applied in teaching a second language, help to identify the strengths and limitations of the project. In the same way, it helps to rethink about the objectives and its results, allows the researcher to formulate new questions and make predictions about the implementation of the collaborative method.

Finally, to make assertive decisions which support future decisions and help the way English is taught, data analysis' tools should be realistic, measurable, understandable and easy to interpret.

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Chart N°1

Do you like to work class' activities in groups?

	Always	Sometimes	Seldom	Never	Total
Number of students	12	6	0	4	22
Student's percentage	55%	27%	0%	18%	100%

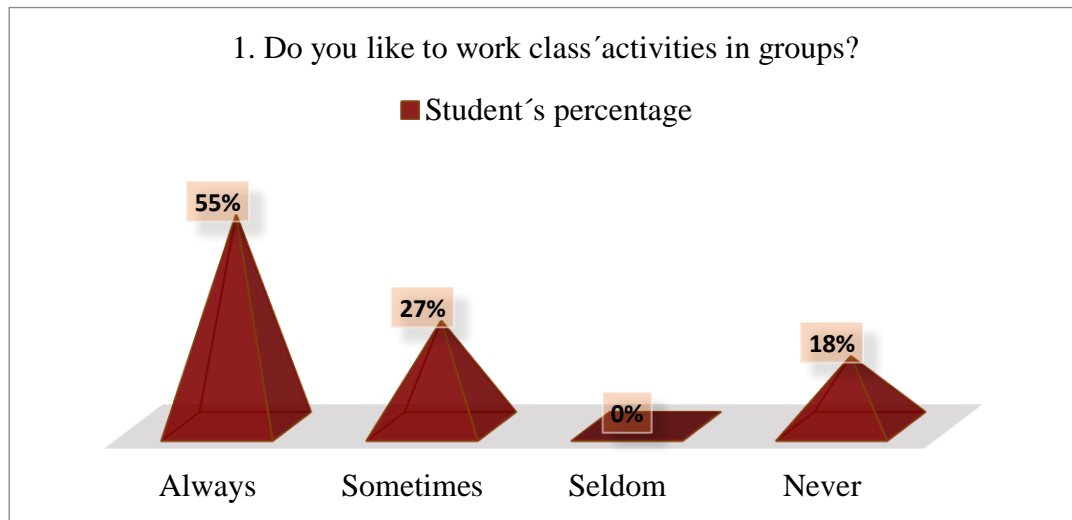


Figure 1: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph shows a high percentage (55%) which reflects the acceptance that students have to work in groups. 27 % indicated that sometimes they like to work in groups. On the other hand, the results shows that 18% of the students do not really like to work in groups.

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Chart N° 2

Do you like to work class's activities individually?

	Always	Sometimes	Seldom	Never	Total
Number of students	5	3	2	12	22
Student's percentage	23%	14%	9%	55%	100%

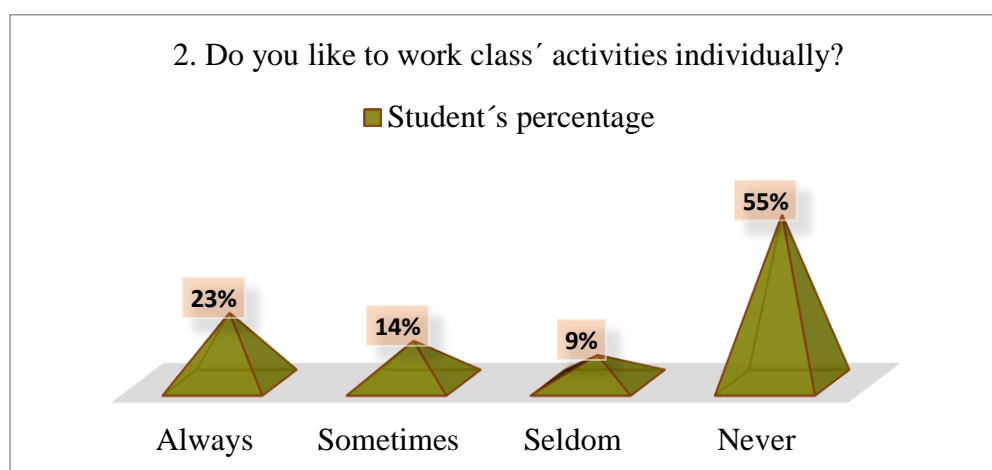


Figure 2: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph reflects that 23% of the students do not like to work individually during class's activities. 14 % of them indicate that sometimes they like to work alone. Moreover, 9% of them seldom work alone. Finally 55% of the pupils disagree to working individually.

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Chart N°3

How many classmates would you like to work with?

	Pairs	Group of 3	Group of 4	Or more	Total
Number of students	4	0	6	12	22
Student's percentage	18%	0%	27%	55%	100%

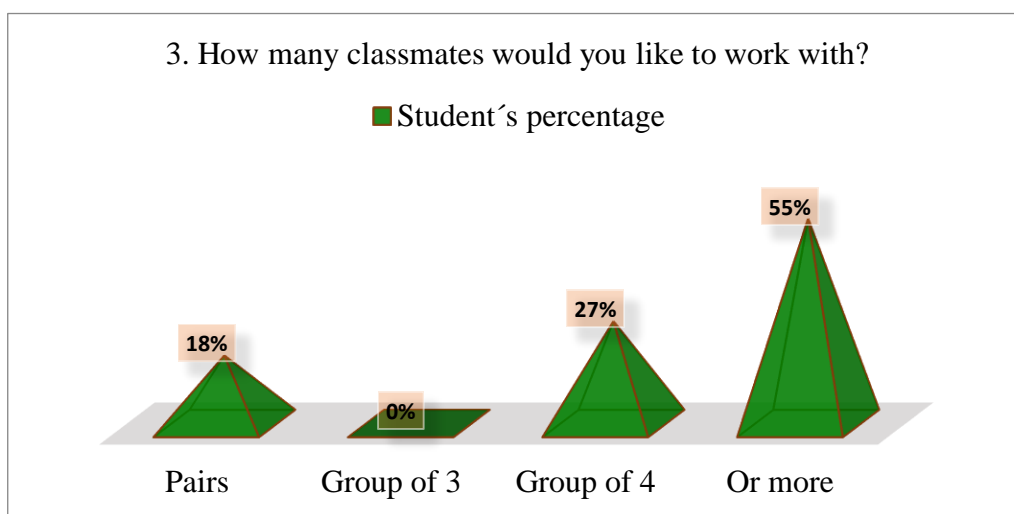


Figure 3: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph indicates that 18% of the pupils like to work in pairs during the English activities. 27 % prefer to work in groups of four and 55% like to work with more than four classmates. 0% of the students do not agree to work with groups of three.

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Chart N° 4

Do you think that teamwork activities are more productive?

	Always	Sometimes	Seldom	Never	Total
Number of students	15	5	0	2	22
Student's percentage	68%	23%	0%	9%	100%

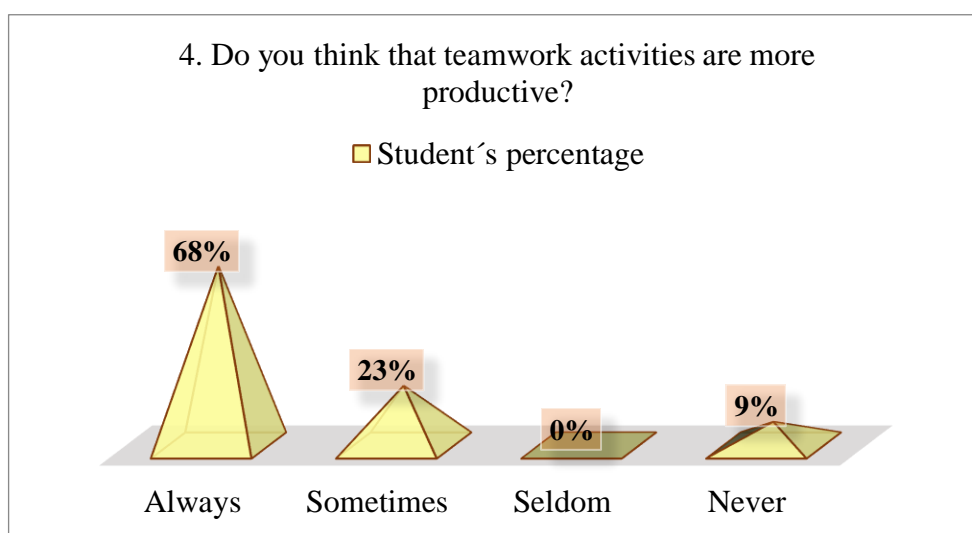


Figure 4: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph shows a high percentage (68%) which reflects that students consider teamwork, in the class as productive. 23 % indicate that sometimes the teamwork is productive, finally 9% of the pupils never consider teamwork as productive in the English class.

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Chart N° 5

Do you feel motivated to participated in groups?

	Always	Sometimes	Seldom	Never	Total
Number of students	10	5	5	2	22
Student´s percentage	45%	23%	23%	9%	100%

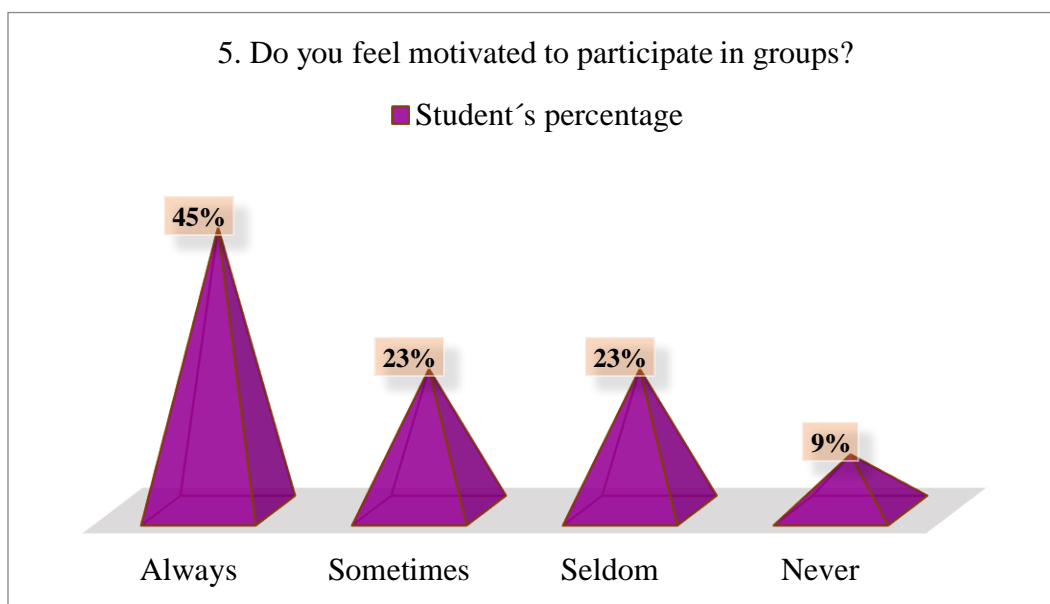


Figure 5: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph shows that 45% of the students always feel motivated to participate in groups during the English classes. The second pyramid indicates that 23% of the learners sometimes feel motivated. Equally the third pyramid show that 23% seldom feel motivated and finally 9% pointed out that they never feel motivated to participate in groups during the class.

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Chart N°6

What kind of activities would you like to perform in groups?

	Conversations	Interviews	Role Plays	to sing	Total
Number of students	7	3	8	4	22
Student's percentage	32%	14%	36%	18%	100%

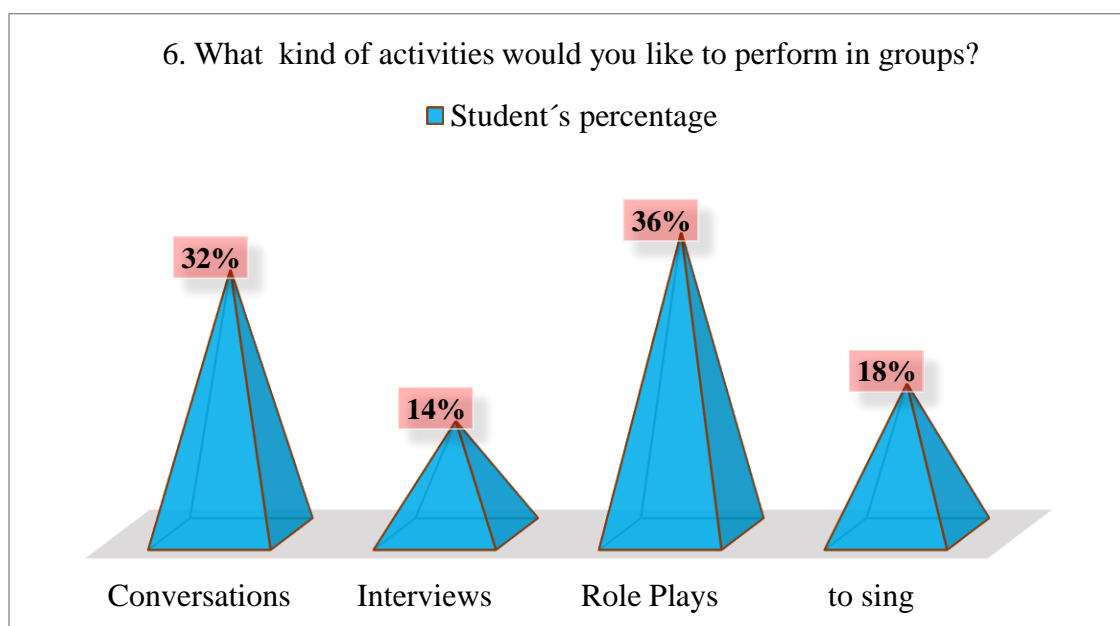


Figure 6: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph shows that 32% of the students would like to participate in conversations. Second, 14% of the pupils agreed to work with interviews. Meanwhile, 36% preferred to work in activities which involve role plays and finally 18% of the learners would like get involved in activities of singing.

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Chart N° 7

How often do you work in groups during English's classes?

	Often	Seldom	Almost always	Almost never	Total
Number of students	7	6	4	5	22
Student's percentage	32%	27%	18%	23%	100%

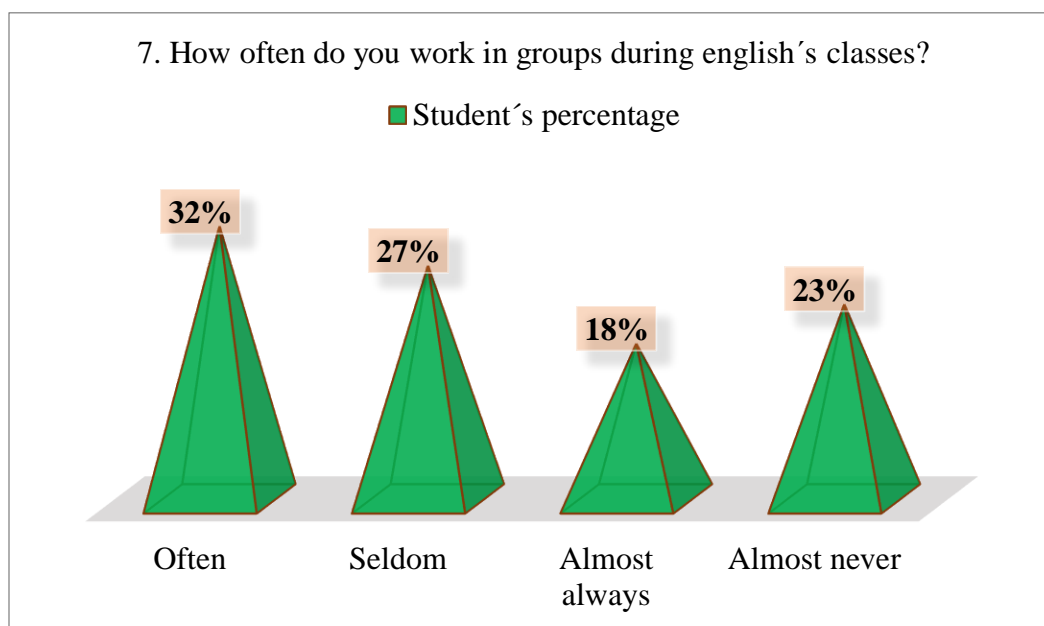


Figure 7: Answers were taken from the questionnaire instrument applied to the students.

According with the pyramid graph 32% of the learners assure that they often do teamwork in class. The second pyramid reflects that 27% of the learners seldom work in teams. The third pyramid with 18% indicates that learners always do teamwork. Finally, with 23% the learners barely work in groups during the English classes.

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Chart N° 8

How often the teacher use technological devices during the English lesson?

	Always	Sometimes	Seldom	Never	Total
Number of students	0	15	7	0	22
Student´s percentage	0%	68%	32%	0%	100%

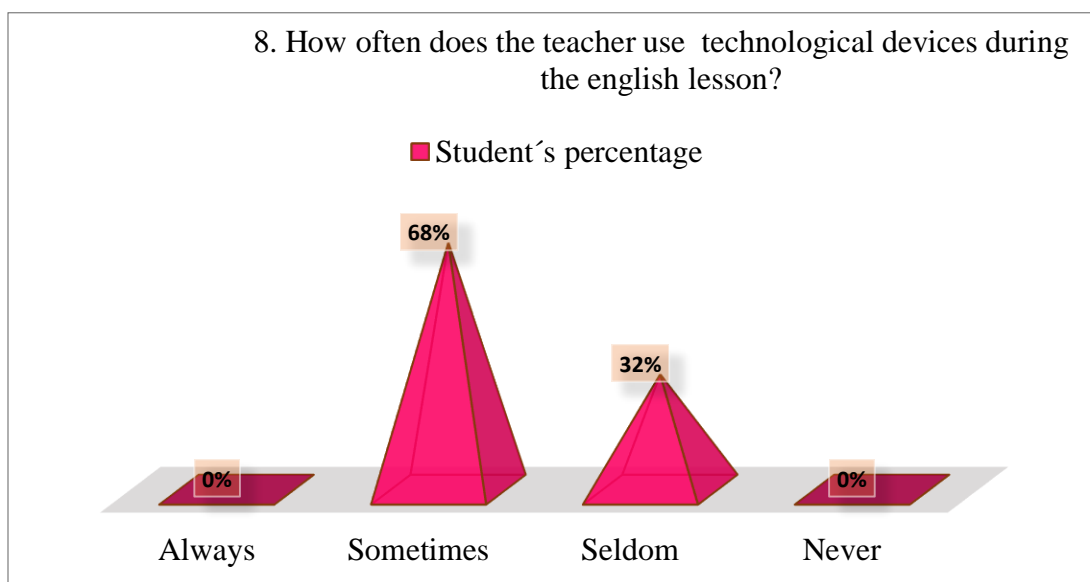


Figure 8: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph reflects that 68% of the learners consider that the teachers sometimes use technological devices, 32% indicated that the teacher seldom use the devices and finally both pyramids with 0% indicate that the teacher always or never uses technological devices during the English lessons.

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Chart N° 9

Do you practice English(Speaking skill) after the class, on weekends?

	Always	Sometimes	Seldom	Never	Total
Number of students	2	1	3	16	22
Student's percentage	9%	5%	14%	73%	100%

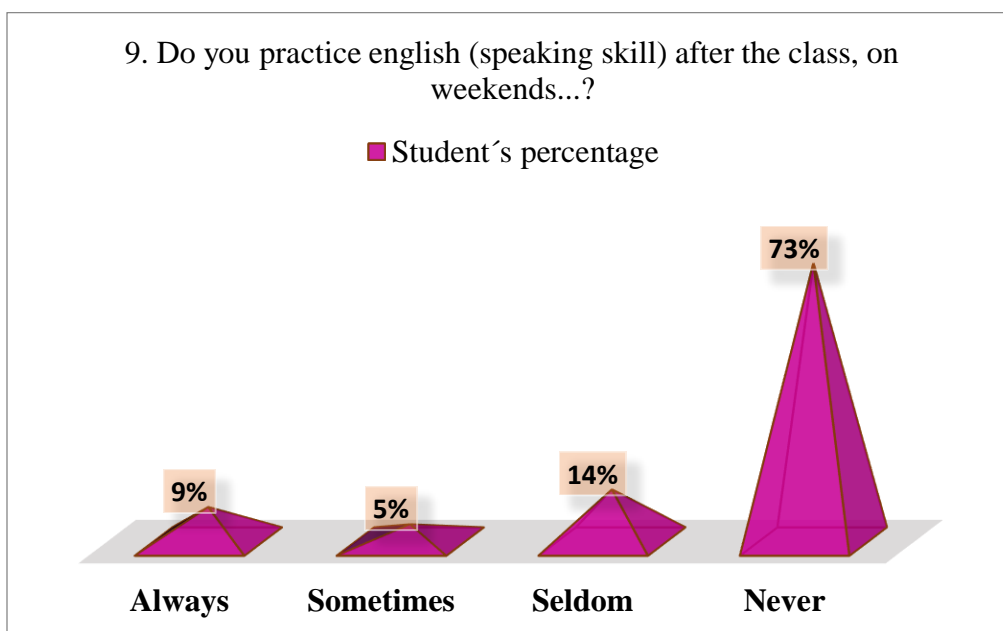


Figure 9: Answers were taken from the questionnaire instrument applied to the students.

The pyramid graph reflects that 9% of the learners always practice the English speaking skill after class. Also, it indicates that 5% sometimes practice the speaking skill, 14% show that students seldom practice spoken English out of the class and finally, with a high percentage, 73% learners never practice english speaking skill after class.

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4.2 Teacher's data analysis

The following chart shows the answer provided by teacher through the questionnaire.

1. How often do you implement the collaborative learning strategy in your class?	Sometimes
2. Does the use of collaborative learning strategies help the students to improve their speaking skills?	Sometimes
3. Have you received a workshop or training about collaborative learning strategies?	Never
4. What kind of activities do you instruct students to do during the class? (in groups)	Role plays
5. What kind of English skills are more adequate to work with the collaborative method? More than an option is good.	Speaking
6. When students are working in groups, all of them, are performing teamwork together?	Sometimes
7. How do you evaluate the collaborative activity?	Individually
8. Do you choose the participants in each group?	Sometimes
9. What do you do, if a student does not want to work in group?	Forced to be part of the group

According to the results of this questionnaire in the first and second questions the teacher added that sometimes use collaborative learning strategies in her lessons and helps students in their speaking skill. In the third question, the teacher manifested that she has never received a workshop or train in the collaborative method. However, role plays is an activity that she constantly applied during the spoken interaction skill. Question number 5 was about skills that best work with the method and the teacher chose the speaking skill. In question number six the learners sometimes perform teamwork. The evaluation during the teamwork activity is individually according with question number seven. In question number 8, teachers usually choose the participants in each group. Finally, the last question asked what the teacher does when a student does not want to work in group and letter c was the teacher's option; forced (to perform teacher's authority) him/her to be part of the group.

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4.3 Restatement of questions

Without doubt, the implementation of the collaborative learning tasks in the English classroom is not only a method to learn English but also a way to involve students in teamwork and create strong values with the activities. Also these kind of activities reduce stress because learners struggle less with the tasks they considered difficult to achieve alone. The collaborative method is an opportunity to brainstorm new ideas together and get better results in the tasks assigned.

4.3 How to implement effective collaborative learning-tasks to enhance students spoken interaction in the English learning process?

The implementation of effective collaborative learning tasks in the English lesson, will highly depend on the management of the group and the organization of the activities. During the research it was found that students really like to work in groups, which means a good benefit for the collaborative method. Furthermore, the spoken interaction activities were carried successfully since the method allow learners to work together in a task. To get success with this method, teacher should plan every activity carefully with meaning in order to give students clear instructions.

At the beginning of the activity students can face difficulties because they don't have a strong structure to follow and the instructions can be confusing. Similarly, students have to struggle with shyness, the teacher should be constantly monitoring each learner's participation because not all learners are eager to contribute with the progress of the task.

4.4 Is it possible that collaborative learning -tasks can be implemented as a permanent process in the spoken interaction skill?

Since to speak a language means to interact with others, the collaborative method cannot be forgotten. It is important to apply to the English lessons regularly. However, it will depend on teacher's strategies. Also, it cannot be a permanent method to use, considering that learners sometimes prefer to work alone and keep a

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little bit of privacy in their desks. During the lesson it is better if students do different things without losing the communication aspect of the task.

4.5 Do the collaborative learning-tasks reinforce teamwork values that help learners get into the future bilingual labor force?

Collaborative learning tasks are probably the beginning of a new era or generation which teach learners how to be more productive together. The collaborative method points out students' abilities, strengths and weaknesses. The effectiveness of the method is not as quick as it seems. It takes a lot of time to organize the groups because students have different communication styles. Some of them can be actively producing ideas and expressing them, others can keep silence and be afraid of interrupting the conversation.

CHAPTER V: REFLECTIONS

TO ENHANCE SPOKEN INTERACTION PROFICIENCY THROUGH COLLABORATIVE LEARNING TASKS

5.1. Reflections

This chapter shows some reflections about the investigation. It exposes some details that should be changed in order to apply the method. The reflections were born thanks to the application of the action plan and the information gathered through the whole process.

Teamwork implementation. It can be difficult for learners to work in groups because they often work individually. Teachers need to take into account that each group of learners should develop teamwork skills. And teamwork skills is a process too and it takes time. Learners frequently choose their partners and complain if the teacher doesn't allow them to do this, if the teacher allows learners to work with the same partners all the time, then the collaborative method will fail.

Teamwork integration: Learners integration in a group can be difficult because as it was mentioned before students tend to work with their best friends and avoid working with learners who are not in their friend's circle. Teachers could considered that the fact to organize the group in pairs o groups of more than four students does not mean that they can do the work.

Use of technology. Different technological devices are good resources to motivate students in the spoken interaction skill. At the beginning of the year to do a survey to know the amount of cellphones in the class, or other devices learners have could be a good idea. The technology offers an attractive way to learn a second language and when teachers use a simple device as a recorder, tv or cell phone it brings students the opportunity to listen to the language and appreciate it.

Wall or classroom decoration. Use of a variety of posters or pictures can help students to feel engaged in the learning process. Those kinds of materials help learners be in contact with the language in a passive way. Teachers can use simple decorations with the target vocabulary or students could design their own material and paste on the wall.

Size of the groups. The numbers of groups in a class is another issue that teachers have to deal with. The teacher has to decide what is the best size of groups to work with. It will

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rely on the group and the amount of students. If the instructions are clear for each member of the group and it reflects good organization the collaborative method will survive.

5.2 Plan for further action.

As a teacher, it is important to implement the collaborative method in the English lessons. For that reason, a further action to take into account is to start, at the beginning of the year, and research about the group's teamwork skills. There are a lot of dynamic activities that can be implemented to reinforce the teamwork skills and integrated to the monthly plan, this will help to strengthen friendship's ties. In addition, teachers should have a brief idea about student's preferences when they want to work in groups and avoid any type of discrimination or exclusion. Likewise, adding any kind of technology to the learning process will increase students motivation and participation. Also, the assessment is another topic to consider because it is not clear at all. Teachers doubt about the best way to evaluate students when they are working together. However, this method's goal is to construct knowledge in order to solve a specific situation. A recommendation is to look for assessment's alternatives that match with collaborative tasks.

CHAPTER VI: CONCLUTIONS

TO ENHANCE SPOKEN INTERACTION PROFICIENCY THROUGH COLLABORATIVE LEARNING TASKS

6.1 Outcomes.

In this research, the main goal is to implement the collaborative method. In general terms, the activities were well accepted by the learners. The following outcomes appeared during the research.

- All activities of the action plan were applied on time.
- A lot of questions were asked during the task.
- Students had the opportunity to interact with each other.
- Learners worked with their friends, the teacher did not choose the partners.
- Learners expose their product at the end of the class.
- During the action plan activity the environment was active, involved and exploratory.
- Learners take responsibility for the task and contribute to the final result.
- The action plan reflects a constructivistic approach.
- Learners discussed a lot of English vocabulary alternatives to do the task.
- Students help each other with pronunciation difficulties.

6.2 Implications.

The research is a tool that can help teachers or future teachers who want to work with a flexible and more active method in their classes. To implement effective collaborative learning -tasks students are allowed to develop strong group skills and values. Moreover, it is an opportunity for teachers not to be the center of the process and allow students to work their knowledge together. When it occurs students learn to take into account all partner's opinions and respect the way they are and think. Other implications of the research for future teachers can be:

- The method allows group learners to work together toward a specific academic goal.
- Learners enjoy experiences that involve interaction and social exchange with the group.

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- Student-centered focus.
- Development of the humanistic skills.

6.3 Strengths

During the research and the application of the action plan a variety of strengths were found.

- Student's politeness and motivation to participate.
- A lot of questions were made during the activity and learners made a big effort to interact with each other.
- Instructions were assigned and each group made the effort to get the best result.
- Students were able to develop their oral communication skills.
- The collaborative method fosters the development of interpersonal relationships.
- Learners were active during the process and some of them stood up and shared ideas and asked questions to each other.

6.4 Limitations

Some limitations during the research can be described as the follow:

- Not all the students were on time to listen the instructions and integrate to a group.
- The action plan was applied during the third trimestre, which means that the classes were almost done due to the calendar and the group had finished with the evaluation criteria.
- A lot noise in the hall, because most groups had finished their classes and they were just waiting for the final results.
- Not all groups could participate or were expose to the spoken interaction activity due to the time.

CHAPTER VII: RECOMMENDATIONS

TO ENHANCE SPOKEN INTERACTION PROFICIENCY THROUGH COLLABORATIVE LEARNING TASKS

The following recommendations emerged from the research about the collaborative method.

To the High School:

- Offer the students and teachers the opportunity to have more accessible technological devices. In cases, video beams, tapes or tv are not enough for all of the English teachers and are not available when the teacher need it, they consider the use of computer labs.
- Organize a workshop with the Regional Grande del Terraba and its English advisor about collaborative methods and its advantages in the teaching process.
- Assign a budget which allows teachers to buy materials or ornaments to decorate the classroom with pictures related to the subject.
- Discuss with the Administrative Board a budget to installs fans in the classroom.

To the teacher:

- At the beginning of the year, apply a teamwork skill diagnostic test, to know about students preferences and concerns about teamwork.
- Start the collaborative method slowly. It helps students to get familiar with and appreciate teamwork. Also, if students are from first grade assign a class time for meetings; it does not matter if it is in Spanish.
- Don't force students to work with partners who they really do not like to work.
- Set the time for each activity and provide clear instructions for the group.
- Pay attention to learners who do not want to help or are distracted with other things.
- Make sure, all students in the group express their opinions.
- Do not allow students to waste time speaking about things that are not related with the task.
- Try to rotate the learners daily.
- Do not allow bullying situation within the group.
- Encourage students to participate and pay attention to their classmate's speeches.

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- Organize dynamic and attractive teamwork activities outside the classroom. Use them as a warm-ups.
- Emphasize the importance of teamwork and how it will help them in their future jobs.
- Assessment should match with the collaborative tasks.

To students:

- Avoid discrimination and integrate partners to the activities.
- Help each other, when someone is having difficulties or does not understand teacher's instructions.
- Let your partners express their viewpoints and feelings without interruptions or mockery.
- Listen to your partners carefully.
- Show interest in partner's opinions and ask questions.
- Encourage the group to finish the task on time.
- Try to integrate a new member to the group every week.

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ANEXES



**Universidad Latina de Costa Rica
Facultad de Ciencias Sociales
Escuela de Inglés**

Ciudad Neily, 24 de Octubre, 2019

M.Sc Ramiro Fonseca Fallas

Director Colegio técnico profesional de Buenos aires

Estimado Señor,

Reciba un cordial saludo de parte de la Escuela de Inglés de la Universidad Latina de Costa Rica, sede Ciudad Neily.

Por este medio le solicitamos muy respetuosamente aceptar a las estudiantes, **CORDERO OBANDO MARJORIE DE LOS ANGELES**, carné universitario 2002171040, para que realice su proyecto de investigación titulado "interacción del habla por medio del aprendizaje colaborativo en la enseñanza del inglés" en su institución educativa.

La Carrera de Enseñanza del Inglés de la Universidad Latina de Costa Rica, tiene dentro de su plan de estudios la siguiente materia: LIN-09: Seminario de Investigación I. Como parte de las actividades medulares que contempla este curso, el estudiante debe visitar una institución educativa, para que pueda realizar observaciones pedagógicas, e implementar estrategias metodológicas con un grupo con el fin de desarrollar su proyecto de investigación para optar por el grado de *Licenciatura en la Enseñanza del Inglés*.

Dicho proyecto iniciaría en el mes de septiembre y finalizaría en el mes de Diciembre del año 2019. Para el desarrollo del mismo, se requiere mínimo tres lecciones semanales con el grupo. Los objetivos de dicho proyecto son:

Objetivo general:

- Mejoras en la interacción del habla por medio del aprendizaje colaborativo en la enseñanza del inglés.

Objetivos específicos:

- Diagnosticar la interacción del habla en la clase de inglés.
- Implementar tareas de aprendizaje colaborativo.
- Evaluar la efectividad de las tareas e aprendizaje colaborativo.



Por lo antes expuesto y por el gran aporte que brindan los centros de enseñanza en la formación de educadores, le solicitamos su consideración y apoyo a nuestra petición para completar el proceso de formación profesional en la Enseñanza del Inglés de **CORDERO OBANDO MARJORIE DE LOS ANGELES** y puedan llevar a cabo la investigación correspondiente en esta institución.

Agradezco de antemano la ayuda que pueda brindarle a las estudiantes en el cumplimiento de su objetivo académico.

En caso de requerir información adicional estoy para servirle.
Atentamente,

YESSICA CHAVARRIA MATA
Directora académica de sedes
Correo: yessica.chavarría@ulatina.cr



Buenos Aires Technical and Professional High school

English department

Teacher: Marjorie Cordero Obando

Group: 9-____

Diagnostic test

Date: Friday, November 01st, 2019

General instructions

- listen and follow the instructions given carefully.
- Cell phones must be off during the test period.
- Answer in English teacher's questions.

LISTEN PART.

I part. Multiple choice. 15 pts.

PART A. 5 Points. CONVERSATION #1. Listen Paul's family description and cross an X inside the parentheses that precede the correct answer. 1 pt each correct answer.

1. How old is Paul? _____.

- a) 10
- b) 16
- c) 14
- d) 12

2. How many people are in Paul's family? _____.

- a) 6
- b) 60
- c) 16
- d) 5

3. What Julia's favorite school subject? _____.

- a) English
- b) Math
- c) Spanish
- d) Music

Total point: 27 pts

Goten points: _____

Scoring: _____

4. How old is Oliver? _____.

- a) 7
- b) 5
- c) 9
- d) 4

5. What does Lucy like to do? _____.

- a) Go to kindergarten
- b) Be the oldest sister
- c) Play with her dogs
- d) Play with her dolls

PART B. 5 PTS. CONVERSATION #2 Listen Fred's daily routine description and cross an X inside the parentheses that precede the correct answer. 1 pt each correct answer.

6. How old is Fred? _____.

- a) 77
- b) 17
- c) 27
- d) 7

7. What time does Fred wake up in the morning? _____.

- a) At 7:00 p.m.
- b) At 9 p.m.
- c) At 8:00 a.m.
- d) At 7:00 a.m.

8. What time does Fred get up? _____.

- a) At 7:30 p.m.
- b) At 10:00 p.m.
- c) At 8:00 a.m.
- d) At 7:30 a.m.

9. What time is break ? _____.

- a) At 10:25 p.m.
- b) At 10:40 p.m.
- c) At 10:45 a.m.
- d) At 10:40 a.m.

10. From 11:00 a.m. to 12:45 what does Fred do? _____.

- a) He walks to school
- b) He takes more lessons
- c) He eats lunch

He goes home **II PART. IDENTIFICATION 5 PTS. Listen Alex's shopping list and write in the chart the products she bought. 1 pt each correct answer.**

Alex's shopping car	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

SPEAKING PART.

III PART. 12 PTS. Look at the pictures and describe it as much as you can. Each description should be different.

Picture #1



Picture #2



Picture #3



Student's Evaluation Tool

	Fluency	Pronunciation	Vocabulary	Grammar
1	Speech is slow, hesitan& difficult to perceive.	Pronunciation is lacking and hard to understand.	Weak language control; vocabulary used does not match the pictures.	Frequent grammatical errors even in simple structure.
2	Speech is frequently hesitant with some sentences left uncompleted.	Pronunciation is ok; no effort toward a native accent.	Weak language control; basic vocabulary choice with some words clearly lacking.	Frequent grammatical errors even in simple structures that a times obscure meaning.
3	Smooth and fluid speech, few hesitations.	Pronunciation is good and clear.	Good language control, variety of vocabulary and produce complete sentences	Some errors but structures are understood.

Universidad Latina de Ciudad Neily

Curso de licenciatura

Instrumento: Entrevista a estudiantes

Fecha de aplicación: lunes 21 de octubre del 2019

Investigadora: Marjorie Cordero Obando

Tema: una forma de mejorar la interacción del habla a través de aprendizaje colaborativo.

Objetivo General: mejorar la interacción del habla por medio de la implementación del aprendizaje colaborativo

Justificación: la información recolectada de este instrumento será solamente para realizar un estudio o investigación de tema anteriormente mencionado.

Instructions: Answer the following questions. Choose the best option according to your experience. Cross an X over the letter.

1. Do you like to work class' activities in groups?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never
2. Do you like to work class' activities individually?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never
3. How many classmates would you like to work with?
 - a) 1
 - b) 2
 - c) 3
 - d) Or more

4. Do you think that teamwork activities are more productive?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never
5. Do you feel motivated to participated in groups?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never
6. What kind of activities would you like to perform in groups?
 - a) Conversations
 - b) Interviews
 - c) Role plays
 - d) To sing
7. How often do you work in groups during English´s classes?
 - a) Often
 - b) Seldom
 - c) Almost always
 - d) Almost never
8. How often does the teacher use technological devices during the English lesson?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never
9. Do you practice English (speaking skill) after the class, on weekend...?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

Ciudad Neily Latina University

Instrument: Teacher's questionnaire

Research: Marjorie Cordero Obando

Topic: A way to enhance spoken interaction proficiency through collaborative learning tasks in the English learning process.

General objective: To improve the spoken interaction proficiency by the implementation of collaborative learning tasks in the English Teaching process.

Justification: the information collected in this document will be used on the investigation of the use of the spoken interaction proficiency by the implementation of collaborative learning tasks. The information is going to use only for this research.

10. How often do you implement the collaborative learning strategy in your class?

- Always
- Frequently
- Sometimes
- Never

11. Does the use of collaborative learning strategies help the students to improve their speaking skills?

- a) Always
- b) Frequently
- c) Sometimes
- d) Never

12. Have you received a workshop or training about collaborative learning strategies?

- a) Always
- b) Frequently
- c) Sometimes
- d) Never

13. What kind of activities do you instruct students to do during the class? (in groups)

- a) Role plays
- b) Conversations
- c) to sing
- d) interviews

14. What kind of English skills are more adequate to work with the collaborative method?

More than an option is good.

- a) Reading
- b) Writing
- c) listening
- d) speaking

15. When students are working in groups, all of them, are performing teamwork together?

- a) Always
- b) Usually
- c) Sometimes
- d) Almost never

16. How do you evaluate the collaborative activity?

- a) Individually
- b) Groups
- c) With a quiz or test
- d) The final product and assigned points as a whole.

17. Do you choose the participants in each group?

- a) Always
- b) Usually
- c) Sometimes
- d) Almost never

18. What do you do, if a student does not want to work in groups?

- a) Respect his/her decision and assigned another activity.
- b) Motivated him/her to work with the group.
- c) Forced (to perform teacher's authority) him/her to be part of the group.
- d) Ignore him for a short period

Narrating a Story Activity.

