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**THE JIGSAW COOPERATIVE LEARNING TECHNIQUE AS A RESOURCE TO  
ENHANCE CONFIDENCE AND FLUENCY IN ENGLISH ORAL ACTIVITIES OF  
STUDENTS IN 10TH GRADE AT INSTEC.**

BY

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Graduate Specialist, Universidad del Norte, 2017

RESEARCH STUDY

Submitted in partial fulfillment of the requirements  
for the degree of MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING of  
Universidad del Norte, 2017

Barranquilla, Atlántico  
Colombia

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AFFIDAVIT

I, Marla Auxiliadora Cahuana Cahuana, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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## **Abstract**

Currently learning process requires changes according to the needs of students, in second language acquisition there are reasons enough that demand innovations in methodology.

Cooperative learning is a methodology that provides that students work together in pairs or small groups in order to accomplish a task under well structured activities. Cooperative learning contains a variety of strategies such as jigsaw where each student has role and a task in terms of fulfillment, besides they share knowledge each others.

The fundamental objective of this study was to establish the influence of implementation of the jigsaw cooperative learning in order to acquire confidence and fluency during oral production activities. Additionally this study described the students' reactions through implementation of the jigsaw cooperative learning technique, and how did it impact on their confidence and fluency. For this study student of 10<sup>TH</sup> from Institución Técnica Comercial de Sabanagrande Francisco Cartusciello were the participants. The sources of data collection for this research included interviews for focus group, oral artifacts and students journals.

Analysis of focus groups , oral artifacts and journals revealed that the implementation of cooperative learning through the jigsaw technique students felt more confidence when they work together , their reactions were positive and they got speak more fluent during the oral production activities. They expressed that was a different way to participate actively in class and most of them seemed more enjoyable. Likewise they learned how to work in teams due to the fact that they could supported each other and share new learned concepts.

*Dedication*

To God, for blessing me with this challenge.

To my beloved mother and father for their support and love.

To my beloved husband for his everlasting patience and love.

To my beloved daughters Daniela and Marlys, you girls were my motor and my strength when I  
lost heart.

To my dear students for their interest on learning, smiles and collaboration.

To Hilda, with all my love

### **Acknowledgments**

I would like to thank my tutor Dr. Elizabeth Vides for her patient, confidence and guidance.

I would like to thank my family, mom and dad because they are always for me.

To my beloved husband Samir for his unconditional love, support and encouragement.

To my beautiful and lovely daughters, they are my motor, my world, my life.

I would like to thank my students of prom ENIUS 2016 specially to 10<sup>TH</sup> ^ this study would not have been possible without their participation. Their contributions are priceless.

I would like to thank the Institución Técnica Comercial Francisco Cartusciello and its principal Dustin Martínez for their collaboration.

Finally, I want to thank María and Geno for their attentive help.

## Table of Content

Introduction.....	1
Context.....	4
Rationale.....	8
1.1 Statement of the problem.....	10
1.2 Research question.....	11
1.3 Objectives.....	12
1.3.1 General Objective.....	12
1.3.2 Specific Objectives.....	12
Theoretical framework.....	15
2.1 Research on Cooperative Learning on Speaking Jigsaw as Strategy.....	15
2.1.1 Speaking.....	15
2.2 Cooperative Learning.....	18
2.2.1 Jigsaw.....	25
2.2.2 Fluency.....	29
2.2.3 Social Constructivist.....	32
2.2.3.1 The Vygotskian Theory.....	33
State of the art.....	36

3.1 Cooperative Learning in English Language .....	36
3.2 Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies.....	37
3.3 Inclusive Education and Classroom Practice in Secondary Education.....	38
3.4 The Implementation of cooperative learning in English class of favorite School of secondary high school 5 Batusangkar, West Sumatera.....	38
3.5 Using jigsaw technique as an effective way of promoting cooperative learning among primary six pupils in Fijai .....	39
Methodology.....	40
4.1 Paradigm .....	41
4.2 Qualitative Research Method.....	44
4.3. INSTRUMENTS.....	44
4.3.1 Focus group.....	44
4.3.1.1 How does focus group work .....	46
4.3.1.2 Advantages.....	47
4.3.1.3 Disadvantages. ....	47
4.3.2 journals .....	47
4.3.2.1 Features .....	48
4.3.2.2. Why use them .....	48
4.3.2.4 Advantages.....	49



4.3.2.5 Disadvantages .....	49
4.3.2.6 Production Sample analysis .....	49
4.3.2.7 Oral artifacts.....	49
4.4.3 Triangulation.....	50
5.1. Research development .....	51
5.1.1 Focus group.....	52
5.1.2 Oral artifacts.....	52
5.1.3 Journals or diaries .....	54
6 Results.....	54
6.1.1 Focus group analysis.....	55
6.1.1.2 Oral artifacts before jigsaw activities .....	66
6.1.3 Journal analysis.....	68
6.1.4 Oral activities after jigsaw activities.....	80
6.1.5 Triangulation.....	85
Discussion.....	86
Conclusion.....	89
References.....	92
Appendices.....	97

## List of tables

Tabla 1 Triangulation Format .....	50
Tabla 2 fluency measurement student 1.....	66
Tabla 3 Fluency measurement student 2.....	67
Tabla 4 Fluency measurement student 3.....	81
Tabla 5 Fluency measurement student 4.....	82
Tabla 6 Fluency measurement student 5.....	83
Tabla 7 Fluency measurement student 6.....	84
Appendices	
Appendice A Transcription of Focus Group.....	97
Appendice B Transcription of journals .....	105
Appendice C Triangulation .....	121
Appendice D Entrevista focus group format .....	124
Appendice E Entrevista journal format.....	126
Appendice F Jigsaw activities.....	126
Appendice G Journals .....	157
Appendice H Results of jigsaw activities .....	173
Appendice I Categories.....	194
.....	
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## Introduction

According to Kelly and Watson (1986) communication is “a process through which people create meanings by exchange verbal and non symbols” (p,5).It is a process because people interact any time roles change and furthermore, when this occurs there are involved some elements that go beyond a simple communicative act such as the effect that produce what we say, it means, we change our behavior or attitudes or how change our mind about people, events or everything in general.

Communication is relevant to people’s development. It is the most important tool for all human beings in order to build relationship and take advantage of opportunities in any field. Currently, to dominate a second language such as English, allows one access to a lot of information, which not be otherwise available. If we observe through such media is influenced by English; business are made having this language as a bridge in order to come to any agreement.

Learning English should be an important choice in one’s life. Being able to use a foreign language to communicate with speakers whose language is different from our own language and or understand written and oral texts, increases the self-confidence of students as well as their possibilities to overcome obstacles and to take advantage of their knowledge. Likewise the knowledge of a foreign language enables to explore a new culture and to understand new traditions.

Taking into account our needs and interests, today, we can see how English influence our activities. For example, many of the world films, music, and books are published in English, and indeed most of the content that we find on internet is done in English.

Regarding the Educational field we will find that much of the work done concerning pedagogy and the curriculum is written in English and for that in schools around the world children are encouraged to learn it as a second language.

Colombia is not indifferent regarding advances around the world in many fields such as science, technology, and education among others. Our country has a developing economy, and the teaching and learning of English has been a challenge during recent years. “ The National bilingualism program guides to achieve citizens able to communicate in English in this way they can insert to the country process of universal communication in the global economy and the cultural opening with standards measurable” ( Guía 22. p,6).

Globalization has been one of the main concerns of Colombian government, after the T.L.C. ( Tratado de LibreComercio) or Colombia Trade Promotion Agreement (TPA), was signed, there was a greater need for English as a second language. This motivated the Minister of Education to design new programs that innovate or improve the teaching of English in Colombian schools. New guidelines have been established to obtain better results in regards to Colombian students’ English language’s performance through the Colombian National Program of Bilingualism: Proyecto de Fortalecimiento al Desarrollo de LenguasExtranjeras, where the aims are to improve the teaching and learning English and “To develop competences in foreign languages particularly in English in educators and students of the public sector, in order to favor the insertion of the Colombian human capital to the economy, the trade and a globalized demand

work” (Proyecto de Fortalecimiento de Lengua Extranjera). It is important also to clarify the bilingualism concept, according to the Guía 22(p,59) it refers to the different levels of domain with an individual gets to communicate in more than a language and a culture. In addition the Pedagogical Principles and Guidelines of Basic Rights of Learning, (p,15) declares that English is the foreign language to which the national government has committed in order to have a bilingual country that is competitive at an international level. Now, the term bilingualism has had changes in its definition and conception. Bilingual is used to mean a person who is fluent in a second language with the same ability as the mother tongue.

The strengthening of the learning teaching English as a second language in our context has grown significantly during the last years. Because of the above mentioned it is necessary to develop English language skills in our students. Even so, it is reality that in our context the speaking is a skill that receives less attention than skills such as reading or grammar for example. There are a variety of causes that influences student’s ability to express themselves orally in English. They include lack of motivation their personality (shyness and nervousness), lack of vocabulary, external factors, and cultural aspects.

Students participate orally because need a grade, but they are not focused on improving this skill, etc., improving the oral production in our students is one of the issues that English teacher faces in high school due to the fact there are a series of beliefs and practices in our schools such as the teaching based on grammar translation and this makes difficult that learners achieve to express in English according to their level. Taking into account this is necessary to implement effective strategies in the classroom that can enhance the oral production in students of 10th grade of Institución Técnica Comercial Francisco Cartusciello de Sabanagrande.

## Context

The Institución Educativa Técnica Comercial Francisco Cartusciello de Sabanagrande is a public school located in Sabanagrande, Atlántico. It has two different schedules: one in the morning and one in the afternoon. The Institution offers four levels of teaching: pre- school, primary school, secondary school and high school, which are distributed in four headquarters at different places around the town. The institution receives students from other schools from other towns as well such as Santo Tomás, Malambo, Palmar de Varela, Ponedera and Sitio Nuevo.

Currently, the institution has twelve English teachers in all, and they have different levels of English. They have been trained by the Secretaría de Educación del Atlántico through the bilingualism program based on the “Proyecto de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras” that bears in mind the necessity to improve the level of the English teachers.

The students of Institución Técnica Francisco Cartusciello de Sabanagrande are between 12 and 18 years old. They have a low economical level, and most of them belongs to families with special conditions such as divorced parents and, single mothers, and some of them live with their grandparents, uncles or a person who does not belongs to their family .Their real interests are music, soccer and to socialize with friends.

According to the CEFR standards, the students' English level is low; they are classified between A1 and A2 levels. Most likely, students do not use language with confidence because the

teaching is focused on grammar or translation but it does not emphasize on listening and speaking, meaning students do not apply these structures in real situations such as role plays or discussions, it also means that most of the activities during the classes are written ones rather than oral ones. Likewise, students show low confidence and anxiety when they have to speak in front their classmates, or lack of interest during the class because of a lack of vocabulary, and a general feeling of shame when they make mistakes in front of their classmates. This situation is expressed when they have to participate in oral activities such as dramas, role-plays or read short texts, etc., individually in pairs or in groups.

Additionally it is important to notice that classes are not totally in English even though teachers encourage students to maintain them that way, however when students do not understand the instructions or explanations they do not pay attention and Spanish is used. It is important to explain that students do not receive an appropriate English class during the first years in primary school due to the fact that teachers are not English teachers and do not have a structured English program. As a consequence there are not a lesson plans according to the level and need of students. Likewise in both primary and high school there is a lack of didactic material that supports the classes, and teachers have to collaborate to design it. Even so, it is not enough. The use of technology is lacking as well as there are no bilingual classroom with computers, digital boards or video beams where teachers can implement different ways of teaching English.

Another aspect to highlight about students is that they have other interest and in some cases learning English is not important for them. The students generally see English as just for grade to pass the school year. That being said it is almost a tradition that students do not use a



course book. They work with copies and dictionaries, but most of them do not even bring these to the class.

Their behavior is another important factor that influences their participation in the English classes as some of them present lack of discipline due to the fact they do not like the English because they showed to a weakness in the subject. It should also be mentioned that students don't have enough parental support because they do not have a high level of education, and it is difficult for them to understand the different tasks or activities for the subject.

In regards to the location, the classrooms are small for the number of the students (40 or more), and there is not a special place (Bilingualism room) where students stay focused in an appropriate way because external factors such as noise or high temperatures and lack of material do not allow an efficient development of English classes; in addition, in some cases students are not motivated to learn English as a second language because their environment does not show them relevant alternatives in their future jobs or to make a living; some of them after finish the last year of school work in informal jobs where they will receive low payments.

However, there are efforts in order to solve this issue, the institution have an agreement with SENA and students from 9th grade to 11th take specials courses with this entity such as call center and students need to acquire a second language.

Finally, the students of theInstitutionTécnica Francisco Cartusciello de Sabanagrandeare not immersed or connected with the English culture because they do not receive enough input

such as music or any information concerning to history, traditions, culture, events or places where English is the official language, unlike other students who live in cities with access to technological possibilities such as the internet (for example watching videos on youtube by international artists), social networks or television shows in English; that is, contact with the English language , If it is not the first language, in some way makes possible an approach for the students of the cities to the target language.

This introductory chapter presents the basic purpose behind the present study, this contains rationale, research questions and objectives definition of terms, assumptions and limitations, this study is focused on a group of students of 10<sup>th</sup> grade from Institución Técnica Comercial Francisco Cartusciello de Sabanagrande in which was analyzed the effects of use of cooperative learning through the jigsaw technique as a resource to enhance confidence and fluency in English oral activities.

### **Rationale**

This section contains the statement of the problem, its importance in the English teaching and learning in the chosen context and the research question which addressed this study.

The implementation of the use of strategies to improve the oral production in English of students is one of the key issues in teaching in our schools. It is difficult in a foreign language to teach speaking skills. It is necessary, therefore, to give these skills more attention and consideration. Although, teachers recognize the importance of the improvement of these skills, it is difficult to engage the learners so they are able to be more confident and develop oral activities freely.

In the Institution, classes are teaching by using traditional methods such as grammar translations, because the number of students in the classroom specially, and teachers prefer work with short readings where students make translations and later teacher explain grammar structures, then students do not interact because the most common activities are to memorize a conversation and present it in front their partners. It is commonly thought that the knowledge of a

foreign is when we have the ability to express ourselves orally in that language and we can maintain a conversation or discuss any topic in that language with ease. For this reason, oral communication in language is crucial.

Nowadays learning English is a need it is not enough to read and to comprehend it. It is also important to have oral fluency. The need to foster oral production in our English class is greater and greater every day, due to the fact people use English for all kind of experiences, since to as for a service until make business. For these reasons, the use of appropriate strategies in our English class would help students to improve their oral production where they be more confident to express. In this research, we will analyze the implementation of specific cooperative learning strategies taking into account the weakness and strengths of the given context.

Jolliffe (2007)“Cooperative learning requires pupils to work together in small groups to support each to another to improve their own learning and others” (p,3). Students help each other in order to construct knowledge, likewise, Slavin.2011 claims that“Cooperative learning refers to instructional methods in which teachers organize students into small groups which then work together to help one another learn academic content” (p, 344) “The instructional use of small groups so that students work together to maximize their own and each other`s learning” (Smith cited in Barkley, Cross & Major 2005.p,5). Cooperative learning is a technique that complement the teacher`s work because students learn to work in teams and collaboration in order to accomplish tasks successfully.

According to Barkley et al, (2005)“Cooperative learning is a teaching strategy where students make learning activities supporting each other in order to understand or to share a knowledge” (p,5), collaboration in cooperative learning implies that each student be able to help others group members to reach learning goals.Slavin,(2011),states that “Cooperative learning are extensively researched, and under certain well- specified conditions they are known to substantially improve students’ achievement in most subjects and grade levels”(p,344). Taking into account this, the implementation of a specific strategy of cooperative learning, Jigsaw, in the classroom should be an appropriate choice in order to improve the oral communication of students.

### **1.1 Statement of the problem**

It is important to bear in mind that high school students have a common denominator, which corresponds to the lack of interest in attending English classes, especially when it comes to participating with the best attitude regarding oral activities, for The factors that will be presented in the development of this document, which undoubtedly restrict the teaching of the English language by teachers and the acquisition of new knowledge in this matter by students.

This situation is increased a little more when the outline and context of the students is not appropriate when receiving the knowledge imparted by the teacher, for that reason it is not the same to impart teaching to students living in cities with access possibilities To comfortable places to study and the necessary resources, than those students who have difficulties of topography, economics, family environment and the sociological context in which they develop.

The idea of this thesis is to provide a series of knowledge that allow students to have or not have an ideal outline, so that through the jigsaw cooperative learning technique as a resource to enhance confidence and fluency in English oral activities, having as student population in 10TH grade of the InstituciónTécnicaComercial de Sabanagrande.

10TH grade students at the InstituciónTécnicaComercial de Sabanagrande do not participate with fluency during English class, and they do not express with ideas or thoughts according the topic of the lesson with confidence. They prefer to do written activities such as to complete sentences, gap fills, translations, grammar exercises, and activities on the board. Likewise, they in spite of frequently participating in oral activities such as dramatizations, role plays, etc, they show anxiety and fear when participating in oral production activities.

Overall there is a lack of oral communication strategies where students of 10th grade can acquire confidence to express orally in English. Taking that into account teachers must implement specific strategies that motivate to students to develop their oral production.

## **1.2 Research questions**

This study is based on the primary research question:

“How the implementation of the jigsaw cooperative learning technique enhances the confidence and fluency on oral production in 10th grade English class at the InstituciónTécnica Francisco Cartusciello de Sabanagrande?”

“How the implementation of the jigsaw cooperative learning technique influences on confidence and fluency in English of 10TH grade students during oral production activities?”

“How were student’s reactions through implementation of jigsaw cooperative learning technique as strategy to enhance their confidence and fluency in English during oral production activities?”

### **1.3 Objectives**

This objectives aim at:

#### **1.3.1 General Objective.**

“To establish the influence of implementation of the jigsaw cooperative learning technique on student’s confidence and fluency during oral productions activities.”

#### **1.3.2 Specific Objectives.**

“To describe student’s reactions through implementation of jigsaw cooperative learning technique to enhance their confidence and fluency during oral production activities.”

#### **Definition of terms**

For the purpose of this study the following terminology are explained more depth in next chapters. Definitions may be debatable but the choice was through analysis from different theoretical background in this field by these researchers: Slavin (2011), Bygate (1987), Richards (2008), Yule and Brown(1983), Huges (2011), Hammer ( 1998), Kagan and Kagan (2009), Martin (2009), McCafferty (2006) among others.

Cooperative learning:refers to instructional methods in which teachers organize in small groups, which then work together to help one another learn academic content Slavin (2011)

Jigsaw:In education, jigsaw is a teaching technique invented by social Psychologist Elliot Aronson in 1971. Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students to research. Individual members of each group then break off to work with the “experts” from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their sub-category Hull (2013)

Fluency:The ability to talk at length with few pauses. The ability to fill time with talk, the ability to talk in coherent reasoned and systematically dense sentences, ability to have appropriate things to say in a wide range of contents, the ability to be creative and imaginative in language use. Fillmore 1979 (p,56) cited by Vides 2014

Speaking skills:Speaking is an important part of second language learning and teaching, of speaking skills in English is a priority for many second language or foreign-languagelearners Richards (2008)

Constructivism:Theory that states that learners can and should use the input of others as they formulate their construction sand not rely solely and themselves. Martin, (2009)

### **Assumptions and limitations**

There were two assumptions made in this study. The first assumption was tha the information of students presented in the focus group and journals reflected their accurate experiences, opinions and perceptions. The second assumption was the influence of the physical presence of the teacher- researcher during the data collection and the learning process.



This study had 3 limitations, the first limitation was the presence of the teacher as researcher and in some cases students could to please their professor through their answers and perceptions in interviews and journals. The second limitation was the time constraint in order to complete the student's journals after each class. The third limitation was the selection of materials for jigsaw activities according to the English level of the students, due to the fact that they are a heterogeneous group.

### **Organization of the dissertation**

The study consists of 7 chapters in which chapter 2 describes the different theories that support this research, the chapter5 describe methods and procedures used for the research, chapter 6 present the analysis, findings and results and 7 chapter summarizes the conclusions, recommendations for future researches and implications for teaching as well, finally the list of references and appendices.

## **Theoretical framework**

The theoretical framework of this study focuses on three main aspects: the cooperative learning, under Slavin 2011 conception, the jigsaw strategy. Speaking and fluency.

### **2.1 Research on Cooperative Learning on Speaking Jigsaw as Strategy**

#### **2.1.1 Speaking.**

“Communicative competence is part of development a theory of the linguistic system itself, idealized as the abstract language knowledge of the monolingual adult native speaker and distinct from how they happen to use and experience language” (Chomsky, 1965. P,4).

Thornbury (2005) claims that “Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people- like auctioneers or politicians- may produce even more than that” (p,1) in other words speaking is an activity common in our lives. In addition, Thornbury (2005). Claims that “so natural and integral is speaking that we forget how we once to struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language” (p,1). According to McDonough, Shaw & Matsumara (2013) “we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something, and it means that communication is necessary for all activities in our lives” (p,157). Also Richards says that “Speaking is an important part of second language learning and teaching, of speaking skills in English is a priority for many second language or foreign-language learners” (2008, p.19). However, the teaching and learning of this skill in the

classroom has been undervalued, as declares Bygate, that “perhaps this is we can almost all speak, and so take the skill too much for granted” (1987, p. 7). Teachers generally teach through repetition of drills and memorization of conversations as well, they are mainly, “focused on Grammar translations methods isolated sentences, mechanicals translation of sentences in and out of mother tongue, arcane and overly complex grammatical explanations, no place for real (spoken or written) communication” (Hughes, 2011, p.42). According to Yule and Brown (1983), “learning to talk in the foreign language, is often considered to be one of the most difficult aspects of the language learning for the teacher to help the students with” (p.25). Comparing this concepts it is important to notice that traditional teaching methods and strategies implemented on classrooms are not helping students to improve their oral skills meaningful. In addition, Richards states (2008): “Speaking in traditional methodologies usually meant repeat after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill based or repetition based methodologies based of the 1970’s” (p.2). As well as Brown and Yule, (1993) say “Students spent hours in language lab booths listening to, and repeating the vowels and consonants of English. Later on stress patterns were added and eventually, practice in intonation patterns.” (p.2) This makes that teaching a second language becomes mechanical and do not represent a real achievement for learners.

Mastering speaking represent a huge challenger for teachers, also Brown and Yule, (1993) state that the student is frequently expected to “reply in complete sentences” when the teacher asks him in a questions in class, since, if he simply says yes or no he gets so little practice in producing the spoken form. (p.25) commonly English teachers face obstacles in order to enhance the development of speaking skills that difficult to get students’ confidence. According to this ,

Richards (2008) argues “the difficulty of teaching of speaking “Oral skills have hardly been neglected in EFL / ESL courses ( witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate.” (p,19). Furthermore Hughes, (2011), states that “approaches to teaching these overt speaking skills generally revolve around awareness- raising activities based on phonetic distinctions and practice focusing on models of correct pronunciation.” (p,61). On the other hand, Johnson, et. al 1994 cited in Richards and Rogers 2001. (p,199) explain that “the role of the teacher in Cooperative Language Learner differs considerably from the role of teachers in traditional teacher-fronted lesson. The teacher has to create highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assessing students to groups and roles, and selecting materials and time.”(p,199) This aspect is important because activities must be well guided and explained due to the fact students will learn to construct knowledge through these activities. In addition, Richards and Rogers (2001) declare that “the role of the learner is as member of group who must work collaboratively with task with other group members learners have to learn team work skills. Learners are also directors of their own learning.” (p,199).

Also Hughes (2002) claims:

“When the spoken language is the focus of classroom activity there are often aims which the theater might have. For instance, a task may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge ( whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to vowel linking), or to raise awareness of some socio-linguistic or pragmatic point ,for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood.” (p. 6).

In other words, teacher do not use effective strategies in order to students learn to speak English and in some kind of activities do not provide opportunities for the students express their ideas due to the fact these aspects of linguistic knowledge above mentioned are not easy to separate.

Undeniably students cannot enhance their speaking skills through effective ways: Richards (2008) states that “mastering the art of the talk as an interaction is difficult and may not be a priority for all learners. Learners prefer activities where they are not exposed to speaking in another language” (p,24) as was mentioned above they prefer writing activities. Also Richards (2008) claims “they feel difficulty in presenting a good image of themselves and sometimes avoid situations that call for this kind of talk” Besides for students to acquire speaking skills is hard because this implies the mastering of rules in pronunciation, intonation, fluency, stress, tone of voice vocabulary, grammatical structure, coherence, using body language and effectiveness of communication.” (p,24). That generates in learners low confidence and fear to learn a second language.

#### **2.1.1.1 What Does Motivate Speaking?**

According to Harmer (1998) “Students find motivation to speak English in class when tasks offer chances where they can face meaning experiences and they share them with the group with the opportunity to practice second language either expressing ideas or asking for information” (p,123), this idea is supported by Bygate (1987) who claims that “interaction skills involved the ability to use language in order to satisfy particular demands” ( p,17) these concepts suggest that the activities included must promote the oral interaction between learners where they make use of the acquired language in meaningful experiences together other skills practiced.

Additionally, Saeed, Khaksari, Engi, & Ghani, (2016) state that “it has been shown that for language learners to improve in their speaking skills, practicing the language they are learning, in particular engaging in interactions that take place between learners in the classroom environment is important” (p,135). On the other hand students use the language in a natural way, Bygate (1987) states that: “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions” (p,7). In consequence although their participations are not accurate or adopted in a similar way as their mother language teachers must be attentive to support them in order to achieve a better interaction.

The vast majority of our students present negative attitudes towards oral participation, low proficiency, anxiety, lack of vocabulary and speaking is the more observable of language of language skills, they (students) are exposed one another when teachers encourage to participate in oral activities. In many cases students are also not motivated. Chambers(1999), states “The lack of motivation can also manifest itself in a manner which is much less passive but at same time equality challenging and arguably more disturbing for the teacher”,(p,6) According to this strategies used by teachers must be focused to obtain a specific objective in this case to encourage the oral participation of students.

## **2.2 Cooperative Learning**

In the mid 1960's, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. For Johnson, Johnson & Holubec, (1994) Cooperation is working together to accomplish shared goals.(p,49) Nowadays the cooperative learning is meaningful help in order to face educational and social challenges. Slavin (2011) states that “Cooperative Learning

refers to instructional methods in which teachers organize in small groups, which then work together to help one another learn academic content” (p.344).(Johnson et al,1994) define cooperative learning as the instructional use of small groups to through which students work together to maximize their own and each other’s learning. As consequence it generates the development of individual and group skills as well from discussion between them with the aim to get new knowledge where each member is responsible of learning by itself. Additionally, Johnson & R Johnson cited by Gillies(2007.p,50). “It is the sense of interdependence that motivates group members to help and support each other’s endeavors”. The aim of this methodology is to solve a problem through interaction by using different techniques to allow it: Slavin ( 2011) “Cooperative learning methods vary widely in their details. Group size may be from two to several.Group members may have individual roles or tasks, or they may all have the same task”. According to Kohonen (1992.p,33)” in cooperative learning situations learners work together to accomplish shared goals the achievements are evaluated on a criterion- referenced basis. However, since all group members now share a common goal they are motivated to work together for mutual benefit in order to maximize their own and each other’s learning. In this way this kind of interaction facilitates interdependency and a more active learning”. To highlight cooperative learning provides environments that facilitates the interchange of ideas and one of its goals is to promote social skills that entail to improvement of communicative skills.

According to Johnson & Johnson ( 2008)“ There are possible reasons that explain why teachers do not use cooperative learning, even though it is a helpful tool for teaching and learning.” (p,10).Jollife (2007) in her book: *Cooperative Learning in the Classroom* ,listed eight aspects to identify these causes, Although there are lack of training to apply it due to the fact

teachers do not manage these strategies, cooperative learning provides peer collaboration in order to support them in their difficulties such as work together (p.144). Even though cooperative learning is not a simple group of work since it manages special strategies. (Jigsaw) admittedly are related to group communication, Kelly & Watson (1986) states that “a group communication takes place among a fairly small numbers of participants who interact both verbal and non verbally” (p.10). then in this through this kind of interaction, people in this case learners are participating in a group communication when they make conversations and they are able to discuss, to give opinions and the same time they acquire knowledge or practice a skill.

“Cooperative learning”, says Slavin (2011) “methods are extensively researched and under certain well- specified conditions, they are known to substantially improve student achievement in most subjects and grade levels” ( p.344), also the author states that “ yet the structured forms of cooperative learning that have proven to be effective are not used as often as more informal forms” Slavin 20011( p, 344), According to Gillies(2007) groups of students working will ensure positive results, if instructions and conditions are not properly established similarly, McCafferty, Jacobs & DaSilva (2006), suggests “that the introduction of student-student interaction into the classroom initially may make teaching more difficult, because, if teachers just put students in groups and ask them to work together without considering these factors , the chances of fruitful interaction diminish”.(p,4) in fact work together is not just consider that students feel comfortable with the subject but that they get authentic support between them. On the other hand, Mayers and Alexander (2011) claim “ results of quasi- experimental studies suggest that the most successful group learning activities are those that require positive interdependence among group members, individual accountability, face to face interactions among students, and learning social skills



necessary to work cooperatively” (p.326), as well as, Kagan, (2009), claims that “Cooperative learning is the single most effective educational innovation to simultaneously address the many challenges and crisis we face in our schools and in our society”. (p,61). Taking into account we can say that the cooperative learning points to create a general structure of work where each one is responsible of a specific task in benefit themselves and the same way interaction helps to the interaction and cognitive development.

The effects that cooperative learning produce on learners are effective because they improve their skills, knowledge and behavior due to the helps the spontaneous interaction and through organized and well thought strategies, according to this Aronson and Patnoe (1997) in Wetzel and Watkins (2001) say that “ Positive increases in motivational outcomes in the form of intrinsic motivation, positive attitudes toward school, persistence of efficacy, and self- esteem” (p.236). Improve the confidence because the support that give each other. “Also have been documented specially group approaches are structured, cultivated informational interdependence such as in a jigsaw arrangement” Aronson & Patnoe in Wetzel & Watkins (2011.p,236).

Kagan & Kagan(2009) say that “Positive interdependence is one of the basic principles of cooperative learning. We endeavor to create situations in the class where students feel they are on the same side, and that the success of one student contributes to the success of another”. (p,428) When children work cooperatively, they learn to give and receive help, listen to other children’s ideas and perspectives, reconcile differences, and resolve problems democratically”.

Gillies.( 2007) says that “the currently society pushes to the individual to compete with others in order to achieve goals and this is not indifferent to scholar environments promoting the

individual performance, for this reason it is important to highlight that the cooperative learning addresses to get solidary learners and to cooperate with the learning between themselves”(p,50),

According to Johnson, Johnson & Smith, (1995) Cooperative learning has three aspects that enhances the interdependence and achievement:

-Cooperative learning can be used with some confidence at every grade level, in every subject area, and any task: groups are heterogeneous, each participant has different characteristics and abilities.

-Cooperation is a generic human endeavor that affects many different instructional outcomes simultaneously: the group interaction facilitates the social relationship, that implies the strengthening of people.

-Cooperative learning is here to stay; one aspect worthy of consideration is the amount of research that proof its effectiveness and positive outcomes on academic purposes.

One of factor taken is account is the effectiveness of cooperative learning on language anxiety, students can participate in English activities such as oral presentations, role plays, etc., but in some cases they feel fear to show in front partners or teachers, so if they work alone they could to face a negative competition, in other words, Kagan & Kagan, (2009), state “that competition has different effect on different people. Some people are excited about competition and successfully manage their competitive juices to achieve success. For many, however, competition breeds stress and anxiety”. (P,429). Additionally, this feeling generate negatively on some students’ academic results like Kagan & Kagan (2009) suggest that “Stress and anxiety have deleterious effects on learning, memory, performance and concentration. Situations in which we perceive threat release stress hormones that interfere with perception, cognition, and the establishment of memory for

new learning.”(p,429) On the other hand, Sharan (1988), states that “the effects of motivation on cooperative learning outcomes has been studied primarily through the use of various reward system, such as group or individual rewards, intergroup competition, etc. and the author considers that is not always appropriate for teaching”.(p,118) but the study of teaching effects on achievement as a result of various reward strategies actually teaches us more about the rewards than it does about teaching, and we learn little about the substance of motivation. Furthermore, Johnson et al.,(1995) state two types of social interdependence: cooperative and individualistic. Lack of interdependence generates individual endeavor where emerges individual efforts. The positive interdependence individuals encourages each other and the interaction enhance the determination to achieve goals, relationship and psychological health, in the negative interdependence while the negative interdependence there is not collaboration , interaction and relationship between people. Additionally, McCafferty et al.(2006) mentions these categories:Positive interdependence: encourages cooperation and feelings of support.

Individual accountability: groups encourage all members to participate and to meaningfully demonstrate their knowledge and skills.

“Group members must realize that each person’s efforts benefit not only that individual, but all other group members as well”. (Johnson et al.,1994) in other words, positive interdependence is the most important element in cooperative learning because the group gets achievements or falls together in order to accomplish a task. The goals of the group is important for all its members and each one make efforts to gain they have a common interest an all collaborate for it.A second element is taken into account for these authors: individual and group accountability: each member of the group is responsible of specific task in the group. The third element is the face to face promotes interaction, this promotes the learning of others teaching,

supporting, encouraging, and interchanging knowledge and resources. The four element is teaching students some necessary interpersonal and small group skills: members create scenarios that motivate confidence, respect, communication, making decision, taking action and solving problems. Finally the fifth component group processing in this element the group evaluates the positive and negative input of each member in order to make changes to improve the group performance. Johnson et al(1994. Ps,9-11).

Slavin.(2011) states that “Cooperative Learning refers to instructional methods in which teachers organize in small groups, which then work together to help one another learn academic content”. (p,344) The aim of this methodology is to solve a problem through interaction by using different techniques to allow it: Slavin( 2011) claims that “Cooperative learning methods vary widely in their details. Group size may be from two to several. Group members may have individual roles or tasks, or they may all have the same task.”(p,344) in cooperative learning is possible to achieve that each member be important part in order to construct their own knowledge. Also Slavin (2011)states that“One of main characteristic of cooperative learning is the heterogeneity and the flexibility to apply it” (p,344) in consequence cooperative learning is adaptable in any level or school with different criteria.

### **2.2.1 Jigsaw.**

In education, jigsaw is a teaching technique invented by social Psychologist Elliot Aronson in 1971. Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students to research. Individual members of each group then break off to work with the “experts” from other groups, researching a part of the material being

studied, after which they return to their starting group in the role of instructor for their sub-category Hull( 2013.p,65).Each student is given one part of the unit to study. The students inform each other of the sub -units they received.

The jigsaw technique was invented and named in 1971 in Austin, Texas by a graduate Professor named Elliot Aronson. Recent desegregation had forced a racial mix on the students of Austin, and many teachers were unable to cope with the turmoil and hostility of the situation. The researcher decided that inter-school competition was leading students to study too much on their own and was interfering with the idea of a cooperative classroom. By arranging the students in culturally and racially diverse groups, the researcher and her team of graduate students were able to reduce the divisions between students (Hull, A. 2013, p. 65).

The jigsaw method advocates group of five students: boys and girls with different abilities and aptitudes and from different ethnic origins forming heterogeneous groups. Aronson, Stephan, Sikes, &Snapp cited by Lazarowitz (1978.p,342). According to (McCafferty et al. (2006) this technique was the result to seek a way to achieve a social interdependence between students from different ethnical groups, say that in jigsaw each member of the group has unique information ( helping to promote equal status) that they must share with group mates in order to achieve its common goal. (p,186). Aronson, Blaney, Stephan, Sikes &Snapp cited by McCafferty et al.(2006) state four stages for jigsaw:

1. Students begin their home team. Each home team member is given or researchers information on one part of an overall topic.

2. Students form expert teams with small number of classmates to study their part of the topic and prepare to teach to their home teammates.
3. Students return to their home teams and teach their group mates.
4. Students take a quiz or work together on a task that involves all the different parts of the topic.

As we said before jigsaw is adaptable in all levels of learning, in which there are several advantages:

Hull (2013) “Teacher is not the sole provider of knowledge because most of the work is done by the students themselves which makes it an efficient way to learn”.(p,65) The teacher’s role is to be the facilitator of well done instructions in order to students assume their own roles.

Hull (2013) “Students take ownership in the work and achievement and therefore students are held accountable among their peers”. (p,65) Each one takes action in the construction of his or her knowledge.

Hull (2013) “Jigsaw technique is beneficial in teaching because learning revolves around interaction with peers, students are active participants in the learning process and thereby help to build inter-personal and interactive skills among students”. (p,65) peer interaction motivates students to reach aims together.

Hull 2013 “The use of this technique also makes teachers find it easy to learn, enjoy working with it, it can be used in conjunction with other teaching strategies and it can be effective even if it is used for just an hour per day Hull” (p, 65) Because finally learning must be a enjoyable task for learners and in this way they are closer to knowledge.

“When properly carried out, the jigsaw classroom technique can transform competitive classrooms in which many students are struggling into cooperative classrooms in which once-struggling students show dramatic academic and social improvements (and in which students who were already doing well continue to shine). Students in jigsaw classrooms also come to like each other more, as students begin to form cross-ethnic friendships and discard ethnic and cultural stereotypes. Finally, jigsaw classrooms decrease absenteeism, and they even seem to increase children's level of empathy (i.e., children's ability to put themselves in other people's shoes). The jigsaw technique thus has the potential to improve education dramatically in a multi-cultural world by revolutionizing the way children learn.”(American Psychological Association. 2003)

Additionally, Coelho cited in Richards and Rodgers.(2001 .p,198) also say that “ this method of organization may require team build activities for both home group and topic group, long term involvement, and rehearsal of presentation methods, besides it is very useful in the multilevel class allowing for both homogeneous and heterogeneous grouping in terms of English proficient”.

The practical approach of the jigsaw method induces the student to have interdependent roles which in many cases is positive, since the fact of having contact with other students of the same age, causes a correlation of knowledge, allowing the ideas between them to flow, generating among the students concerns, leading to the construction of sources of knowledge to help them understand the initial idea given by the teacher, creating roles that makes each one of them to become somehow, into someone who acquires skills to teach A certain subject or topic in which the other student has deficiencies, so learning somehow becomes autonomous but with the help of peers.

### **2.2.2 Fluency.**

Human beings have the need to communicate. Our nature leads us to interrelate with our fellow men. The forms of communication are diverse; for millions of years, humankind has traced the line that separates us from other animals, so we call ourselves rational. In that sense, one of the forms of communication we have developed is oral communication.

The way in which we bring our thoughts and ideas to others through oral communication is fundamental, because with this we achieve a common goal: to make us understand. It is clear that with all forms of communication are intended to leave a clear message, being in the primary oral language that the recipient has the ability to know how to interpret what is communicated.

In that sense, the fluency must be learned by the human being from an early age. That will allow not only ease in their daily activities, but in their environment and social life. In order to learn to be fluent in oral communication, the teaching given to us in educational institutions must be correct. Therefore, when the student is taught a language that is not the first language, the task is a little more expensive, and creates in the student a habit for the development of skills in oral expression in the English language help it in a high percentage to learn the language effectively.

There are beliefs about to have grammar knowledge is an advantage in order to gain fluency or to dominate grammar is strictly necessary, but Thornbury & Slade (2006) state that Grammatical competence does not predict conversational ability. Conversely, conversational ability is not necessarily a sign of a sophisticated grammar. While in our classroom teachers emphasize grammar in their course design.



Ever-growing needs for fluency in English around the world because of the role of English as the world's international language have given priority to finding more effective ways to teach English (Richards, 2008. p.5). One of the pedagogical tools that teachers have is the jigsaw cooperative learning technique as a resource to enhance confidence and fluency in English oral activities, in this case, the students in 10TH grade at INSTEC.

The Ministry of National Education (MEN) has updated its understanding of this term and defines it as “the different degrees of fluency with which an individual is able to communicate in more than one language and culture. These several degrees depend on the context with which each person copes” MEN (2006). The degrees to which we refer are the competences that an individual has as a function of the four linguistic skills: reading, writing, listening and speaking Ministerio de Educación de Colombia (MEN, 2016).

So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom. H. Douglas Brown, (2005.p,12). It is the creativity and methodology of teachers that students perform fluent English speaking, so it is important that from a school age they are provided with a solid structure in English language learning, allowing them to expand their vocabulary and to improve communicative skills. The idea is that from an early age, the students learn to know how to communicate orally, so that they know what to say and what not to say. The Cooperative learning is an element that teachers can use so that the student can acquire skills in their oral communication.

It is only under certain condition that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. These conditions are; Positive interdependence (Sink or swim together). Each group member's efforts are required and indispensable for group success. Again each member has a unique contribution to make to the joint effort because of his or her resources and or role and task responsibilities. Face-to-face Interaction (Promote each other's success) Kagan (2001). This element of cooperative learning is orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned and connecting present with past learning is done during face-to-face interaction, Hull, F(20013, p. 67).The teachers who use the jigsaw have a powerful tool for achieving the goals they bring in classrooms where they teach English.

### **2.2.3Social Constructivist.**

Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality. (Spivcy.1997, p. 24) noted that constructivist research tends to focus on "individuals engaged in social practices, on a collaborative group, [or] on a global community." "The champion of social constructivism is Vygotsky (1978), who advocated the view that "children's thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment" (Kaufman, 2004, p. 304) ([H. Douglas Brown](#) , 2005, p. 23).

According to Vygotsky, learning is a product of ongoing interaction between ontogenic development (of which language acquisition is one key variable) an instruction." Vygotsky

acknowledged that instruction may occur both within the two settings”. Lee in (Daniels, 2005, p.248).

Vygotsky was a social constructivist who believed that learners can and should use the input of others as they formulate their construction and not rely solely on themselves.(Martin, 2009, p.214). Likewise, Beck and Kosnik(2006) declare that “Knowledge is constructed by learner. All constructivist, whatever their distinctive emphasis agree that learners construct their knowledge”.(p,9)

The use of cooperative learning (CL) also helps students clarify concepts and ideas through discussion and debate. Because the level of discussion within groups is significantly greater than in instructor led discussions, students receive immediate feedback, thus advancing the level of discussions. It is through the process of interacting with students of differing view points that cognitive growth is stimulated. Emphasis is placed on learning how to cooperate in order to find the best possible solution to a problem. According to the constructivist approach, when students formulate their own solutions in this manner, they are truly thinking critically, (Davis et al., 1990) (Hull, F. 2013, p. 67).

The social constructivist perspectives that are associated with more current approaches to both first and second language acquisition emphasize the dynamic nature of the interplay between learners and their peers and their teachers and others with whom they interact. The interpersonal context in which a learner operates takes on great significance, and therefore, the interaction between learners and others is the focus of observation and explanation [Brown](#), (2005.p, 286).Moreover, Carretero(2001).p,30) says that “learning is better with friends” this position had been supported by constructivist researchers whom declares that the social interaction produces

advantage of learning through creation of cognitive conflicts that generate a conceptual change.(p,30) According to this, interaction help meaningful to enhance learner’s speaking skills.

### **2.2.3.1 The Vygotskian Theory.**

Learning is a social and collaborative activity: Knowledge is acquired by sharing experiences and opinions.Learners must utilize the input of others: people learn while observe and listen, and then apply new concepts in order to build knowledge.

These others include peers, parents, friends and many others people and sources of information, such as the internet, books videos and movies: the environment offers a variety of inputs that students use to learning experiences.

The teacher is the facilitator: Teacher guides the learning process through an organized action plan. (Martin, 2009, p.214) “The zone of development includes the normative aspects. The direction of development is guided by instruction in scientific concepts considered important by curriculum planners and the teachers the teachers”. Vygotsky 1978(cited in Daniels, 2005.p,248).

According to Vygotsky, “the teacher’s role is to provide much support during children’s early stages of investigating a problem or situation and then to diminish support as children as able to take on increasing responsibility for their own inquiries in a scaffolding strategy”. Martin (2009.p,5)

Vygotsky described the concept of zone of proximal development as the distance between a child’s actual developmental as determined through problem solving under adult guidance or in collaboration with more capable peers. Vygotsky (cited in Daniels, 2005.p,5). The ZPD represents

the difference between a learner's capacity to solve problems on his or her own and the learner's capacity's to solve them with assistance Schultz (cited by Martin, 2009.p,214). It means that a learner has the capacity to complete a task with the collaboration of his/her partner or adult. According to Hedegaard(cited in Daniels, 2005.p,223) Vygotsky's zone of proximal development connects a general psychological perspective on instruction. The underlying assumption behind the concept is that psychological development and instruction are socially embedded; to understand them one must analyze the surrounding society and its social relations.

Martin (2009) states that "in the Constructivist approach, the primary job of the teacher is to enable children to find and make their own connections that result in valid, internalized meanings unique to each child"(p,200). In other words, knowledge emerges from their own conceptions or schemas as a result experiences and realities. The teacher does this by asking questions to see how children may have previously constructed. Information related to the topic. The teacher leads the children through exploratory activities that enable them to investigate on their own and come to their own conclusions as to what is happening. Martin (2009).

In the Constructivist approach to learning, children are encouraged to make meaningful connections to previously existing information so the situation of having to construct schemata in isolation, as in the physiology example will not occur. (Martin, 2009, p.212) that means that Constructivist perceives the learning as an individual activity classified in contexts functional, meaningful and authentic.

Cooperative learning was designed and implemented to develop social strategies and acceptable social attitudes in students, and improve social relations within and between groups.(Terwel ,2003, p.54).

## **State of the art**

One of the ways to learn the English language, as we have been able to analyze it, is through cooperative learning. As our central axis is to know if it is possible to apply this pedagogical instrument in the learning of the English language on students in 10TH grade at Institución Educativa Técnica Comercial Francisco Cartusciello de Sabanagrande.

Fortunately, there are studies that indicate that it is possible to apply cooperative learning. In this way, the following cases treated by different authors around the world, will be presented due to their importance given the resemblance relatable to the study case and their desired results:

### **3.1 Cooperative Learning in English Language**

This is an research carried by the professor Erica De la Barra Van Treek for the Magazine of Investigación Latinoamericana de la Pontificia Universidad de Chile. The porpuse of this investigation is the cooperative learning in English classes in four subsidied schools from Santiago due to the fact low level in this subject.

The methodological approach was the qualitative and studies were about comparative cases of different interactions during the English classes in four schools taking into account the creation of communities of learning through cooperative learning strategies.

The research was based on the analysis of four teachers with approximately two years of experience. For this the researcher observed twenty English classes from 6° and 8° grade with different schedule intensity.

The study concluded that the cooperative learning is a good alternative taking into account the needs of this country regarding to English learning be more efficient and help the students to improve their social skills due to the fact with cooperative learning acquire individual responsibilities and in group as well. The improvement of environment in order to promote spaces where is possible to learn cooperatively. In addition to change the traditional methods of teaching, because the cooperative learning prompts the critical thinking of students, the constructivist that generates self-learning.

### 3.2 Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies

This study is based on the research of Claudia Yanive Prieto Castillo made with students of eleventh grade from Escuela Secundaria Patria de Bogotá.

The research points out to search for strategies that helped the students to improve their oral production in English.

The instrument used were field notes, surveys to students and teachers, interviews to students and recorders. The research model was adopted from Cohen & Manion, and participated 53 students 14-17 years old.

The results were the next:

Five factors to work cooperative learning in the classroom were identified:

It is necessary to form small groups.

Take into account different levels of learning.

Accuracy with rules and instructions according to each activity.

Work one skill in each stage.



Assessing of students performance.

On the other hand there were break out of indiscipline because they were not accustomed to working groups they wanted to join with their friends because teachers organized the groups and this caused shyness in some of them.

### 3.3 Inclusive Education and Classroom Practice in Secondary Education

This study was carried out in Europe in countries such as Germany, United Kingdom, Netherlands, Ireland, Austria, Spain, Sweden, Luxembourg, Norway, French, Greece, Portugal, and Denmark. In this studies expert participated through several discussions, they identified possible strategies in order to improve the inclusion in secondary schools. They took into account students between eleven and fourteen years old.

The research showed as results that peer collaboration is effective regarding to cognitive areas and socio affective of the learning, besides the development of the students. In addition when students join in pairs or groups, roles change and student with weakness could be the tutor. Cooperative learning is meaningful for students self- confidence, and the same time in order to stimulate social interactions and all students received benefits from cooperative learning because they supported each other.

### 3.4 The Implementation of cooperative learning in English class of favorite School of secondary high school 5 Batusangkar, West Sumatera

The authorship of this document is by Muhammad Kristiawan, expertise in Teacher education and Language Education, this research was made in the High School 5 Batusangari, West

Sumatera, Indonesia, in 8<sup>o</sup> grade, the aim was the application of cooperative learning during the English classes regarding the relevance of the English in communication and emphasize on the use of new methodologies in the classroom. This research took two courses A and B in this participated 60 students and lasted three months. The investigation consisted in to implement the cooperative learning, observing the students' performance in English classes and to identify their weakness and strength. The type of research was qualitative and the instrument used were the class observation, surveys and documentation.

The results were the next:

The cooperative learning inspires students to be actives and they are able to create their own ideas, and teachers were essential as facilitator of this process.

### 3.5 Using jigsaw technique as an effective way of promoting cooperative learning among primary six pupils in Fiji

This research took place in the School Holy Child practice and the instrument used were the investigation and questionnaires. They utilized the jigsaw technique with the participation of 30 students and 10 teachers.

During observation stage they found that there were problems to participate actively in the English classes and they did not know to work in groups.

The results disclosed that jigsaw is an useful technique in which is possible to work with colleagues and classmates and to learn each other, furthermore, the students were able to be more active in their own learning, and the study suggested that teachers must avoid traditional methods when they work in early levels, and their teaching strategies should vary.

The author emphasize about the importance of application of cooperative learning in order to improve the students performance during the English class.

### **Methodology**

This chapter describes the methodology that was employed in this study. To answer the research question and achieve the objectives the paradigm, approach and data collection techniques chosen for this study are discussed as well as the specific procedures taken during the research project.

This study have been focused on the influence of the implementation of the jigsaw cooperative learning technique on the students' confidence and fluency in 10th grade English class at the InstituciónTécnica Francisco Cartusciello de Sabanagrande. The study also describes students' performance and reactions during the implementation of the jigsaw cooperative learning technique to improve fluency and confidence.

### **Supported by the Social- Constructivist approach**

From the qualitative approach, starting from the revision and the argumentation, the methodology to answer the research question, How the implementation of the jigsaw cooperative learning technique enhances the confidence and fluency in oral production in 10th grade English class at the InstituciónTécnica Francisco Cartanciello de Sabanagrande?, was developed in this way:

#### 4.1 Paradigm

According to Cohen, Manion and Morrison (2000), “methods are the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation for explanation and prediction” (P,226). This study was focused in the field of action research taking into account the characteristics and learning needs of the context where I work, according to Cohen, Manion and Morrison (2000) “ action research may be used in almost any setting where a problem evolving people, tasks and procedures cries out for solution or where some change of feature results in more desirable outcome” (p,226). in the case of this study action research is a functional way to find highlights in the use of jigsaw cooperative learning technique as resource to enhance confidence and fluency in English oral activities of students in 10<sup>th</sup> grade at INSTEC. According to Cohen et al. action research can be used in investigation of learning strategies adopting an integrated approach to learning in preference to a single- subject of teaching and learning in preference... teaching methods – replacing a traditional method by discovery method” (p,226).

According to (Tomal, 2003, p.1)The beginning of action research model takes place with Kurt Lewin but others made change in it. The process is closer to the actions doctor- patient that means states problem -diagnosis- discussions and results. (Costello, 2003, p.16) it involves deciding on particular focus for research, planning to implement an activity, series of activities or other interventions, implementing these activities, observing the outcomes, reflecting on what has happened and then planning a further series of activities if is necessary.

Facing the accelerated changes on knowledge and news paradigms, it is essential to have a direct experience with the problem to investigate. Taking this into account a researcher teacher must to keep in mind the purposes of the action research. Stringer (2007) claims that “Action Research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives”, Tomal (2003), defines: “Action research is the systematic process of attempting to find a solution to a problem (when the solution is known)”. (p,1). Dewey 1983(cited by Tomal, 2003) states steps to define Action research: “Scientific process of research consisting of problem identification, developing a hypothesis (or an educated guess) collecting and analyzing data, and drawing conclusions concerning the data and hypothesis” (p,1). According to Tomal (2003) this concept is related to the method carry out nowadays. Cohen and Manion (1994.p,186) cited by Cohen et al. define it “ a small scale of intervention in the functioning of the real word and close examination of the effects of such an intervention” (p, 226).

Likewise in this definition from Kemmis and Mc Taggard cited by Cohen et al (2000) we can observe a complete description of action research is

“Action research is a form of collective self- reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out... The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group members”

(Kemmis and Mc Taggard 1998.p,5)

Tomal (2003) declares that “action research is different from quantitative and qualitative research but has characteristic of both. Taking into account this when it is carrying out we can identify similarities of them”. (p,5) In addition, Efron & Ravid, (2013), p 39) say that “Action

research draws from a wide range of educational research approaches and is implemented in a variety of forms. Underlying the different approaches are alternative assumptions and sets of beliefs about knowledge, school reality, and the purpose of the research”. (p,39).

Action Research is necessarily based on localized studies that focus on the need to understand how things are happening, rather than merely on what is happening, and to understand the ways that stakeholders- the different people concerned with the use- perceive, interpret, and respond to events related to the issue investigated. (Springer, 2007, p.19). Hill and Kerber (cited by Cohen & Manion (2009) states that “action research functions best when it is cooperative action research. This method of research incorporates the ideas and expectations of all persons involved in the situation. That is how all the members have participation during the research”. (p,190) because the essence of action research is the collaboration and its participants are involved in sequential activities that will obtain positive outcomes.

For this study was taken Cohen et al (2000) model which consist in eight stages:

- a) Identification, evaluation and formulation of the problem
- b) Preliminary discussion statement of the questions to be answered.
- c) Review of the research literature from studies related.
- d) Modification or restructuring.
- e) Selection of research procedure.
- f) Implementation, classification, and analysis data.
- g) Interpretation of data, discussion of findings.

## **4.2 Qualitative Research Method**

According to Efron&Ravid, (2013)“qualitative research is designed to study schools’ situations and events as they unfold naturally. The focus of the investigation is on the meanings of these experiences for the individual and groups in these settings”(p40). Another definition is from Denzin and Lincoln (cited by Merriam, 2009) “qualitative research is a situated activity that locates the observer in the world, likewise they add that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of meanings people bring to them”. This implies the use and collecting data such as interviews personal experiences, observations, in order to describe different situations. The qualitative research is important in the educational field because it tries to educate to comprehension, interpretation of the reality that expresses phenomena, conflicts, problems and questions in the different aspects in the human being life. Instruments for data collection

## **4.3. INSTRUMENTS**

In order to accomplish the objectives in this thesis, the instruments used were sample of language (oral artifacts), focus groups and journals.

### **4.3.1 Focus group**

According to Krueger and Casey (2009) “A focus group isn’t just getting a bunch of people together to talk. A focus group is a special type of group in terms of purpose, size, composition and procedures”.(p,8). Vaughn cited in Puchta and Potter,(2004.p,6) say that” a focus group contains two core elements: a trained moderator who sets the stage with prepared questions or an interview guide; the goal of eliciting participants’ feelings attitudes and perceptions about a

selected topic”. Another definition claimed by Phillips & Stawarski, (2008.p,25) “A focus group is a small-group discussion conducted by an experienced facilitator and designed to solicit qualitative data on a topic or issue”. A focus group is based on discussions, where selected participants are related with their similar experiences, knowledge or interest. They participate in an interview with the aim to give useful information to analyze or solve a problem.

As a method of qualitative research data collection is an interview on a topic with a group of people who have knowledge of the topic. Krueger, 2008; Stewart, Shamdasani, & Rook, 2006 cited by Merriam. Similarly Efron and Ravid (2013) define a focus groups as” a useful interview technique with several individuals who come together and share among themselves their ideas, thoughts, and experiences about the topic of your study”. (p,105) the focus group contributes to increase concepts and qualitative data that feed a research.

Focus group is a research method that arose in the bureau of Applied Social Research at Columbia University during the 1940s. Paul Lazarsfeld and his team created it in order to know the audience of soap operas. According to Stewart and Shamdasani (2015). “The method basically consisted to gather 12 people more less in the radio studio later they on their chair each one could press a bottom red or green while they answered questions negatively or positively according to their opinions related to that they think or felt about radio programmes” (p,9) Bloor, Frankland, Thomas and Robson (2002) “The use of focus groups as a social science research method can also be traced to the mind twentieth century and the particular to sociologist Robert K Merton and associates’ publication of the book *The focused interview*, (Merton, Risk and Kendall, 1956)”. (p,2). Merriam (2009) “At first focus group was a data collection method used in a private sector :Robert Merton, through an interview procedure for the groups, researchers could



to analyze opinions, thoughts and feelings of the interviewed people about everything those programmes". According to Bloor et al ( 2002)"The rise of focus group starts in the private sector and undoubtedly was a powerful help in order to measure the success or fail of any campaign or event, later these techniques were adopted by public sector" (p,3).

#### **4.3.1.1 How does focus group work?**

Wilkinson cited in Puchta and potter (2004.p,7) states that the most common research designs involve the use of focus group in an initial exploratory or hypothesis-generating phase, and in a final follow up phase that pursues exploratory aspects of the analysis.Bloor et al. (2002) declare that "a focus group participants are not selected by means of systematic random sampling and the success of the groups depends, at a least in part, on the dynamics between individuals within the group, in other words there has to be a connection among these members" (p,19). As we mention above the selection of participants of focus group is according to their common features in order to identify social behaviors or patterns and the same time to obtain variety of answers that enhance the information required by the researcher.

Vaughn cited by Puchta and Potter (2004.p,6) describes briefly the process of focus group:

- a trainer moderator who sets the stage with prepared questions or an interview guide;
- the goal of eliciting participants' feelings, attitudes and perceptions about a selected topic.

According to Sharan and Merriam the composition of a focus group depends on the topic to be discussed. As with individual interviewing, purposeful sampling should be used to include people who know the most about the topic. In addition, Puchta and Potter (2004.p,47) say that the focus group is a situation of freedom, at least relatively speaking. A whole gang of people are there to

speak without a tick box in sight. They can give their own views in their own words. Participants express freely their feelings and opinions and the consequence according to Puchta and Potter (2004)“is freedom is also a problem for a moderator because he/ she needs to be able to make speak up, or keep people quiet”. (p,47). In the focus group interaction between participants is essential because they found common ideas and share them, during this process participants are free to express their opinions, experiences and feelings.

#### **4.3.1.2 Advantages:**

- The group environment provides an atmosphere of security, in which participants do not feel pressure to respond freely.
- It is flexible and allows to the moderator to explore more and the results can be more wide.
- The results are available in less time for the researcher.
- This technique promotes a collaborative process of communication with the beneficiaries of the project.

#### **4.3.1.3 Disadvantages:**

- Results are not for statistics because participants are not representative of a total population.
- Participants could be uncomfortable with intimate themes.
- People with better oral skill performance could dominate the discussion.
- People tends to coincide with ideas because fear to express different point of views.

#### **4.3.2 Journal or diaries**

Bailey 1990 cited by Nunan 1992, defines the diary study as “a first personal account of a language learning on teaching experience documented through regular candid entries in a personal journal and then analyzed for recurring patterns or salient events”. (p,120)

According to McDonough, (1997).p,121) “diary- writing is a persuasive narrative form people transmit experiences means this way. In education and in English language teaching, the diary has become increasingly significant both as a reflective genre in itself, and as one of battery of interpretative micro-ethnografic research techniques”. (p,121) in this case students express their feelings and opinions about their learning process.McDonough (1997).“says that a diary is personal, with oneself as addressee, long term, and may also be relatively in the kinds of facets, it records, at least within the broad area with which it is concerned”. (p,122) the of diaries in classroom is linked with the feelings of the students towards the subject, In fact is a useful in order to understand behaviors and interactions during class activities.

#### **4.3.2.1 Features**

McDonough (1997)“is common the use of diaries in classes although students show uprising to share their weakness, but with the participation of volunteer could be linked to a methodology ruled by the teacher in which involves confidentiality between teacher and learner” (p,127) According to McDonough (1997)teachers have to clarify to learners that they have different levels of language and the most important thing is that mistakes are not taking into account and their opinions will not for assessment.

#### **4.3.2.2 Why use them?**

According to Nunan (1992) diaries are a useful instrument data collection about social interactions that are not easily to observe at first glance, besides make possible to get information from participant’s observations, likewise, allows to explore all the interactions an possible changes through the process. Additionally Nunan (1992) states that diaries and journals are important introspective tools in language research, they have been used in investigation of second

language acquisition, teachers learners interaction, teachers education and other aspects of language learning and use (p,120).

#### **4.3.2.4 Advantages**

“Diaries promote autonomous learning encouraging students to take responsibility for their own learning”. Nunan, (1992.p, 120). Through use of diaries students are awareness of their advances, weakness and strength.

- Diaries are written while each activity is ended, this means that the experiences are described in a sequence.
- The narration is for volunteers and does not take time from data collector
- Students participate of their own learning process and they are able to assessment it.

#### **4.3.2.5 Disadvantages**

- Language is a problem because students have different levels of study.
- If takes long time students could lose motivation.

#### **4.3.2.6 Production sample analysis.**

There are several kinds of results, which do not necessarily come exclusively from verbal language. Also the results obtained can come from non-verbal language, because the messages transmitted by the students, regardless of the way, will always throw data. The way students express themselves usually yields non-linguistic results. However, it is important to measure the students' degree of fluency in verbal language, because this allows to know the state of speech development, especially in the speed and structuring of oral expression.

#### **4.3.2.7 Oral artifacts.**

These were done after performing the 4 activities in class. The students were free to choose how they wanted to show their progress and by unanimous decision chose to present conversations because they felt more comfortable representing everyday situations opting for grammatical structures known to them. These were recorded and transcribed to analyze their fluency in terms of spoken skills.

#### 4.4.3 Triangulation

Cohen et al (2000) define triangulation as “the use of two or more methods of data collection in the study in some aspect of human behavior. It is a technique of research to which many subscribe in principle but which only minority use in practice”.(p,112). Triangulation in qualitative research is the comparison between these methods in order to make conclusions in regards to the problem.

Triangulation format. Table 1

Research questions	Instruments	Model components
“How the implementation of the jigsaw cooperative learning technique enhances the confidence and fluency on oral production in 10th grade English class at the Institución Técnica Francisco Cartusciello de Sabanagrande?”	focus group Students from 10 <sup>th</sup> .	context

How the implementation of

the jigsaw cooperative

learning technique influences

on confidence and fluency in

English of 10<sup>TH</sup> grade students

during oral production

activities?

Oral artifacts before and after

jigsaw activities

implementation.

Input

process

How are student's reactions

through implementation of

jigsaw cooperative learning

technique as strategy to

enhance their confidence and

fluency in English during oral

production activities?

Student journals or diaries.

product

## 5.1 Research development

### Context Evaluation.

This study had been focused on the effects of the implementation of the jigsaw cooperative learning technique on the students' confidence and fluency in 10th grade English class at the Institución Técnica Francisco Cartusciello de Sabanagrande. The study also describes students'

performance and reactions during the implementation of the jigsaw cooperative learning technique to improve fluency and confidence.

The main objective of this research was to analyze the effects of the jigsaw cooperative learning technique as a resource to enhance confidence and fluency in English oral activities, with the aim to get meaningful outcomes. The study was carried out under the paradigm of collaborative activities and procedures of new technique implemented in class taking into account a model for action research suggested by Cohen and Manion and Morrison (2000) because this is closer to the needs and features of the context, expecting positive findings after analysis.

The study was conducted in the Institution Tecnica Comercial Francisco Cartusciello de Sabanagrande with student from 10<sup>th</sup> grade A, where resources were limited regarding to technology and most students presented misconceptions about own English learning.

The implementation of this technique took four classes (2 hours per class) of 55 minutes each one for its execution researcher provided materials and used video recorder to collect data from focus group with six students, and samples of six students to compare fluency before and after jigsaw activities. Student journals or diaries were addressed to student from all students 10<sup>th</sup> A grade but where analyzed 4 samples, journals were written 10 or 15 minutes before each activity. For implementation of jigsaw activities, teacher-researcher previously organized the teams students worked at the bilingualism classroom and all of them received handouts.

### **5.1.1 Focus group**

As we saw earlier a focus group is a tool that provides data collection information to the people who are directly involved with the object of study through this we can address the problem

and propose solutions to the research topic. To carry out this activity, 6 tenth grade students were taken, who expressed their opinions through 5 questions. Subsequently the analysis and categorization of the information provided was performed.

### 5.1.2 Oral artifacts

The methodology for transcription in this case is based on concepts from Ellis and Barkhuizen“ a narrower system will indicate such phenomena as pause length, and simultaneous/overlapping speech.” (2005.p,28).

The transcription was taken from a conversation or role play between two students in each one. An open role play consists of (1) information about a particular situation, (2) role play cards which specify in broad terms participant’s relationship and their purpose for communicating with each other. (Ellis and Barkhuizen, 2005.p,32).

Transcription conventions

Short pauses \*

Long pauses \*

Proper names @

#### **Key words**

**False starts :** No completed words at the beginning of a sentences. Syllables repeated.

**Repetitions:** Words pronounced more than once in the speech. This is a common device for the staged construction of a proposition where they lack of linguistics means to construct it in one interrupted run. Thornbury and Slade (2006.p, 195)



**Formulaic language:** Refers to words used to start a speech. They are not generated by internalized grammatical rules, but are instead learned, stored retrieved, and use as if they single lexical items and without regard for their internal grammar. Thornbury and Slade (2006.P,192)

**Repetitions:** This refers to reiteration of lexical items in order to fill a pause. They could be at the word level of the phrase level (Vides, 2014) this is the primitive way to maintain conversational fluency Thornbury and Slade 2006 cited in Vides (2014)

**Discourse markers:** Use of connectors: firstly, finally, anyway, etc. Serve to show how what is being said is connected to what has already been said, either within a speaker's turn or across speaker turn. Shiffrin (1987) cited in Thornbury and Slade (2006.p, 57)

**Minimal responds and pause filters:** Words used by the speaker that indicate affirmation, doubt, etc. mmhmm, uh-huh, right and yeah, you know, I mean and pause fillers. (Thornbury and Slade, 2006).

**Speech rate:** Refers to the amount of words or phrases per minute that speaker is able to say.

Fluency is a key factor to measure speaking development ( Brown 2004, cited in Vides 2014.p,115) according to this the student's oral samples were taken into account with the aim to get information of student's fluency in their oral presentations. According to Tavakoli and Skehan (2005, cited in Vides ,2014.p,115) state that utterance fluency refers to an analysis of different aspects that involve speed fluency, breakdown fluency, and repair fluency. Speed fluency measures the delivered speech by calculating speech rate such as number of words per minute. The breakdown fluency measures the ongoing flow of speech by counting the number and length of filled and unfilled pauses. Repair measures how often speakers use false starts, make corrections of produce repetitions. According to this the student's oral samples were taken into account with the aim to get information of student's fluency in their oral presentations

### **5.1.3 Journals before jigsaw activities**

In order to carry out this activity, four tenth grade students were taken, who expressed their opinions through 4 questions. Subsequently the analysis and categorization of the information provided was performed. Four activities based on cooperative learning were applied under the jigsaw strategy (see appendixes) these were carried out during four consecutive classes each of two hours of 55 minutes. In choosing the topic, the level of vocabulary, interests and execution time were taken into account. The activities were applied in a normal classroom through photocopied material to which all students had access. No dictionary was provided.

## **Results**

This chapter presents data collected from the different instruments used in this study: focus group to six students, oral artifacts before and after of jigsaw activities implementation from 6 students and finally the students journals from 4 students.

### **6.1.1 Focus groups analysis**

In order to collect information, the students were previously clarified key concepts immersed in the questions so that they had a clear idea of each one of them.

The activity was carried out with 6 students through video.

"Good morning dear students welcome. Thank you for being part of this discussion. It aims to know their perceptions, beliefs and attitudes towards oral production in English and the use of strategies to improve in this aspect. Through their experiences and opinions, I will gather information about their motivations and / or fears during oral activities in the English class. It is

important that you know that this is not an evaluation and therefore in this activity there are no good or bad answers. They are at complete liberty to express their opinions on each response. "

The interview to 6 students (focus group) in which each of them could freely express their opinions. I must note that there was total willingness to participate students were excited to be able to comment on the activities done in their English classes. The results will be described below.

1- Qué actividades realizas normalmente en tu clase de inglés?

In this question you can verify that the activities that the students perform in their English classes are traditional, as we see that conversations present oral presentations dialogues in order to acquire and / or improve their oral skills and they perform with the aim of advancing in Learning the foreign language.

*“Bueno pues aquí en las clases de inglés nosotros realizamos diálogos en parejas. Tenemos que realizar oraciones, o párrafos hablando normalmente con otra persona, también exposiciones para desenvolvernos más en el tema pero también con el vocabulario y también obras de teatros en inglés (Sketch) sobre cualquier problemática o cualquier tema”*

Question 1. Turn 2

*“Como lo dijo mi compañera nosotros realizamos obras de teatro en inglés en ocasiones los diálogos ya sabe en parejas o individualmente pero en inglés y eso también nos ayuda al desarrollo en nuestra pronunciación y el desenvolvimiento que nosotros queremos para pronunciar mejor las palabras y que no se nos olvide nada.”*

## Question 1. Turn 3

We can see that the second intervention supports the above and reaffirms the use of traditional or conventional activities in the English class.

*“Bueno normalmente en la clase de inglés nosotros hacemos diálogos, recitamos poemas en inglés, también hacemos obras de teatro en inglés y a veces nos ponen a cantar canciones en inglés eso nos ayuda a desarrollar más en la pronunciación y conocimiento”.*

## Question 1. Turn 4

*“Bueno en la trayectoria que he tenido en la primaria y ahora en la secundaria hemos llevado un proceso muy grande, hemos realizado muchas actividades, por ejemplo actividades en pareja tanto como individuales hemos hecho exposiciones traducciones de textos hemos hecho mucho vocabulario que nos han ayudado en el proceso y en el procedimiento de la vocalización bien en English”.*

## Question 1. Turn 5

*“Bueno en nuestra clase de inglés en lo que hemos recorrido todo el año ha sido muy chévere, aprendemos mucho la seño nos pone a hacer actividades orales con nuestros compañeros exposiciones, participaciones en clase en inglés obras de teatro en inglés y es muy chévere porque aprendemos nuestro vocabulario y así lo vamos desarrollando más y aprendemos bastante”.*

## Question 1. Turn 6

*“Bueno pues normalmente en la clase de inglés siempre realizamos trabajos productivos y que satisfactoriamente siempre nos ayudan como exposiciones, traducciones y diálogos entre compañeros o en parejas y pues nos ayudan muchísimo para nuestra fluidez en inglés”.*

Question 1. Turn 7

2- Qué sientes cuando participas en las actividades orales de inglés?

As for the reactions that show in front of the execution of these activities the students responded that they feel excitement but also nervousness when facing the public teacher and classmates. He feels support especially from the teacher who helps and corrects them.

*“Cuando participamos en esas actividades bueno sentimos mucha emoción primeramente y más cuando principalmente lo hacemos frente a mucho público, o delante de nuestros compañeros sentimos a veces nervios por equivocarnos a veces pero se siente muy acogedor porque nuestra profesora y todos nos ayudan a sentirnos bien con nosotros mismos y se siente muy genial”.*

Question 2. Turn 9

*“Bueno, al principio cuando vamos a comenzar a hablar inglés o a participar en algunas de las actividades que hacemos al principio siempre sentimos nervios pero tenemos que estar confiados en que con la ayuda que nos han dado nuestros profesores y con el conocimiento que hemos adquirido de ellos nos van a ayudar a salir adelante confiar en que podemos hacer lo que tenemos que hacer y nos va a salir super bien”.*

Question 2. Turn 10

*“Bueno a mí me gusta participar en las clases de inglés, me siento bien y si tengo dudas sobre algún tema y cuando uno participa entonces sale de dudas si está bien o está mal y el profesor si está mal te corrige, si has dicho algo mal te corrige y eso te ayuda a ensanchar más tu conocimiento entonces te sientes bien participando”.*

Question 2. Turn 11

*“En las clase de inglés me siento muy satisfecha con las actividades que la seño nos ha brindado para poder ir fluyendo un poco más en el idioma del inglés, en las actividades orales me siento un poco nerviosa al equivocarme en la pronunciación algo que se me dificulta pero entiendo que eso va evolucionando poco a poco a lo que nos va brindando la seño en las clases”.*

Question 2 turn 12

*“Pues me siento muy bien cuando participamos en clase aprendemos nos da nervios, nos dan nervios, pero a medida que vamos participando se va desapareciendo el nervio ya que si nos equivocamos nuestra profesora nos corrige y así vamos aprendiendo y vamos desarrollando, me siento súper bien en la clase de inglés creo que he avanzado bastante”.*

Question 2. Turn 13

*“Bueno primero que todo en la clase de inglés cuando estamos participando en las actividades obviamente vamos a sentir un poco de nervios, pero después se nos van quitando los nervios y después que terminamos sentimos satisfacción porque creemos que hemos aprendido cosas nuevas y creo que lo hicimos bien”*

Question 2. Turn 14.

She shows certain degree of confidence, but she feels the necessity of support from her teacher in order to solve doubts. She is aware about her weakness or learning needs:

*“Bueno a mí me gusta participar en las clases de inglés, me siento bien y si tengo dudas sobre algún tema y cuando uno participa entonces sale de dudas si está bien o está mal y el profesor si está mal te corrige, si has dicho algo mal te corrige y eso te ayuda a ensanchar más tu conocimiento entonces te sientes bien participando”*

Question 2. Turn 11.

*“In this part we can see that the participants (students) agree that one of the most notorious weaknesses is the lack of fluency when speaking English. They express that they need to develop this ability as they consider it important in acquiring this foreign language. They express clearly that this ability has not been developed as they would like because they would like to manifest that they are not able to at least express long sentences where they say words with ample time spaces between one and another”*

Question 3

Cuáles son las dificultades que encuentras cuando realizas las actividades orales en tu clase de inglés?

*“Al momento de realizar las actividades orales en clase de inglés, bueno se siente muy bien pero tenemos dificultades también porque todo no es perfecto, a veces me cuesta la*

*pronunciación, más que todo también hablar, las oraciones todas completas con fluidez con rapidez todas las oraciones de recorrido porque no solamente una palabra, sino también las todas oraciones completas hablarlas con fluidez, rápidamente pronunciarlas bien”.*

Question 3. Turn 16.

*Bueno en ocasiones las dificultades que tengo son en la pronunciación porque a veces ciertas oraciones no solamente una palabra sino oraciones a veces se me olvidan las palabras a veces se me dificulta el desenvolvimiento la rapidez hablar con fluidez las oraciones en inglés y cosas así.*

Question 3. Turn 17

*Bueno unas de las dificultades que tengo para las actividades orales es la pronunciación ya que se me dificulta pronunciar un párrafo ya que hay que hacer pausas y todo eso otra dificultad es entender cuando se habla en inglés rápidamente se me dificulta entonces entiendo más cuando hablan lento.*

Question 3. Turn 18

*Bueno una de las dificultades que más he tenido en la materia de inglés es la pronunciación, muchos de los diálogos y también oraciones y textos se me dificulta a veces la pronunciación de hablarlos rápidamente transcurridamente se me dificulta demasiado.*

Question 3. Turn 19

*“Bueno lo que más se me dificulta en inglés es la pronunciación en las oraciones no puedo leer continuamente porque “me embolato” no sé cómo pronunciarlo se me enreda la lengua, pero*



*bueno eso se va aprendiendo poco a poco a medida que vayamos desarrollando a medida que la seño y aprendiendo más inglés y que la seño nos vaya ayudando”*

Question 3. Turn 20

We could see that the participants below relate the understanding of English to the speed with which they speak it and thus can speak it in the same way.

*“Bueno unas de las dificultades que tengo para las actividades orales es la pronunciación ya que se me dificulta pronunciar un párrafo ya que hay que hacer pausas y todo eso otra dificultad es entender cuando se habla en inglés rápidamente se me dificulta entonces entiendo más cuando hablan lento”.*

Question 3. Turn 18

*“Pues... una de las dificultades que tengo en la clase se inglés es entender lo que me quieren decir los profesores cuando están hablando demasiado rápido entonces creo que le entiendo cuando hablan un poquito pausado, también la pronunciación creo que es uno de mis factores un poquito débil”.*

Question 3. Turn 21

*“The learning needs that, according to the students expressed, are focused above all on the weakness expressed above, they agree that the ability that interests them is to have fluency when expressed orally. For them, the importance of speaking in English without hesitating is important given the level of vocabulary they have”.*

Question 3. Turn 22

Question 4

4-Qué habilidades te gustaría adquirir a través de las clases de inglés

*“Por medio de la clase de inglés y todas las actividades orales me gustará obtener muchas habilidades una de esas sería hablar con más fluidez, con más rapidez todos esos textos que al momento de decirlos no me embolote no me equivoque en ninguno de estos, pero todo esto ,o vamos a poder lograr con todas estas actividades tratar de hablar de conversar con otra persona que hable este idioma , este no perfectamente pero si tratar de hacerlo porque a muchos nos gustaría saber este idioma ,seria genial hablar con una persona que es su idioma este natal que habla hace mucho tiempo este idioma, este porque una persona que te esté hablando a ti en inglés o en otro idioma tu tienes que conocerlo porque te va a decir algo y tu quedas como qué ? Qué? No entiendo pues lo que está diciendo esa persona pues a todos nos gustaría aprenderlo más y hablar con otras personas de este idioma, poder entenderlas y que ellas no puedan entender a nosotros también”.*

Question 4. Turn 23

*“Pues me gustaría adquirir una habilidad de hablar rápido con más fluidez que las personas me entiendan y yo también entenderlas sin enredarme sin pensar tanto las palabras que voy a decir, porque este me gustaría aprender inglés exactamente por eso me llama mucho la atención como hablan otras personas entonces me gustaría aprender eso y hablarlo igual, bueno no igual manejarlo , manejarlo y que la persona me entienda”.*

Question 4. Turn 24

*“Bueno las habilidades que a mí me gustaría adquirir a través de la clase de inglés sería la rapidez al hablar y la fluidez, ya que en ocasiones tenemos ciertas debilidades para hacerlo y que así como a mí me entiendan lo que quiero decir así también pueda entender a las demás personas que me hable en inglés y entablar una conversación no tanto entablar si no más o menos entender y que me entiendan”.*

Question 4. Turn 25

*“Bueno una de las habilidades que me gustaría adquirir sería entender con más rapidez o que los profesores dicen al hablar rápido me gustará también hablar con más fluidez con más rapidez y que mis compañeros puedan entender lo que les quiero decir”.*

Question 4. Turn 26

*“Bueno una de las habilidades que me gustaría tener sería poder pronunciar bien una de las cuantas frases que pudiera yo comunicarme no tan solo también sino que me puedan entender una buena comunicación una manera de interpretar las cosas que me entiendan como yo quiero entenderlos a ellos”.*

Question 4. Turn 27

*“Pues unas de las habilidades que me gustaría adquirir es hablar con fluidez y pues que la persona con quien yo esté hablando me entienda lo que yo le quiera decir, pues no hablar pausadamente y pues no se hablar bien y que me entiendan”.*

Question 4. Turn 28

As related in question 5 for them to work with the collaboration of their peers and the support of the teacher facilitates the improvement in the acquisition of oral skills in English. They think that working with such help would give them confidence and security at the moment of expressing themselves orally. For them it does not have any inconvenience that in the activities emphasizes in the cooperation between them.

*“Pues pienso que si todas estas actividades orales nos pueden ayudar a mejorar nuestro desempeño en la clase de inglés cuando hacemos este tipo de diálogos o exposiciones con nuestros compañeros nos ayudan a perder el temor en público y si nos equivocamos nos corrigen y así aprendemos cuales cosas están mal”.*

Question 5. Turn 30

*“Bueno yo creo que las actividades orales si nos ayudan a mejorar nuestro desempeño en la clase de inglés ya que cuando nosotros interactuamos con nuestros compañeros perdemos el miedo o la pena o el temor a equivocarnos a ensanchar nuestros conocimientos ya que los compañeros pueden participar también y nos ayuda bastante”.*

Question 5. Turn 31

*“Bueno yo creo que las actividades orales si nos ayudan a mejorar nuestro desempeño en la clase de inglés ya que cuando nosotros interactuamos con nuestros compañeros perdemos el miedo o la pena o el temor a equivocarnos a ensanchar nuestros conocimientos ya que los compañeros pueden participar también y nos ayuda bastante”.*

## Question 5. Turn 32

*“Pues si creo que nos ayudaría mucho en el desempeño académico tanto en el actitudinal nos podrá ayudar tan solo para perder el miedo y poder hablar dialogar y también poder conversar en público ya que muchos de ellos tanto como yo tenemos la incomodidad de hablar públicamente ya que el inglés nos ayuda demasiado en la comunicación con nuestros compañeros y profesores”.*

## Question 5. Turn 33

*“Pues yo creo que si nos ayuda bastante ya que esto nos ayuda a mejorar nuestro rendimiento en inglés nos ayuda a tener esa práctica de hablar de desenredar la lengua para que no se nos enrede tanto”.*

## Question 5. Turn 34

*“Bueno yo creo que las actividades en inglés con nuestros compañeros y profesores si nos ayudan mucho porque nos ayudan a saber a interpretar lo que nos quieren decir los textos pues nuestra fluidez y nuestro vocabulario en las clases y nos ayudan en nuestro crecimiento académico nuestro desempeño en la clase de inglés”*

## Question 5. Turn 35

After analyzing and categorizing the opinions of the participants we can say that their interest in the English class is more than anything in acquiring those oral skills as is the fluency to them motivates them to be able to express themselves in the same way as they do in their language

Native, in addition we see that although they realize oral activities in the classes, they have not been able to advance in that weakness. On the other hand we noticed that they feel that working with their colleagues is very supportive to improve this skill something that I find very positive because it would not be difficult to apply cooperative work strategies.

### 6.1.2 Oral artifacts before jigsaw activities

This activity was carried out before to implement the jigsaw activities. Teachers asked students to prepare a short speech about professions or occupations

#### Transcription conventions

Short pauses \*

Long pauses \*

Proper names @

#### Situational factor:

**Type of data:** Oral test: Sample 1

**Method of recording:** video recorded.

**To whom:** teacher-researcher

**When:** before jigsaw activities

Table # 2

SAMPLE 1

TRANSCRIPTION	TEMPORAL VARIABLE		Oral test
STUDENT 1			1
The electrician* is* a	Speech rate		36 words / 30 sg

person* <i>responsable</i> for repair* and start** the <i>cables</i> of the light also <i>tamb</i> he is* to the who he can gives a good electrical service. He* is* has the responsibility to repair it.	Pause length (short) #		7
	Pause length (long) #		1
	HESITATION PHENOMENA		
	False starts #		2
	Repetitions #		0
	Minimal responds and pause filters#		0
	Replacements ( Spanish) #		3
	Formulaic language#		0
	Discourse markers		0
	Delivery of the message:		

For the activity he was asked to speak for approximately one minute. The student said 36 words in 30 seconds, in addition to this first example we see that the student makes seven pause length short during his participation, besides presenting two false starts and replacements

We observed that the student made several pauses to accommodate the words, and we can deduce that he said word by word. I have doubts when expressing some ideas and it is here where we observe that he does false starts to start the sentences. He had three replacement that were *responsable* and *cables*, and also two of them due to the similarity of his native Spanish language. His oral presentation was mechanical.

Table # 3

## SAMPLE 2

TRANSCRIPTION	TEMPORAL VARIABLE		Oral test
STUDENT 2			
My profession* my profession is teach is teach** my work my job is teach in the school my job in my job prepared at events and activities with students** check the progress of the students *and oriented in their difficulties. Myjobisinteresting	Speechnrate		43words/37seg
	Pause length (short) #		2
	Pause length (long) #		2
	HESITATION PHENOMENA		
	False starts #		2
	Repetitions #		1
	Minimal responds and pause filters#		0
	Replacements ( Spanish) #		2
	Formulaiclanguaje#		0
	Discoursemarkers		0
	Delivery of themessage:		

Fuente: diseño propio

In this second transcript we can see that the student pronounced 43 words in 37 seconds and had two false starts one repetition and two replacements. We can also see that he had two pause length short and two pause length long.



We observe that here the student started his presentation with two false starts he observes a bit of doubt he then has a pause length long to continue with his speech and he does not seem safe in using the words job or work later he makes two replacement with the words prepares and events Due to their similarity to these words in their mother language. Further on it makes two pauses plus one long and one short.

### **6.1.2 Journals Analysis**

In order to carry out this activity, four tenth grade students were taken, who expressed their opinions through 4 questions. Subsequently the analysis and categorization of the information provided was performed. Four activities based on cooperative learning were applied under the jigsaw strategy (see appendice H p,168)

#### **Jigsaw activity implementation.**

Each home team member or researchers was given information on one part of an overall topic. Students were joined in groups and received a part of information according to the topic, each one of them had to learn about this information in order to become in experts. The next step was to form expert teams with different chunks of information and they must be prepared to teach their classmates, after that students came back to their home teammates and student work together on an activity were join and use all this information in order to accomplish the task. Students of 10<sup>th</sup> had to make a plan in a visit to New York, to organize a fashion, to create a menu of New Year for a friend's good luck, and to choose three wild animals as pets

### **6.1.3 Journal analysis**

**Question 1. Activity 1.**

Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?

According to the students' opinions, we can deduce that dealing with a new strategy some produced some shyness but they were evolving while the activity was making progress.

**S3** Al principio me sentí un poco intimidado pero a lo largo de la clase me sentí un poco más relacionado con el inglés.( see journal 3 p, 159)

**S4** Mi impresión fue un poco tímida pues no sabía de qué se iba a tratar la actividad pero después cuando la seño terminó de explicar sentí que era interesante la actividad (see journal 4 p,160)

We see that others were motivated with the activity presented and began to interact with their peers. To identify the student we will use the word S and the number with the answer:

**S1** La actividad me pareció muy chévere ya que pude interactuar con mis compañeros ( see journal 1 p, 157)

**S2.** Mi impresión fue que me pareció muy interesante ya que pude interactuar con mis compañeros y conocer más de este lenguaje. (see journal 2 p, 158)

**Question 1. Activity 2.** Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?

Already for this second activity there was more confidence and they felt affinity with the subject, already they say that work with more security. Students are more open to learning.

**S1** Mi impresión fue muy entusiasta ya que con esta actividad pudimos conocer un poco más del tema. (see journal 5 p, 161)

**S2** La impresión que tuve al escuchar la explicación de la profesora interpreté que tenía que ver con prendas de vestir dependiendo el lugar. (see journal 6 p, 162)

**S3** Mi impresión fue interesante ya que se trataba de fashion. (see journal 7 p,163)

**S4**Sinceramente esta actividad la realicé con más entendimiento ya que no era la primera actividad realizada. ( see journal 8 p, 164)

**Question 1. Activity 3.** ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?

Here we can see that the students already speak of their interest in the contents are still open to the knowledge the motivation to develop these activities is progressing.

**S1** Mi impresión fue motivadora con muchas ganas de entender este tema.(see journal 9 p,160)

**S2** La impresión que llevé tuve al escuchar a la profesora la actividad que se llevó a cabo me pareció bien ya que gracias a estos tipos de actividades logro reforzar mis conocimientos y vocabulario. ( see journal 10 p, 166)

**S4** Muy interesante porque se estaba hablando de comidas de todo el mundo.( see journal 11p,167)

This student expressed a bit of fear still because he did not want to be wrong.

**S3** La impresión que tuve fue que tuve un poco de temor porque de pronto no iba a hacer la actividad como debía.( see journal 12 p, 168)

**Question 1. Activity 4.**

I noticed that in the final activity the students were familiar with the activity and took it naturally and were receptive to knowledge. Also for them the subject matter was interesting.

Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?

**S1** Pues la verdad bien porque aprendí cosas diferentes. (see journal 13 p,169)

**S2** Mi impresión fue muy positiva con ánimo de realizar esta actividad. (see journal 14 p, 170)

**S3** Me pareció muy interesante ya que las clases iban a ser muy dinámicas. ( see journal 15 p,171)

**S4** Me pareció fácil e interesante de realizar esa actividad. (see journal 16p,172)

**Question 2. Activity 1. Qué sentiste cuando hacías la actividad?**

According to the opinions we see that the subject was approached with by the students with enthusiasm, they felt that they were knowing something new. Students were receptive to knowledge.

**S1** Muy bien porque pude compartir información acerca de los temas que dio. (see journal 1 p,157)

**S2** Sentí muchas ganas y animo de aprender y entender la vocalización de este tema. (see journal 2 p, 158)

**S3** Como dije antes, al principio me sentí un poco intimidado por ser la primera vez pero al transcurso de la clase me sentí un poco más motivado y relacionado con el inglés y supe más cosas del país de EE.UU. (see journal 3 p,159)

**S4** Me sentí bien de que estábamos conociendo algo que no sabíamos y reforzar nuestros conocimientos. ( see journal 4 p, 160)

**Question 2. Activity 2.** Qué sentiste cuando hacías la actividad?

We observed that they feel comfortable to carry out the activity there is intrinsic motivation and feel more secure they found it easier to solve the activity.

**S1** Sentí muchas ganas y mucha capacidad para seguir realizando. (see journal 5 p, 161)

**S2** Reforzaba mis conocimientos al momento de escoger la ropa para la ocasión. ( see journal 6 p, 162)

**S3** Me sentí muy entusiasmada porque estaba entendiendo bien la actividad. (see journal 7 p, 163)

**S4** La verdad un poco de tranquilidad porque realizábamos las cosas con más calma ya que sabíamos más lo que teníamos que hacer.( see journal 8 p, 164)

They were interested about the content and to acquire knowledge in the language.

**S2** Reforzaba mis conocimientos al momento de escoger la ropa para la ocasión. (see journal 6 p,162)

**Question 2. Activity 3.** Qué sentiste cuando hacías la actividad?

I could see how the activities progress, it costs them less to develop and enjoy doing them. They show an enthusiasm because there is more security in what they do.

**S1** Sentí ganas de poder trabajar bien esta actividad. (see journal 9 p,165)

**S3** Me sentí segura ya que a medida iba interpretando la actividad iba entendiendo mejor (see journal 12 p, 168)

**S4** Aprendí sobre las creencias de los otros países as que se sintió bien'.(see journal 11 p, 167)

Ya empieza a ser más evidente la interacción entre ellos.

**S2** Sentía que al dialogar con mis compañeros juntos compartíamos ideas, conocimientos reforzando nuestros conocimientos. (see journal 10 p, 166 )

**Question 2. Activity 4.** Qué sentiste cuando hacías la actividad?

They felt comfort and desire to do the activity have motivation and there is affinity with the subject. They enjoyed doing the activity.

**S1**Bueno la verdad me sentí alegre porque es algo diferente que hacemos y es muy chévere todo.

**S2** Muchas ganas de entender y desarrollarla. ( see journal 13 p, 169)

**S4** Fue entretenido ya que me gustan mucho los animales y la actividad era sencilla me sentí cómoda al realizar la actividad esta actividad.( see journal 16 p,172)

They expressed a little nervousness about the content of the questions.

**S3** Sentía un poco de nervios por las preguntas y esas cosas. (see journal 15 p, 171)

**Question 3. Activity 1.** Cómo describirías las reacciones de tus compañeros al hacer la actividad?

In this aspect, we conclude that they were adjusting to the new activity as a group of Jigsaw.

**S1** Bueno del 1 al 10 un 10 porque participamos por igual aunque a veces alguno no entendía y los demás ayudaban a explicar y se veían con un buen aspecto al hacer la actividad porque fue muy entretenida la lectura. ( see journal 1 p, 157)

**S2** La describiría muy animada y con la capacidad de poder desarrollar esta actividad.( see journal 2 p, 158)

There was participation others felt fear, nevertheless there was collaboration and interest to realize it.

**S3** Algunos compañeros por no entender el inglés se quedaron callados, pero otras por su parte siendo tímidos supieron perder el miedo y eso fue muy motivante. ( see journal 3 p,159)

**S4** Pues algunos muy tímidos otros a pesar de que se sentían inseguros mostraban sus puntos de vista y entre todos ayudábamos a concretar ideas ( see journal 4 p, 160)

**Question 3. Activity 2.** Cómo describirías las reacciones de tus compañeros al hacer la actividad?

According to the analyzed the students showed in this activity disposition to realize the activity they were concentrated and they had a clear idea of what they did.

**S1** La describiría muy positiva ya que entre todos resolvimos esta actividad. ( see journal 5 p, 161)

**S3** De una manera ventajosa que ese tema lo estábamos viendo en clase.

**S4** Estaban un poco tranquilos porque casi todos estaban bien concentrados ya que sabían lo que hacían.( see journal 8 p, 164)

There was discussion on the subject, they are starting to interact more.

**S2** Hubieron contradicciones al escoger las prendas de vestir

**Question 3. Activity 3.** Cómo describirías las reacciones de tus compañeros al hacer la actividad?

In this part of the analysis it is important to emphasize that the students are comfortable with the strategy used in the class. They perform better and feel motivated throughout the activity.

**S1** La reacción de mis compañeros fue motivante ( see journal 9 p, 165)

**S2** Muy bien porque compartíamos nuestros conocimientos. (see journal 10 p, 166)

**S3** Las reacciones que observé fue que se interesaron en la actividad ya que querían aprender más para reforzar sus conocimientos.( see journal 3 p, 159)

There is interaction as the content motivates them to talk to each other.

**S4** Ellos hablaban pues les pareció super interesante el texto. (see journal 11 p, 167)



**Question 3. Activity 4.** Cómo describirías las reacciones de tus compañeros al hacer la actividad?

Here we conclude that the students perceived a bit of nervousness but others were motivated to do it safely from the beginning.

**S2** Muy motivada ya que ellos también se vieron interesados en este tema. ( see journal 14 p, 170)

**S3** Ellos estaban también nerviosos por lo que iba a pasar. ( see journal 15 p, 171)

**S4** Algunos se pusieron nerviosos a la hora de leer e interactuar, pero sus reacciones fueron normales y muchos estaban cómodos con la actividad.8 see journal 16 p, 172)

Again we observed that the cooperative work was present and they managed to advance.

**S1** Bueno alguno los sentí confundidos pero con la ayuda de todos lo logramos. ( see journal 13 p, 169)

**Question 4. Actividad 1.** Te ayudó esta actividad a interactuar con tus compañeros en inglés?

In the first activity we see that the strategy used shows effectiveness and acceptance by the students. As we see they show an interest in oral skills and feel motivated with the activity.

**S1** Si me ayudó porque al escuchar a mis compañeros hablando uno prestaba atención para escuchar como se dice y si alguno no lo pronunciaba bien ellos te ayudaban. ( see journal 1 p, 157)

**S2** Si porque aprendimos a trabajar en equipo y a pronunciar y escribir cada una de las ideas que pensábamos.( see journal 2 p, 158)

There was collaboration between them and they overcame difficulties.

**S3** Si me ayudó porque por medio de esta actividad pude interactuar con mis compañeros en inglés. ( see journal 4 p, 160)

**S4** Claro que si, como de antes los compañeros que son tímidos supieron perder el miedo y así pudieron hablar con otros. ( see journal 3 p, 159)

**Question 4.Activity 2.** Te ayudó esta actividad a interactuar con tus compañeros en inglés?

During the development of the second activity it can be observed that the students understood the purpose of the strategy used in class as they took advantage of this to develop oral skills and thus to achieve a little more fluency, there was comfort with cooperative learning strategies and there were advances in speaking Skill development.

**S1** Si porque entre nosotros mismos nos enseñábamos y pronunciábamos este idioma. ( see journal 5 p, 161)

**S2** Si porque hubo comunicación en el idioma inglés. ( see journal 6 p, 162)

**S3** Si porque si en una ocasión no sabía la pronunciación de alguna palabra nos ayudábamos mutuamente.( see journal 7 p, 163)

**S4**Si un poco ya que conocí palabras de pronto no sabía cómo se pronunciaba o se leía. ( see journal 8 p, 164)

**Question 4. Activity 3.** Te ayudó esta actividad a interactuar con tus compañeros en inglés?

**S1** Si porque pudimos interactuar el inglés entre nosotros mismos.( see journal 9 p, 165)

This analysis has shown that students felt comfortable working cooperatively feel support from their peers and manage to learn more from each other. They practiced their oral skills in an environment that fills them with confidence.

**S2** Si, porque en ocasiones se dio la pronunciación en inglés con nuestros compañeros. ( see journal10 p, 166)

**S3** Si porque a medida que íbamos realizando la actividad las palabras que alguno no entendía el significado los otros lo ayudaban y todos nos ayudábamos a completar la actividad. ( see journal 12p, 168)

**S4** Si porque hablábamos y leíamos en inglés. ( see journal 11 p, 167)

**Question 4. Activity 4.** ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés?

At this point we can say that the activity had great acceptance and we see that they express satisfaction by having been able to understand the activity and to be able to develop the speaking abilities and also felt that they could have more development when speaking.

**S1** Pues sí, y mucho claro porque por medio de eso aprendí más a fondo e interactué mucho con los compañeros. ( see journal 13 p, 169)

**S2** Si ya que pudimos conversar sobre este lenguaje. ( see journal 14p, 170)

**S3** Si me ayudó porque aprendimos a interactuar entre nosotros nos ayudábamos unos a otros. ( see journal 15 p, 171)

**S4** Si todas las actividades que desarrollamos en clase nos ayudan mucho a conocer diferentes cosas a ampliar nuestro vocabulario ya interactuar con mis compañeros con las preguntas y respuestas.( see journal 16 p, 172)

In conclusion we can establish that the strategy used in the class was welcomed among the students, they were able to work cooperatively and showed progress in the development of their oral skills especially achieved more fluency during the activity, this allowed them to interact and also each fulfilled its role Inside the jigsaw as such. Although there were times that some were afraid they found the support of their peers to solve the activity and they saw the cooperative work and improved the atmosphere of the class.

With regard to the results of the focus group, after analyzing and categorizing the opinions of the participants we can say that their interest in the English class is more than anything in acquiring those oral skills as is the fluency to them motivates them to be able to express themselves in the same way as they do in their language Native, in addition we see that although they realize oral activities in the classes, they have not been able to advance in that weakness. On the other hand, we noticed that they feel that working with their colleagues is very supportive to improve this skill something that I find very positive because it would not be difficult to apply cooperative work strategies.

#### **6.1.4 Oral artifacts after jigsaw activities**

These were done after performing the 4 activities in class. The students were free to choose how they wanted to show their progress and by unanimous decision chose to present conversations because they felt more comfortable representing everyday situations opting for grammatical structures widely known by them. These were recorded and transcribed to analyze their fluency in terms of spoken skills.

#### **Oral sample**

Method of recording: video recorded.

To whom: teacher researcher.

When: after last jigsaw activity.

What: speaking activity. Role play conversation. Topic preset progressive.

students had 15 minutes to prepare the conversation. They had resources such as books dictionaries, etc.

where: in the bilingualism classroom.

#### **Transcription conventions**

Short pauses \*

Long pauses \*

Proper names @

Table # 4

Sample 3

*Student A turns: 1,3,5,7,9,11,13.*

TRANSCRIPTION STUDENT A	TEMPORAL VARIABLE		Oral test 1
A-1: Hello	Speechrate		54 words 17''
A-3: Hi @ how are you? We *are waiting for you.	Pause length (short) #		4
A-5: It's already six o'clock	Pause length (long) #		1
A-7: Well * <i>everybody</i> is here* we're we're having a good time.	HESITATION PHENOMENA		
	False starts #		0
	Repetitions #		1
A-9: eh@ @ and are dancing *@ is watching the <i>super match</i> and @ is talking to @	Minimal responds and pause filters#		2
	Replacements ( Spanish) #		0
A-11: ehShe is** making sandwiches in the kitchen	Formulaiclanguag#		1
	Discoursemarkers		0
A-13:Ok see you later	Delivery of themessage:		

Fuente: diseño propio

The analysis shows that student A can say 54 words in 17 seconds by taking into account that the total duration of the conversation was 1 minute 3 seconds. The student has 4 pauses length (short) and 1 pause length (long), in addition we can see also that only one repetition and two minimal respond and passes filters, used a single formula in language. The words mispronounced

were 2 in total and appear in bold in the transcript. In his participation he showed confidence and security.

We see that it is the one that initiates the dialogue, then in its second it has a short pause to think the rest of the phrase, in the phrase number 7 begins using a formula in language: well (Thornbury and Slade, 2006) has two more pauses due To which he is not sure of the pronunciation of a word everybody but quickly resumes the dialogue. Then we see pause filters before you start phrases 9 and 11 as you think you are going to say. (Thornbury and Slade, 2006), finally manages to finish the sentence in English.

Table # 5

Sample 4

*Student B turns 2,4,6,8,10,12.*

TRANSCRIPTION STUDENT B	TEMPORAL VARIABLE		Oral test 1
B-2:Hello **@ is @ B-4:What time is it? B-6:Oh no!! I am really too late B-8: <i>Withoutme without            me?!What'swhat's everybody            doing?</i>	Speechrate		40 words 23''
	Pause length (short) #		2
	Pause length (long) #		1
	HESITATION PHENOMENA		
	False starts #		1
	Repetitions #		2
	Minimal responds and		0

B-10:What's @ doing?	pause filters#		
B-12:I have to go, by* the way, I am* <b>bringing more</b> soda and chips.	Replacements (		0
	Spanish) #		
B-14:Bye	Formulaiclanguag#		0
	Discoursemarkers		0
	Delivery of themessage:		

Fuente: diseño propio.

In this second analysis we can see that in the speech rate the student managed to say 40 words in 23 seconds as mentioned above the dialogue lasted for 1 minute 3 seconds. Here we observe that student B has two pause length short and 1 pause length long as far as hesitation phenomena presents 1 false starts and 2 repetitions did not use formula in language did replacements. Two poorly pronounced expressions were observed which are highlighted in bold.

The student enters from second in the conversation reaches 40 words in 23 seconds as mentioned above the duration of the dialogue was 1 minute three seconds, the start has a long pause and in the following two interventions we do not observe any special feature, Two repetitions Thornbury and Slade (2006) which in turn have pronunciation errors which highlight in bold in intervention 12 presents a short pause when using the expression "by the way" in that same sentence again shows a short pause followed by a Expression badly but ends the sentence. We can see that although the student presents some pauses in some of his sentences, he manages to have a certain degree of fluency and fulfills his objective that is to maintain the thread of the conversation.



## Conversation 2

Table # 6

*Student c turns 1,3,5,7*

TRANSCRIPTION STUDENT C	TEMPORAL VARIABLE		Oral test 1
<p>C-1: @ Which one is @'s cousin @?</p> <p>C-3 And who is the woman in the corner?</p> <p>C-5: **The* one with the the whi..white blou blouse and red skirt. She is talking to next @</p> <p>C-7: The guy in the black jacket must be @. By the way, where is @?</p>	Speechnrate		46 words 24''
	Pause length (short) #		0
	Pause length (long) #		1
	HESITATION PHENOMENA		
	False starts #		2
	Repetitions #		0
	Minimal responds and pause filters#	0	0
	Replacements ( Spanish) #	0	0
	Formulaiclanguag#	0	0
	Discoursemarkers	0	0
	Delivery of the message:		

Fuente: diseño propio

In the third transcript we can see that student C is the one who initiates the conversation and can say 24 words in 24 seconds. As for the hesitation phenomena in sentence 5 there is a long pause before starting to answer its interlocutor makes two false starts, we do not observe uses of the other categories during the dialog. After this ends your part of the dialogue without problems. He had no ill-spoken words.

Although the student presented certain difficulties in the sentence 5 C-5. The one with the whi .. whiteblouse and red skirt. To what according to Vides (2014) this is called false starts and we deduce that this happens when trying to pronounce the words to correctly say its phrase.

In conclusion that the student handles a degree of fluency according to his level was able to finish the activity satisfactorily.

Table # 7

*Student D Turns: 2,4,6,8.*

TRANSCRIPTION STUDENT D	TEMPORAL VARIABLE		Oral test
D-2: Is* over there with @.	Speechrate		41 words 20''
Ehhhh Look are wearing	Pause length (short) #		2
green * and white	Pause length		2
D-4: Which one?	(long) #		
D-6: Oh. That's @'s aunt	HESITATION PHENOMENA		

mmm yesand he**is the Susan's the Susan's boyfriend @ over* the C.D player. D: 8:She is waiting outside for @.Emm... She is coming a five min minutes.	False starts #		2
	Repetitions #		2
	Minimal responds and pause filters#		3
	Replacements ( Spanish) #		0
	Formulaiclanguagelanguage#		0
	Discoursemarkers		0
	Delivery of themessage:		

Fuente: diseño propio

In the transcript we can see that the student makes two pause length short and two pause length long as for the hesitation phenomena we observe two false starts two repetitions and pause filters.

The first pause length short is to start her part of the dialogue she is the second to speak then we see a pause filters, eh (Thornbury and Slade, 2006) in the sentence 2 and 6 mmm and 8 mmmm, and again pause length short. In the sentence we observe a pause length long to continue with the sentence where we see a pause length short. He had no pronunciation errors. We can conclude that he has a degree of fluency and could finish his speech in the dialogue with his partner.

### 6.1.5 Triangulation results.

- Students needs to experience new and well addressed speaking activities to enhance their performance in English.

- Students are clear about their leaning needs; fluency is an important feature for them.
- The cooperative learning's inputs have a pedagogical value in order to achieve confidence in our learners.
- Implementation of Jigsaw as a cooperative learning strategy offers participation and interaction in the classroom.
- Speaking skills development in our classes could be possible through effective strategies.
- Fluency is the result of confidence from speakers supported by others speakers.
- Students reacted positively facing strategies where they experience their knowledge.
- Learning English must be an enjoyable experience for students.

### **Discussion**

The different authors who have dealt with the pedagogical model of cooperative learning have in common that it is a beneficial model for the teaching of the English language, because of the interaction that the students have between them. The jigsaw technique is a reality in the classrooms of different countries of the world as we could show in the examples that were taken from different countries as they are in Chile, Colombia, countries of Europe, Asia, the world has taken as a reality that is a valid model for students to learn English.

It is true that there are differences in the contexts in which a young man learns English in France from a young man who is taught English in a municipality of the characteristics in which the students are, since both of them surely have realities Unlikely. In this sense, this globalized world allows one and the other to excel more than the others, so the contexts of the students must

certainly be taken into account, but beyond that what matters is the pedagogical strategy adopted by the teacher in the classroom. The benefits of implementing cooperative learning through jigsaw is a common denominator wherever it is applied. With regard to the findings found in the instruments applied and analyzed the results in the Institución Técnica Comercial Francisco Cartusciello de Sabanagrande for students in 10TH grade, with respect to the findings found in the application of the instruments and analyzed the results is that students have the same need to speak English fluently, being able to put together sentences and say them without hesitation, but certainly one of the reasons that do not allow them. Moving forward in this direction is the fear of speaking in public and more of a language they are learning.

Therefore, when applying the jigsaw technique, they fulfilled fundamental roles, trying to search for solutions autonomously and independently, applying cooperative learning, a situation that helped positively in the loss of fear of speaking in public, to help other colleagues to understand if there were doubts, which makes the student assume a leading role and that according to the survey, is that they want to learn the English language better. With the results obtained we find similarities to the results obtained by other investigations as presented in the state of the art, which all concluded that the results of cooperative learning are beneficial and positive for students who learn English. The jigsaw cooperative learning strategy is a technique resource to enhance confidence and fluency in English oral activities of students in 10th grade, undoubtedly.

For the author of this thesis the findings obtained and learned in the theoretical framework is the route that will surely implement in English classes, not only the tenth grade of this

educational institution, but will socialize with other teachers and management body this Learning methodology, at least to be applied in English classes, even as it was observed in the state of the art can be implemented in students of early ages, which is positive since the students assume main roles both in the Teaching as in learning. In our national context it would be formidable for the jigsaw technique in cooperative learning to be implemented in all classrooms where it teaches English, because this allows our country to leave the same pedagogical strategies framed in the normal lecture, without the student assuming a leading role, Making it possible for them to lose the fear of interacting in public and acquire fluency in this language, which is not properly the native.

The results that were given after the application of the interview focus group of students InstituciónTécnicaComercial Francisco Cartusciello de Sabanagrande in 10th grade were as expected, the students certainly want teachers to apply different teaching techniques than traditional ones, which In the case of teaching the English language does not become something that is not enjoyed by students, but rather the opposite, that from the role of the teacher we can go to this type of pedagogical tool for the student to learn the language, Feeling the pleasure of going to class knowing that it will have a space in which it can assume a different role to those developed in other classes and that for any human being it is important to acquire sufficient knowledge in English language, and the best Way to show it before the society, before a company or wherever you are, is that you can speak English fluently. It is important that these techniques are implemented gradually, until a consolidation that is part of the curriculum as an exclusive tool to enhance confidence and fluency in English oral activities of students.

## Conclusions

- It is important the influence of implementation of the jigsaw cooperative learning technique on student's confidence and fluency during oral productions activities. It was proved in the development of this work which is a technique used effectively in several countries of the world, which should not be extraneous to the pedagogical strategies of our country, in fact, one of the examples given in the state of the art comes of an educational institution from Bogotá, which is an indicator that there is in our country in fact cooperative learning. It is important that the pedagogical models given through the theories that we could relate of different authors, such as the examples collected in application in other parts of the world, are the beginning of projecting the adequacy of the models of English language teaching.
  
- Students are aware about their English learning needs and consider that fluency is important in order to get a better performance in second language acquisition. For the is important the interaction with others in a second language as English, according to this we can say

Their reactions through the implementation of jigsaw cooperative learning technique to enhance their confidence and fluency during oral production activities were positive, since for them to try with their own peers this new experience, in which their role is not only student but Teacher (of course, all under the supervision and advice of the teacher), makes the classes non-monotonous and confidence in acquiring English language, learning is different and fluency can be acquired faster.

The use of jigsaw technique does not only improve the English speaking skills but it is a useful strategy for big classes in our context for example students can work together with the aim to achieve their learning goals, they learn to work in teams and reinforce social skills and collaboration which is important to construct their own knowledge and their future social and professional relationships.

Effective methodologies and strategies need to be implemented in our classroom, to innovate in our classes are actions that our students perceive and they respond positively. Changes in our educational paradigms achieve meaningful outcomes and these experiences impact satisfactory on our students' behavior, besides create new opportunities for those learners that need a better way to achieve minimize their weaknesses and improve their confidence and self – esteem. Another advantage is that students consider that there is different ways to learn and they explore goes beyond traditional methods. Finally, we can consider that the effectiveness in our teaching process is important that our students enjoy learning activities but these must be meaningful well addressed activities in order to get positive results.

### **Recommendation for future research**

This research study was conducted with only a small group of students, for future research may include several groups of students of different levels so that the benefits of using jigsaw strategy as cooperative learning technique to enhance speaking could be analyzed widely and the results could under different perspectives in terms of validate more its effects. In addition, I suggest that future research may also consider analyzing the use of cooperative learning specially the jigsaw strategy in order to improve other skills such as reading and writing.



### **Implications for teaching**

According to the findings of this study, students improved their fluency through jigsaw technique. An argumentation is the interaction that this technique produces on students, they can feel the support each other. The class environment allows them act more freely and they are able to acquire their own knowledge and share it with others. The students were accustomed to different ways to work in groups but not as cooperative learning indicates in this case cooperative learning provided situations in which learners gained confidence to develop their oral skills.

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## APENDICCES

### APPENDICE I

Categories: 1 Focus group.

Focus group done with students

1. Metacognitive process
  - 1.1 Awareness of disfluency
  - 1.2 Learning needs
  - 1.3 Speaking skills fluency
  - 1.4 Ways of learning
2. Vision
  - 2.1 Motivation to learning
  - 2.2 Engagement
  - 2.3 Confidence
  - 2.4 Positive attitude
3. Cognitive strategies
  - 3.1 Traditional task activities
  - 3.2 Teacher's support
  - 3.3 Acceptance for peer collaboration
4. Personal development awareness
  - 4.1 Excitation
  - 4.2 Anxiety
  - 4.3 Awareness of mistakes

Categories 2 journals

Journals done with students

1. Metacognitive process
  - 1.1 Engagement with topics
  - 1.2 Meaningful learning
  - 1.3 Awareness of disfluency
  - 1.4 Learning needs
  - 1.5 Fluency
  - 1.6 Effectiveness of teaching strategies
  - 1.7 Comfort with cooperative learning strategies
2. Vision
  - 2.1 Motivation to learning

- 2.2 Open attitude to learning
  - 2.3 Intrinsic motivation
  - 2.4 Extrinsic motivation
  - 2.5 Enjoy learning
  - 2.6 Interest on content
- 
- 3. Personal development awareness
    - 3.1 Low confidence
    - 3.2 Fear towards make mistakes
    - 3.3 Weakness overcoming
    - 3.4 Anxiety
    - 3.5 Low comprehension



APENDIX A

Transcription Focus Group

*Instrument 1*

TUR N	PARTICIPAN T	PARTICIPATION	CATEGORIES
1	T.E	1- Qué actividades realizas normalmente en tu clase de inglés?	
2	Y	Bueno pues aquí en las clases de inglés nosotros realizamos diálogos en parejas. Tenemos que realizar oraciones, o párrafos hablando normalmente con otra persona, también exposiciones para desenvolvernos más en el tema pero también con el vocabulario Y También obras de teatros en inglés (Sketch) sobre cualquier problemática o cualquier tema	Traditionaltasks and activities
3	E	Como lo dijo mi compañera	Traditionaltasks and activities

		<p>nosotros realizamos obras de teatro en inglés en ocasiones los diálogos ya sabe en parejas o individualmente pero en inglés y eso también nos ayuda al desarrollo en nuestra pronunciación y el desenvolvimiento que nosotros queremos para pronunciar mejor las palabras y que no se nos olvide nada.</p>	
4	T	<p>Bueno normalmente en la clase de inglés nosotros hacemos diálogos, recitamos poemas en inglés, también hacemos obras de teatro en inglés y a veces nos ponen a cantar canciones en inglés eso nos ayuda a desarrollar más en la pronunciación y conocimiento.</p>	Traditionaltasks and activities
5	C	<p>Bueno en la trayectoria que</p>	Traditionaltasks and activities

		<p>he tenido en la primaria y ahora en la secundaria hemos llevado un proceso muy grande, hemos realizado muchas actividades, por ejemplo actividades en pareja tanto como individuales hemos hecho exposiciones traducciones de textos hemos hecho mucho vocabulario que nos han ayudado en el proceso y en el procedimiento de la vocalización bien en English.</p>	
6	D	<p>Bueno en nuestra clase de inglés en lo que hemos recorrido todo el año ha sido muy chévere, aprendemos mucho la seño nos pone a hacer actividades orales con nuestros compañeros exposiciones, participaciones en clase en inglés obras de</p>	Traditionaltasks and activities

		<p>teatro en inglés y es muy chévere porque aprendemos nuestro vocabulario y así lo vamos desarrollando más y aprendemos bastante.</p>	
7	Es	<p>Bueno pues normalmente en la clase de inglés siempre realizamos trabajos productivos y que satisfactoriamente siempre nos ayudan como exposiciones, traducciones y diálogos entre compañeros o en parejas y pues nos ayudan muchísimo para nuestra fluidez en inglés.</p>	Traditional tasks and activities
8	T.E	<p>2- Qué sientes cuando participas en las actividades orales de inglés?</p>	
9	Y	<p>Cuando participamos en esas actividades bueno sentimos mucha emoción primeramente y más cuando principalmente</p>	<p>Excitation and anxiety Teacher's support</p>

		<p>lo hacemos frente a mucho público, o delante de nuestros compañeros sentimos a veces nervios por equivocarnos a veces pero se siente muy acogedor porque nuestra profesora y todos nos ayudan a sentirnos bien con nosotros mismos y se siente muy genial.</p>	
10	E	<p>Bueno, al principio cuando vamos a comenzar a hablar inglés o a participar en algunas de las actividades que hacemos al principio siempre sentimos nervios pero tenemos que estar confiados en que con la ayuda que nos han dado nuestros profesores y con el conocimiento que hemos adquirido de ellos nos van a ayudar a salir adelante confiar en que podemos hacer lo que</p>	<p>Excitation and anxiety</p> <p>Teacher's support</p>

		tenemos que hacer y nos va a salir super bien.	
11	T	Bueno a mí me gusta participar en las clases de inglés, me siento bien y si tengo dudas sobre algún tema y cuando uno participa entonces sale de dudas si está bien o está mal y el profesor si está mal te corrige, si has dicho algo mal te corrige y eso te ayuda a ensanchar más tu conocimiento entonces te sientes bien participando.	Confidence Awareness of mistakes. Teacher's support
12	C	En las clase de inglés me siento muy satisfecha con las actividades que la seño nos ha brindado para poder ir fluyendo un poco más en el idioma del inglés, en las actividades orales me siento un poco nerviosa al	Engagement anxiety Teacher's support

		equivocarme en la pronunciación algo que se me dificulta pero entiendo que eso va evolucionando poco a poco a lo que nos va brindando la seño en las clases.	
13	D	Pues me siento muy bien cuando participamos en clase aprendemos nos da nervios , nos dan nervios pero a medida que vamos participando se va desapareciendo el nervio ya que si nos equivocamos nuestra profesora nos corrige y así vamos aprendiendo y vamos desarrollando, me siento super bien en la clase de inglés creo que he avanzado bastante.	Engagement Anxiety Teacher's support
14	Es	Bueno primero que todo en la clase de inglés cuando estamos	Anxiety

		<p>participando en las actividades obviamente vamos a sentir un poco de nervios pero después se nos van quitando los nervios y después que terminamos sentimos satisfacción porque creemos que hemos aprendido cosas nuevas y creo que lo hicimos bien</p>	
15	T.E	<p>3- Cuáles son las dificultades que encuentras cuando realizas las actividades orales en tu clase de inglés?</p>	
16	Y	<p>Al momento de realizar las actividades orales en clase de inglés, bueno se siente muy bien pero tenemos dificultades también porque todo no es perfecto, a veces me cuesta la pronunciación, más que todo también hablar , las oraciones todas completas con fluidez</p>	Awareness of disfluency



		<p>con rapidez todas las oraciones de recorrido porque no solamente una palabra, sino también las todas oraciones completas hablarlas con fluidez, rápidamente pronunciarlas bien.</p>	
17	E	<p>Bueno en ocasiones las dificultades que tengo son en la pronunciación porque a veces ciertas oraciones no solamente una palabra sino oraciones a veces se me olvidan las palabras a veces se me dificulta el desenvolvimiento la rapidez hablar con fluidez las oraciones en inglés y cosas así.</p>	Awareness of disfluency
18	T	<p>Bueno unas de las dificultades que tengo para las actividades orales es la pronunciación ya que se me</p>	Awareness of disfluency

		<p>dificulta pronunciar un párrafo ya que hay que hacer pausas y todo eso otra dificultad es entender cuando se habla en inglés rápidamente se me dificulta entonces entiendo más cuando hablan lento.</p>	
19	C	<p>Bueno una de las dificultades que más he tenido en la materia de inglés es la pronunciación, muchos de los diálogos y también oraciones y textos se me dificulta a veces la pronunciación de hablarlos rápidamente transcurridamente se me dificulta demasiado.</p>	Awareness of disfluency
20	D	<p>Bueno lo que más se me dificulta en inglés es la pronunciación en las oraciones no puedo leer continuamente porque “me embolato” no se como pronunciarlo se me</p>	Awareness of disfluency

		<p>enreda la lengua pero bueno eso se va aprendiendo poco a poco a medida que vayamos desarrollando a medida que la seño y aprendiendo más inglés y que la seño nos vaya ayudando</p>	
21	Es	<p>Pues... una de las dificultades que tengo en la clase se inglés es entender lo que me quieren decir los profesores cuando están hablando demasiado rápido entonces creo que le entiendo cuando hablan un poquito pausado, también la pronunciación creo que es uno de mis factores un poquito débil</p>	<p>Awareness of disfluency And low Comprehension</p>
22	T.E	<p>4-Qué habilidades te gustaría adquirir a través de las clases de inglés</p>	

23	Y	<p>Por medio de la clase de inglés y todas las actividades orales me gustará obtener muchas habilidades una de esas sería hablar con más fluidez, con más rapidez todos esos textos que al momento de decirlos no me embolante no me equivoque en ninguno de estos, pero todo esto ,o vamos a poder lograr con todas estas actividades tratar de hablar de conversar con otra persona que hable este idioma , estee no perfectamente pero si tratar de hacerlo porque a muchos nos gustaría saber este idioma ,seria genial hablar con una persona que es su idioma estee natal que habla hace mucho tiempo este idioma, este porque una persona que te esté</p>	<p>Learning needs</p> <p>Speaking skills fluency</p>
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		<p>hablando a ti en inglés o en otro idioma tu tienes que conocerlo porque te va a decir algo y tu quedas como qué ? Qué? No entiendo pues lo que está diciendo esa persona pues a todos nos gustaría aprenderlo más y hablar con otras personas de este idioma, poder entenderlas y que ellas no puedan entender a nosotros también.</p>	
24	E	<p>Pues me gustaría adquirir una habilidad de hablar rápido con más fluidez que las personas me entiendan y yo también entenderlas sin enredarme sin pensar tanto las palabras que voy a decir, porque este me gustaría aprender inglés exactamente por eso me llama mucho la atención como</p>	<p>Learning needs Speaking skills fluency</p>

		hablan otras personas entonces me gustaría aprender eso y hablarlo igual, bueno no igual manejarlo , manejarlo y que la persona me entienda.	
25	T	Bueno las habilidades que a mí me gustaría adquirir a través de la clase de inglés sería la rapidez al hablar y la fluidez, ya que en ocasiones tenemos ciertas debilidades para hacerlo y que así como a mi me entiendan lo que quiero decir así también pueda entender a las demás personas que me hable en inglés y entablar una conversación no tan entablar si no más o menos entender y que me entiendan.	Learning needs Speaking skills fluency
26	C	Bueno una de las habilidades que me gustaría adquirir sería entender con más rapidez o	Learning needs Speaking skills fluency

		<p>que los profesores dicen al hablar rápido me gustará también hablar con más fluidez con más rapidez y que mis compañeros puedan entender lo que les quiero decir.</p>	
27	D	<p>Bueno una de las habilidades que me gustaría tener sería poder pronunciar bien una de las cuantas frases que pudiera yo comunicarme no tan solo también sino que me puedan entender una buena comunicación una manera de interpretar las cosas que me entiendan como yo quiero entenderlos a ellos.</p>	<p>Learning needs Speaking skills fluency</p>
28	Es	<p>Pues unas de las habilidades que me gustaría adquirir es hablar con fluidez y pues que la persona con quien yo esté hablando me entienda lo que</p>	

		yo le quiera decir, pues no hablar pausadamente y pues no se hablar bien y que me entiendan	
29	T.E	5- Crees que hacer actividades orales con tus compañeros y profesor te ayuda a mejorar tu desempeño en la clase de inglés?	Acceptance for peer collaboration  Positive attitude  Ways of learning
30	Y	Pues pienso que si todas estas actividades orales nos pueden ayudar a mejorar nuestro desempeño en la clase de inglés cuando hacemos este tipo de diálogos o exposiciones con nuestros compañeros nos ayudan a perder el temor en público y si nos equivocamos nos corrigen y así aprendemos cuales cosas están mal.	Acceptance for peer collaboration  Positive attitude  Ways of learning
31	T	Bueno yo creo que las actividades orales si nos	Acceptance for peer collaboration  Positive attitude



		<p>ayudan a mejorar nuestro desempeño en la clase de inglés ya que cuando nosotros interactuamos con nuestros compañeros perdemos el miedo o la pena o el temor a equivocarnos a ensanchar nuestros conocimientos ya que los compañeros pueden participar también y nos ayuda bastante.</p>	<p>Ways of learning</p>
32	C	<p>Bueno yo creo que las actividades orales si nos ayudan a mejorar nuestro desempeño en la clase de inglés ya que cuando nosotros interactuamos con nuestros compañeros perdemos el miedo o la pena o el temor a equivocarnos a ensanchar nuestros conocimientos ya que los compañeros pueden</p>	<p>Acceptance for peer collaboration</p> <p>Positive attitude</p> <p>Ways of learning</p>

		participar también y nos ayuda bastante.	
33		Pues si creo que nos ayudaría mucho en el desempeño académico tanto en el actitudinal nos podrá ayudar tan solo para perder el miedo y poder hablar dialogar y también poder conversar en público ya que muchos de ellos tanto como yo tenemos la incomodidad de hablar públicamente ya que el inglés nos ayuda demasiado en la comunicación con nuestros compañeros y profesores	Acceptancefor peer collaboration
34	D	Pues yo creo que si nos ayuda bastante ya que esto nos ayuda a mejorar nuestro rendimiento en inglés nos ayuda a tener esa práctica de hablar de desenredar la lengua para que	Acceptancefor peer collaboration

		no se nos enrede tanto	
35	ES	Bueno yo creo que las actividades en inglés con nuestros compañeros y profesores si nos ayudan mucho porque nos ayudan a saber a interpretar lo que nos quieren decir los textos pues nuestra fluidez y nuestro vocabulario en las clases y nos ayudan en nuestro crecimiento académico nuestro desempeño en la clase de inglés	Acceptancefor peer collaboration

## APPENDIX B

### Transcription of student's journals

QUESTION 1	CATEGORIES
TRANSCRIPTION	
1Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?	Peer interaction
S1La actividad me pareció muy chévere ya que pude interactuar	Peer interaction
S2. Mi impresión fue que me pareció muy interesante ya que pude interactuar con mis compañeros y conocer más de este lenguaje.	Peer interaction
S3Al principio me sentí un poco	Personal developmentawareness

<p>intimidado pero a lo largo de la clase me sentí un poco más relacionado con el inglés.</p>	
<p>S4Mi impresión fue un poco tímida pues no sabía de qué se iba a tratar la actividad pero después cuando la seño terminó de explicar sentí que era interesante la actividad</p>	<p>Personal developmentawareness</p>

QUESTION 2act 1	CATEGORIES
<p>Qué sentiste cuando hacías la actividad?</p>	
<p>S1 Muy bien porque pude compartir información acerca de los temas que dio.</p>	<p>Open attitude to learning</p>
<p>S2 Sentí muchas ganas y animo de aprender y entender la vocalización de este tema.</p>	<p>Open attitude to learning</p>
<p>S3 Como dije antes, al principio me sentí un poco intimidado por ser la primera vez pero al transcurso de la clase me sentí un poco más motivado y relacionado con el inglés y supe</p>	<p>Open attitude to learning</p>

más cosas del país de EE.UU.	
S4 Me sentí bien de que estábamos conociendo algo que no sabíamos y reforzar nuestros conocimientos.	Open attitude to learning

UESTION 3	CATEGORIES
<p>Cómo describirías las reacciones de tus compañeros al hacer la actividad?</p>	
<p>S1 Bueno del 1 al 10 un 10 porque participamos por igual aunque a veces alguno no entendía y los demás ayudaba</p>	Personal developmentawareness
	Peer collaboration
<p>S2 La describiría muy animada y con la capacidad de poder desarrollar esta actividad.</p>	Personal developmentawareness
<p>S3 Algunos compañeros se quedaron callados pero otras por su parte siendo tímidos supieron perder el miedo y eso</p>	Personal developmentawareness
	Anxiety



fue muy motivante.	
S4 Pues algunos muy tímidos otros a pesar de que se sentían inseguros mostraban sus puntos de vista y entre todos ayudábamos a concretar ideas	Personal developmentawareness
	Lowconfidence

QUESTION 4	CATEGORIES
Te ayudó esta actividad a interactuar con tus compañeros en inglés?	
S1 Si me ayudó porque al escuchar a mis compañeros hablando uno prestaba atención para escuchar como se dice y si alguno no lo pronunciaba bien ellos te ayudaban.	<p>Effectiveness of teachingstrategies</p> <p>Speakingskilldevelopment</p> <p>Speakingskilldevelopment</p>
S3 Algunos compañeros se quedaron callados pero otras por su parte siendo tímidos supieron perder el miedo y eso fue muy motivante.	<p>Effectiveness of teachingstrategies</p> <p>Weaknessovercoming</p>

S4 Claro que si, como de antes los compañeros que son tímidos supieron perder el miedo y así pudieron hablar con otros.	Effectiveness of teachingstrategies
	Weaknessovercoming

## ACTIVVITY 2

QUESTION 1	CATEGORIES
<p>Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?</p>	<p>Open attitude to learning</p>
<p>S1 Mi impresión fue muy entusiasta ya que con esta actividad pudimos conocer un poco más del tema.</p>	<p>Open attitude to learning</p> <p>Engagementwithtopics</p>
<p>S2 La impresión que tuve al escuchar la explicación de la profesora interpreté que tenía que ver con prendas de vestir dependiendo el lugar.</p>	<p>Open attitude to learning</p> <p>Engagementwithtopics</p>
	<p>Open attitude to learning</p>

S3 Mi impresión fue interesante ya que se trataba de fashion.	Engagementwithtopics
S4 1 Sinceramente esta actividad la realicé con más entendimiento ya que no era la primera actividad realizada.	Open attitude to learning

QUESTION 2	CATEGORIES
Qué sentiste cuando hacías la actividad?	
S1 Sentí muchas ganas y mucha capacidad para seguir realizando.	Intrinsic motivation to learning
	Self confidence
S2 Reforzaba mis conocimientos al momento de escoger la ropa para la ocasión.	Intrinsic motivation to learning
	Interest on content
S3 Me sentí muy entusiasmada porque estaba entendiendo bien la actividad.	Intrinsic motivation to learning
	Self confidence
S4 La verdad un poco de tranquilidad porque realizábamos las cosas con más calma ya que sabíamos	Intrinsic motivation to learning
	Self confidence

más lo que teníamos que hacer.	
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QUESTION 3	
Cómo describirías las reacciones de tus compañeros al hacer la actividad?	
S1 Lo describiría muy positiva ya que entre todos resolvimos esta actividad.	Willingness to peer interaction
	Project development activity
S2 Hubieron contradicciones al escoger las prendas de vestir	Willingness to peer interaction
	Project development activity
	Interaction.
S3 De una manera ventajosa que ese tema lo estábamos viendo en clase.	Willingness to peer interaction
	Project development activity
S4 Estaban un poco tranquilos porque casi todos estaban bien concentrados ya que sabían lo que hacían.	Willingness to peer interaction
	Project development activity



QUESTION 4	CATEGORIES
Te ayudó esta actividad a interactuar con tus compañeros en inglés?	
S1 Si porque entre nosotros mismos nos enseñábamos y pronunciábamos este idioma.	Comfort with cooperative learning strategies Speaking skill development
S2 Si porque hubo comunicación en el idioma inglés.	Comfort with cooperative learning strategies Speaking skill development
S3 Si porque si en una ocasión no sabía la pronunciación de alguna palabra nos ayudábamos mutuamente.	Comfort with cooperative learning strategies Speaking skill development
S4 Si un poco ya que conocí palabras de pronto no sabía cómo se pronunciaba o se leía.	Comfort with cooperative learning strategies Speaking skill development

QUESTION 1	
Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?	
S1 Mi impresión fue motivadora con muchas ganas de entender este tema.	Open attitude to learning
S2 La e impresión que llevó tuve al escuchar a la profesora la actividad que se llevó a cabo me pareció bien ya que gracias a estos tipos de actividades logro reforzar mis conocimientos y vocabulario.	Open attitude to learning
S3 La impresión que	Feartowardsmakemistakes

<p>tuve fue que tuve un poco de temor porque de pronto no iba a hacer la actividad como debía.</p>	
<p>S4 Muy interesante porque se estaba hablando de comidas de todo el mundo.</p>	<p>Open attitude to learning</p> <hr/> <p>Meaningful learning</p>

QUESTION 2	CATEGORIES
Qué sentiste cuando hacías la actividad?	
S1 Sentí ganas de poder trabajar bien esta actividad.	Enjoylearning
S2 Sentía que al dialogar con mis compañeros juntos compartíamos ideas, conocimientos reforzando nuestros conocimientos.	Enjoylearning Peer collaboration Clasmateinteraction
S3 Me sentí segura ya que a medida iba interpretando la actividad iba entendiendo mejor	Enjoylearning
S4 Aprendí sobre las creencias de los otros países as que se sintió bien´.	Enjoylearning

QUESTION 3	CATEGORIES
<p>Cómo describirías las reacciones de tus compañeros al hacer la actividad?</p>	
<p>S1 La reacción de mis compañeros fue motivante</p>	<p>Comfort with cooperative learning strategy</p>
<p>S2 Muy bien porque compartíamos nuestros conocimientos.</p>	<p>Comfort with cooperative learning strategy</p>
<p>S3 Las reacciones que observé fue que se interesaron en la actividad ya que querían aprender más para reforzar sus conocimientos.</p>	<p>Comfort with cooperative learning strategy</p>
<p>S4 Ellos hablaban pues les pareció super interesante el texto.</p>	<p>Comfort with cooperative learning strategy</p>

QUESTION 4	
Te ayudó esta actividad a interactuar con tus compañeros en inglés?	
S1 Si porque pudimos interactuar el inglés entre nosotros mismos.	<p>Speaking skill development</p> <p>Self confidence</p> <p>Fluency</p> <p>Peer interaction</p>
S2 Si, porque en ocasiones se dio la pronunciación en inglés con nuestros compañeros.	<p>Speaking skill development</p> <p>Self confidence</p> <p>Fluency</p> <p>Peer interaction</p>
S3 Si porque a medida que íbamos realizando la actividad las palabras que alguno no entendía el significado los otros lo	<p>Speaking skill development</p> <p>Self confidence</p> <p>Fluency</p> <p>Peer interaction</p>

<p>ayudaban y todos nos ayudábamos a completar la actividad.</p>	
<p>S4 Si porque hablábamos y leíamos en inglés.</p>	<p>Speaking skill development</p> <p>Self confidence</p> <p>Fluency.</p> <p>Peer interaction</p>

QUESTION 1	
Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?	Open attitude to learning
S1 Pues la verdad bien porque aprendí cosas diferentes.	Open attitude to learning
S2 Mi impresión fue muy positiva con ánimo de realizar esta actividad.	Open attitude to learning
S3 Me pareció muy interesante ya que las clases iban a ser muy dinámicas.	Open attitude to learning
S4 Me pareció fácil e interesante de realizar esa actividad.	Open attitude to learning Confidence



QUESTION 2	CATEGORIES
<p>Qué sentiste cuando hacías la actividad?</p>	
<p>S1 Bueno la verdad me sentí alegre porque es algo diferente que hacemos y es muy chévere todo.</p>	<p>Extrinsincmotivation</p>
<p>S2 Muchas ganas de entender y desarrollarla.</p>	<p>Extrinsinc motivation</p>
<p>S3 Sentía un poco de nervios por las preguntas y esas cosas.</p>	<p>Fear towards development of activity</p>
<p>S4 Fue entretenido ya que me gustan mucho los animales y la actividad era sencilla me sentí cómoda al realizar la actividad esta actividad.</p>	<p>Extrinsincmotivation</p>

QUESTION 3	CATEGORIES
Cómo describirías las reacciones de tus compañeros al hacer la actividad?	
S 1 Bueno alguno los sentí confundidos pero con la ayuda de todos lo logramos.	Waeknessovercoming
S2 Muy motivada ya que ellos también se vieron interesados en este tema.	Open to learningdevelopment
S3 Ellos estaban también nerviosos por lo que iba a pasar.	Feartowardsdevelopmentactivity
S4 Algunos se pusieron nerviosos a la hora de leer e interactuar, pero sus reacciones fueron normales y muchos estaban cómodos con la actividad.	Waeknessovercoming

QUESTION 4 Te	CATEGORIES
ayudó esta actividad a interactuar con tus compañeros en inglés?	
Question 4	
S1 Pues si, y mucho claro porque por medio de eso aprendí más a fondo e interactué mucho con los compañeros.	<p>Speakingskilldevelopment</p> <p>fluency</p>
S2 Si ya que pudimos conversar sobre este lenguaje.	<p>Speakingskilldevelopment</p> <p>fluency</p>
S3 Si me ayudó porque aprendimos a interactuar entre nosotros nos ayudábamos unos a otros.	<p>Speakingskilldevelopment</p> <p>Peer interaction</p> <p>Fluency.</p>

S4 Si todos las actividades que desarrollamos en clase nos ayudan mucho a conocer diferentes cosas a ampliar nuestro vocabulario ya interactuar con mis compañeros con las preguntas y respuestas.	Speaking skill development
	fluency

### APENDIX C

#### *Triangulation (Instrument 1, Instrument 2, Instrument 3)*

TRIANGULATION			
CATEGORIES	INSTRUMENT 1	INSTRUMENT 2	INSTRUMENT 3
	Focus Group	Journals	Oral artifacts
<p>Traditional patterns</p> <p>Vs New ways of learning</p>	<p>In this question you can verify that the activities that the students perform in their English classes are traditional, as we see that conversations present oral presentations dialogues in order to acquire and / or improve their oral skills and they perform with the aim of advancing in Learning the foreign</p>	<p>According to the students we can deduce that dealing with a new strategy some caused some shyness but as it developed it was flowing their development in class. On the other hand there was motivation and began to interact with their peers</p>	<p>It takes a first example where students have not experimented with the new strategy of cooperative learning jigsaw where students develop an oral activity to observe their oral skills.</p>

	language		
Weakness and advancesongoi ng	As for the reactions they show in front of the execution of these activities the students responded that they feel emotion but also nervousness when facing <u>on</u> public their teacher and classmates. He feels support especially from the teacher who helps and corrects them.	In the second activity there was more confidence and they felt affinity with the subject, already they say that work with more security because already they know its operation. Students are more open to learning. There is acceptance.	In the examples analyzed before the implementation of the strategies, the weaknesses expressed by the students when interviewed
Learning needs. Comfort with cooperative learning strategy application	In this part we can see that the participants (students) agree that one of the most notorious weaknesses is the lack of fluency when		In post-implementation activities, they showed signs of effectiveness in the implementation of the strategy.

	<p>speaking English.</p> <p>They express that they need to develop this ability as they consider it important in acquiring this foreign language.</p> <p>They express clearly that this ability has not been developed as they would like because they would like to manifest that they are not able to at least express long sentences where they say words with ample time spaces between one and another</p>		<p>Students chose to work in pairs to make dialogues, indicating that they felt comfortable working with the help of their peers.</p> <p>At this stage, students' performance in oral activities was evaluated, in which progress was made in terms of fluency in their participation.</p>
<p>Learning needs.</p> <p>Comfort with</p>		<p>In this part of the analysis it is important to emphasize that the</p>	

<p>cooperative learning strategy.</p> <p>Speaking skills development.</p>		<p>students are comfortable with the strategy used in the class. They perform better and feel motivated throughout the activity. They react positively to the content that motivates them to express themselves with a little more fluency.</p> <p>In the development of the second activity it can be observed that the students understood the purpose of the strategy used in class as they took advantage of this to develop oral skills and thus to achieve a little more fluency, there was comfort with cooperative learning strategies and</p>	
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		<p>there were advances in speaking Skill development</p>	
	<p>The learning needs that, according to the students expressed, are focused above all on the weakness expressed above, they agree that the ability that interests them is to have fluency when expressed orally. For them, the importance of speaking in English without hesitating is important given the level of vocabulary they have.</p> <p>For them to work with the collaboration of their peers and the</p>	<p>This analysis shows that students feel comfortable working cooperatively feel support from their peers and manage to learn more from each other. They practice their oral skills in an environment that fills them with confidence.</p>	

	<p>support of the teacher facilitates, the improvement in the acquisition of oral skills in English. They think that working with such help would give them confidence and security at the moment of expressing themselves orally. For them it does not have any inconvenience that in the activities emphasizes the cooperation between them.</p>		
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Fuente: diseñopropio

*Appendice D*

## ENTREVISTA (Focus group)

Buenos días queridos estudiantes, bienvenidos a esta entrevista. Gracias por hacer parte de esta discusión. Esta actividad tiene como objetivo conocer sus percepciones, creencias y actitudes hacia la producción oral en inglés y el uso de estrategias para mejorar en este aspecto. A través de sus experiencias y opiniones recogeré información sobre sus motivaciones y/o temores durante las actividades orales en la clase de inglés. Es importante que sepan que esto no es una evaluación y por consiguiente en esta actividad no hay respuestas buenas o malas. Están en completa libertad de expresar sus opiniones a cada respuesta.

1. Qué actividades orales realizas normalmente en tu clase de inglés?

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2. Qué sientes cuando participas en las actividades orales en inglés?

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3. Cuáles son las dificultades que encuentras cuando realizas las actividades orales en tu clase de inglés?

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4. Qué habilidades te gustaría adquirir a través de tus clases de inglés?

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5. Crees que hacer actividades orales con tus compañeros (as) y profesor (a) te ayuda a mejorar tu desempeño en la clase de inglés? Por qué?

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## Appendice E

### STUDENTS JOURNALS

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante ya al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: \_\_\_\_\_

Actividad: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_

1 Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en clase?

2 Qué sentiste cuando hacías la actividad?

3 Cómo describirías las reacciones de tus compañeros al hacer la actividad?

**Appendice F****Jigsaw activity 1****The landmarks of New York**

New York is the largest city in the United States, it has more than eight million inhabitants. It is located on several peninsulas and islands. There are five boroughs: Brooklyn, the Bronx, Manhattan, Queens, and Staten Island. The city is often called the “Big Apple”.

**READING**

Instructions:

Read the short text bellow about a landmark in New York City. ark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with another group.

**The Statue of Liberty**

The Statue of Liberty was a present from France in the 19th Century. It stands at the mouth of the Hudson River, in the harbor. It also serves as a popular tourist attraction, where visitors can learn about the history of Liberty Island and explore museums and exhibits on site. You will have an in-depth educational experience about the monument, and you can find several fun and interesting things to do at the Statue of Liberty.

<http://traveltips.usatoday.com/things-statue-liberty-3911.html>

Comprehension questions:

Answer each of the questions with your group:

Where is the Statue of Liberty?

What is the river near The Statue of Liberty?

Why is interesting to visit the Statue of Liberty? Can you mention something important about this place?

What can do the tourist in the Statue of Liberty?

**READING**

Instructions:

Read the short text below about a landmark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with another group.

**The Brooklyn Bridge**

The Brooklyn Bridge is one of the oldest suspension bridges in the United States, crossing the East River from Manhattan to Brooklyn. It is 1,834 m long. There are many ways to tour the Brooklyn Bridge, however you won't be able to ride over the bridge on a bus tour, as all buses and coaches are banned from the bridge. So you have two options, walking and bike tours. It is also very safe to walk across the Brooklyn Bridge at night, as there are many tourists and commuters using the bridge till about 11 pm (23:00) at night.

<http://www.freetoursbyfoot.com/walking-the-brooklyn-bridge/>

Comprehension questions:

Answer each of the questions with your group:

What is the river that crosses the Brooklyn Bridge?

Why is interesting to visit the Brooklyn Bridge? Can you mention something important about this place??

What can do the tourist on the Brooklyn Bridge?



**READING**

Instructions:

Read the short text below about a landmark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with another group.

**The Empire State Building**

The Empire State Building is a 102- floor Art Deco building, built in 1930. Located in Midtown Manhattan, New York City, on Fifth Avenue. The American Society of Civil Engineers declared The Empire State Building one of the modern Seven Wonders of the World. From here, you can see all five boroughs and five neighboring states and take beautiful pictures. You can visit restaurants and bars

<http://www.timeout.com/newyork/attractions/new-york-attractions-empire-state-building>

Comprehension questions:

Answer each of the questions with your group:

The Empire State Building was declared ...

Where is located the Empire State Building?

Why is interesting to visit the Empire State Building?

What can do the tourist in the Empire State?

**READING**

Instructions:

Read the short text below about a landmark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with another group.

**The Chrysler Building**

The Chrysler Building is 319 m. It is a distinctive Symbol of the city and a beautiful example of Art Deco architecture. It is located on the east side of Manhattan. You can see the beautiful mural on the ceiling, the clock and the beautiful elevators, each with their own custom design on the doors. The lobby is open Monday through Friday, from 8am to 6pm. The nearest subway is the 4, 5 and 6 trains at 42nd Street Grand Central.

<http://www.freetoursbyfoot.com/visit-the-chrysler-building/#sthash.8Ief1Hc5.dpuf>

Comprehension questions:

Answer each of the questions with your group:

What is the architecture of the Chrysler Building?

Where is located the Chrysler Building?

Why is interesting to visit the Chrysler Building? Can you mention something important about this place?

What can do the tourist in the Chrysler Building?



## READING

Instructions:

Read the short text below about a landmark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with another group.

### **The United Nations Headquarters**

The United Nations Headquarters is a distinctive complex of the east side of Manhattan by the East River. The site of the United Nations is considered international territory. The Delegates Dining Room is open to the public for lunch between 11:30am and 2:30 pm. The dining room offers daily specials of different international cuisines and focuses on organic/locally sourced/sustainably farmed foods.

- <http://www.freetoursbyfoot.com/touring-the-united-nations-building/#sthash.RR8smiOK.dpuf>

Comprehension questions:

Answer each of the questions with your group:

What is the United Nation Headquarters?

Where is located the United Nations Headquarters?

Why is interesting the United Nation Headquarters? Can you mention something important about this place?

What can do the tourist in the United Nations Headquarters?



## READING

Instructions:

Read the short text below about a landmark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with another group.

### Rockefeller Center

Rockefeller Center is a complex of 19 commercial buildings between 48 and 51<sup>st</sup> street in New York. The golden statue of Prometheus stands above a plaza which is an ice skating in winter.

Visitors have the opportunity to see some of TV's biggest stars in person. Saturday Night Live, Late Night with Jimmy Fallon, The Meredith Vieira Show and the Today show are all filmed here.

<http://www.nycgo.com/articles/inside-rockefeller-center>

Comprehension questions:

Answer each of the questions with your group:

What is the Rockefeller Center?

Where is the Rockefeller Center?

Why is interesting to visit the Rockefeller Center? Can you mention something important about this place?

What can do the tourist in the Rockefeller Center?



## READING

Instructions:

Read the short text below about a landmark in New York City. When you finish reading, answer the comprehension questions with your group. Be prepared to share information from your text with

another group.

### Central Park

Central Park is an urban park in the middle-upper Manhattan, New York City. Central Park is the most visited urban park in the United States as well as one of the most filmed locations in the world. Central Park is a large park (3.4 km<sup>2</sup>). People escape from their skyscrapers and go to the park, which is one of the most famous city parks in the world. The park is popular with joggers, cyclists and skaters, lounging on a picnic blanket and listening to a live concert, especially on weekends

<http://es.dreamstime.com/foto-de-archivo-la-navidad-en-central-park-nueva-york-image36169850>

[https://en.wikipedia.org/wiki/Central\\_Park](https://en.wikipedia.org/wiki/Central_Park)

Comprehension questions:

Answer each of the questions with your group:

What is the Central Park?

Where is the central park?

Why is interesting to visit the Central Park? Can you mention something important about this place?

What can do the tourist in the Central Park?



## Planning a tour in New York City

Imagine that you and your friends are going to visit New York city.

You and your friends have one day to visit three landmarks in New York city.

Choose three of those landmarks and design a tour .

Discus which places you and your group would like to visit. Explain the reasons why you chose those places.

E.g. where is it?

What things can you and your partners do in those places?

Why are those landmarks interesting to visit?

Compete this chart with the information.

<u>LANDMARK</u> (place)	<u>WHERE</u>	<u>THINGS TO DO</u>	<u>INTERESTING INFORMATION</u>

Present your plan to the whole class.

**Jigsaw activity 2*****TEENAGERS' CLOTHES*****Activity # 2**

Teenagers and children love to go shopping for clothes.

They go to the mall with their friends usually on Saturdays.

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***READING***

Instructions:

Read the short text below about **Clothes for boys**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

***CLOTHES FOR BOYS***

On school days, boys like to wear blue jeans or shorts, T-shirts and sneakers, if they practice sports they will love to wear sweatshirts and cups, sometimes they prefer flip-flop but just for summer time.

Boys only wear a suit on formal occasions like weddings or funerals.

They feel comfortable wearing a jacket, but not a tie.

---

**Comprehension questions:**

Answer each of the questions with your group.

What do boys wear on schools days?

When do boys wear suits?

Which clothes are comfortable for boys?

**READING****Instructions:**

Read the short text below about **Clothes for girls**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

***CLOTHES FOR GIRLS***

Girls like to wear tight pants.

They wear dresses or a skirts and blouse for parties or dinners.

Girls don't feel comfortable in high heeled shoes and love wearing casual and sporty clothes.

When they visited her relatives in in another city such as Texas, they bought cowboy boots, tight blue jeans and a cowboy hat.

---

**Comprehension questions:**

Answer each of the questions with your group.

What do girls like to wear?

What do girls like wear for parties or dinners?

Which clothes are comfortable for girls which ones are not?

What do girls wear in Texas?

## ***READING***

Instructions:

Read the short text below about **clothes for children in winter**.

When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

### ***CLOTHES FOR CHILDREN IN WINTER***

In winter, children wear coats, hats and gloves on cold days.

When they go skiing, they put on gloves and mittens.

Mittens are warmer than gloves.

Children don't like rainy days because they have to wear a raincoat and carry an umbrella. Some teenagers love to wear scarfs and beanies in the fall.

### **Comprehension questions:**

Answer each of the questions with your group.

What do children wear in winter?

What do they wear when they do skiing?

Why children don't like rainy days?

## ***READING***

Instructions:

Read the short text below about clothes for summer. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

### ***CLOTHES FOR SUMMER***

In the summer, boys, girls and children usually wear shorts, tank tops, swimsuit and sandals for the beach

Sometimes on weekends, teenagers go walking in the mountains so they wear hiking boots and thick woolen socks to protect their feet and toes

### **Comprehension questions:**

Answer each of the questions with your group.

What do boys, girls and children wear in summer?

What do they wear to the beach?

What do teenagers wear when they go walking in the mountains?

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### ***Reading***

Instructions:

Read the short text below about **Accessories**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

#### ***ACCESSORIES***

Girls, boys and children love to buy bags of clothes.

They love new clothes such as sweaters, leather shoes, accessories such as watches, cups, hats, beanies sunglasses and sneakers and they look like models.

But definitely girls love to combine their clothes.

Girls like jewelry, beautiful dresses, blouses and wonderful make up.

Teenagers and children don't have a problem with the money because their parents pay for all those things.

#### **Comprehension questions:**

Answer each of the questions with your group.

What do boys and children love to buy?

What do girls love to wear?

## ***School Fashion Day!***

You and your partners need money for your prom and you are going to organize a school fashion day. You have to decide together what theme, clothing, and models are you going to choose.

**Theme:** You will choose two seasons relate to two events or activities, e.g:wedding , prom party, dinner with friends, special birthday,go out way, go on holiday, dating with someone, to go to a movie, to go to a soccer game, school days,etc. Feel free to choose another one different to the list.

**Clothing and accessories:** According to the theme you chose before you will decide together what clothing each model will wear on the runway.

**Models:** Choose teen people for your fashion day .

**Complete a chart below.**

Make and answer some questions for that. E.g:

1. What seasons do you prefer for the fashion?
2. In what events models are going to wear those clothes?



3. What people are going to wear the clothes?
  
4. What clothing and accessories are they going to wear?

<b>SCHOOL FASHION DAY</b>			
<b>Season</b>	<b>Event</b>	<b>Models</b>	<b>Clothing</b>
<b>Season</b>	<b>Event</b>	<b>Models</b>	<b>Clothing</b>

## Jigsaw activity 3






## READING

With your group read your text and do the comprehension activity.

## EATING for GOOD LUCK

Look at the pictures. On special occasions, do you ever eat any of these foods?

On New Year's Day, many people eat special foods for good luck in the new year.

		
<p>Some Chinese people eat tangerines and oranges. "Tangerine" sounds like "luck" and "orange" sounds like "wealth" in the Mandarin language.</p>	<p>In Greece and some other Mediterranean countries, people eat pomegranates. Pomegranates bring wealth in the new year.</p>	<p>In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve – one grape for good luck in each month of the new year.</p>
		
<p>At the end of the year in Sweden, people eat rice pudding with an almond inside. Everyone tries to find the almond for good luck in the new year.</p>	<p>On New Year's Day in South Korea, people eat <i>dduk guk</i> – soup with rice cakes – for strength and health in the new year.</p>	<p>Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollar bills.</p>

## Reading

### Instructions:

Read the short text below about **Eating for good luck**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.



With your group, answer these questions.

1. What kind of fruits do Chinese people eat?
2. Why do Chinese people eat tangerines?
3. Why do Chinese people eat oranges?

## Reading

### Instructions:

Read the short text below about **Eating for good luck**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.



With your group answer these questions.

Be ready to participate!

- 1, What do people in Greece eat for wealth?
2. When do people in Greece eat this?
3. According to the picture what do you think a pomegranate is?

## Reading

Instructions:

Read the short text below about Eating for good luck. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.



With your group answer these questions.

Be ready to participate!

- 1, What do people in Sweden eat for good luck?
2. Why people try to find an almond inside the rice pudding?
3. When do they eat that food?

## Reading

Instructions:

Read the short text below about Eating for good luck. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.



With your group answer these questions:

1. What do people in Spain eat for good luck?
2. When do they eat that?
3. Why do they eat 12 grapes?

## Reading

Instructions:

Read the short text below about Eating for good luck. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.



With your group answer these questions.

Be ready to participate!

- 1 . What do Americans eat for good luck?
2. When do people eat those foods?
3. What do black eyed peas look like to them?

## **Preparing a dinner for New Year's Eve for your friend's good luck.**

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combinatio of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?
2. Why will you choose those foods to represent each wish?

Dinner n° 1	Health	Money	Love
Dinner n° 2	Health	Money	Love




### Jigsaw activity 4

## Reading

### Instructions:

Read the chart below about Tiger. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

<b>TIGER</b>	<b>The largest member of the cat family</b>	
	<b>Has got:</b>	You can identify it for its oranges,black and white fur with stripes, very long tail.
	<b>Lives in:</b>	Its habitat is the forest,swamps, and you can see it in: Asia, China, Russia, and India.
	<b>Is:</b>	Up to 2.2 meters long
	<b>Eats:</b>	It prefers a diet with deers, peacocks or wild hogs.
	<b>Can:</b>	It swims well and can climb trees easily.

### Comprehension questions:

What has the tiger got?

Where does the tiger live?

What does a tiger eat?


How long the tiger is?

What can the tiger do?

## Reading

### Instructions:

Read the chart below about crocodile. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

Crocodile	The largest living reptile	
	<b>Has got:</b>	You can observe its short legs, long tail, tough skin and sharp teeth to cut its prey.
	<b>Lives in:</b>	Its habitat are shallow water sand rivers in Africa, Australia, and Asia.
	<b>Is:</b>	Up to 6 meters long
	<b>Eats:</b>	Its diet are small animals, fish, birds and turtles.
	<b>Can:</b>	It swims very well and can breathe under water-

### Comprehension questions:

What has the crocodile got?

Where does the crocodile live?

What does a crocodile eat?


How long the crocodile is?

What can the crocodile do?

## Reading

### Instructions:

Read the chart below about **Gorilla**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

<b>Gorilla</b>	<b>From the primate's family</b>	
	<b>Has got:</b>	This big primate has thick black or dark brown hair and black skin.
	<b>Lives in:</b>	You can see it in forest of African countries such as Uganda and Ruanda
	<b>Is:</b>	Approximately 180 kg. Up to 1,80 meters.
	<b>Eats:</b>	It is a vegetarian. Gorilla's diet is based on plants and fruits.
	<b>Can:</b>	It can climb trees, but do not dp so very often. Gorillas cannot climb.

### Comprehension questions:

What has the gorilla got?

Where does the gorilla live?

What does a gorilla eat?


How long the gorilla is?

What can the gorilla do?

## Reading

### Instructions:

Read the chart below about **Zebra**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

<b>Zebra</b>	<b>From horse's family</b>	
	<b>Has got:</b>	This special animal is one of favorite of children because its white or brown and black stripes.
	<b>Lives in:</b>	Its habitat is the open grasslands of Africa.
	<b>Is:</b>	240 kg and 300 kkg 1.3 meters long.
	<b>Eats:</b>	Its food is grass and leaves.
	<b>Can:</b>	Sleep standing up and only when they are in groups that can warn them of danger . Run up to 65 k m/ h

### Comprehension questions:

What has the zebra got?

Where does the zebra live?

How long the giraffe is?


What can the zebra do?

What does a zebra eat?

## Reading

### Instructions:

Read the chart below about **Giraffe**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

<b>Giraffe</b>	<b>The world's tallest animal</b>	
	<b>Has got:</b>	This peaceful and beautiful animal has long paws and neck but his neck has seven vertebraes.
	<b>Lives in:</b>	Its habitats are savannas, grasslands and open woodland in Africa.
	<b>Is:</b>	About 17 feet tall
	<b>Eats:</b>	It is vegetarian, eats leaves, twigs and bark of acacia and other trees and shrubs.
	<b>Can:</b>	Thanks to their height giraffes can see great distances across the African plan.

### Comprehension questions:

What has the giraffe got?

Where does the giraffe live?

What does a giraffe eat?


How long the giraffe is?

What can the giraffe do

## Reading

### Instructions:

Read the chart below about **Ostrich**. When you finish reading, answer the comprehension questions with your group. Be prepared to share the information from your text with another group.

<b>Ostrich</b>	<b>The largest living bird</b>	
	<b>Has got:</b>	This wonderful bird has long paws and necks. Males have black and white plumage and females have dull brown feathers.
	<b>Lives in:</b>	Its habitat is the open savanna and wide plains in Southern Africa.
	<b>Is:</b>	5,8 meters long
	<b>Eats:</b>	It eats fruits, seeds, leaves, herbs, grass, occasionally ingest small stones though plants and fibers.
	<b>Can:</b>	They can fly, but can run up to 45 mph ( meters per hour)

### Comprehension questions:

What has the giraffe got?

Where does the ostrich live?

What does ostrich eat?

How long the giraffe is?

What can the ostrich do?

## Wild pets!

If you could have a wild animal as a pet which of them would you prefer?

Together will choose three wild animals as pets from your previous readings. You and your partners will give reasons why your group prefers them. You can use these questions for your choice.

1. Can you feed them? What does it eat?
2. Do you like it? What has it got?
3. Can you play with it? What can it do?

Wild pet n° 1	Feed	Like	Can
Wild pet n° 2	Feed	Like	Can

Wild pet n° 3	Feed	Like	Can



## APPENDICE G

### Journal 1

#### Diario estudiantil

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 27 octubre 2015

Actividad: New York, New York

Nombre de la estudiante \_\_\_\_\_

- 1.Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?

La actividad me pareció muy chévere ya que pude interactuar más con mis compañeros.

2. Qué sentiste cuando hacías la actividad?

Muy bien porque pude compartir información acerca de los temas que da.

3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?

Bueno del diario se ve que todos participamos por igual aunque a veces alguno no entendía y los demás querían explicarle y se veían con un buen aspecto al hacer la actividad porque fue muy amigable la lección.

4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?

Si me ayudó porque al escuchar a mis compañeros hablando uno prestaba atención para escuchar como se dice y si alguno no lo pronunciaban bien ellos te ayudaban.

<b>CATEGORIES</b>
Peer interaction
Open attitude to learning
Personal development awareness
Effectiveness of teaching strategies.

## Journal 2

### Diario estudiantil

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

2

Fecha: 27-10-2015

Actividad: NEW YORK

Nombre de la actividad

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
*MI IMPRESION FUE Q' ME PARECIO MUY INTERESANTE YA Q' PUDE INTERACTUAR CON MIS COMPAÑEROS Y CONOCER MAS ESTE LENGUAJE*
2. ¿Qué sentiste cuando hacías la actividad?  
*SENTI MUCHA GANANCIA Y ANIMO DE APRENDER Y ENTENDER LA VOCALIZACION LA ESCRITURA DE ESTE TEMA*
3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
*LA DESCRIBIA MUY ANIMADA Y CON LA CAPACIDAD DE PODER DESARROLLAR ESTA ACTIVIDAD*
4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? ¿Por qué?  
*SI PORQ' APRENDIMOS A TRABAJAR EN EQUIPO Y A PRONUNCIAR Y ESCRIBIR CADA UNA DE LAS IDEAS Q' PENSABAMOS*

CATEGORIES
Peer interaction.
Open attitude to learning.
Personal development awareness.
Speaking skill development.
Engagement with topics.

## Journal 3

### Diario estudiantil

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

3

Fecha: 27/10/2015

Actividad: New York

Nombre de la estudiante: \_\_\_\_\_

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?

al principio me sentí un poco intimidado pero a lo largo de la clase me sentí un poco más relacionado con el inglés.

2. Qué sentiste cuando hacías la actividad?

Como dije antes al principio me sentí un poco intimidado por ser primera vez pero al transcurso de la clase me sentí un poco más motivado y relacionado con el inglés y supe más cosas del país de EEUU.

3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?

algunos compañeros por no entender bien el inglés se quedaron callados pero otros ~~por~~ parte siendo tímidos supieron perder o superar el miedo y eso fue muy motivante.

4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?

claro que sí, como dije antes los compañeros que son tímidos supieron perder el miedo y así pudieron hablar con otros.

### CATEGORIES

Personal development awareness.

Open attitude to learning

Anxiety.

Effectiveness of teaching strategies. Weakness overcoming.

## Journal 4

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

4  
Fecha: 27/10/2015

Actividad: New York

Nombre de la estudiante: \_\_\_\_\_

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
*Mi impresión fue un poco tímida pues porque no sabía de que se iba a tratar la actividad pero ya después cuando la señora terminó de explicar sentí que era interesante la actividad.*
2. Qué sentiste cuando hacías la actividad?  
*Me sentí bien de que estábamos conociendo algo que no sabíamos y reflexionamos con nuestros conocimientos.*
3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
*Pueden algunos muy tímidos otros a pesar de que de pronto se sentían inseguros mostraban sus partes de vestas y entre todos ayudábamos a conseguir las ideas.*
4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
*Si me ayudó porque por medio de esta actividad pude interactuar con mis compañeros en inglés.*

### CATEGORIES

Personal development awareness.
Open attitude to learning
Low confidence
Effectiveness of teaching strategies.

## Journal 5

### Diario estudiantil

Buenos días querido estudiante.

Agradecemos tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

5 Fecha: 30 de oct

Actividad: Fashion

Nombre de la estudiante: \_\_\_\_\_

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en

la clase?

*Mi impresión fue muy entusiasta ya que con esta actividad pude comprender un poco más sobre este tema.*

2. Qué sentiste cuando hacías la actividad?

*Senti muchas ganas y mucha capacidad para seguir la realizando.*

3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?

*Lo describiría muy positivas, ya que entre todos resolvíamos esta actividad.*

4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?

*Si, porque así entre nosotros mismos nos enseñamos y pronunciábamos este idioma.*

CATEGORIES	
Open attitude to learning.	Willingness to peer interaction.
Engagement with topics.	Project development Activity.
Intrinsic motivation.	Comfort with cooperative learning strategies.
Self confidence	Speaking development.

## Journal 6

### Diario estudiantil

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 30 oct 2015

Actividad: Fashion

Nombre de la estudiante: \_\_\_\_\_

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en

la clase?

La impresión que tuve al escuchar la explicación de la profesora. Interpreté que tenía que ver con estilos de vestir dependiendo del lugar.

2. Qué sentiste cuando hacías la actividad?

Reforzaba mis conocimientos al momento de escoger la ropa para la ocasión.

3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?

Hubieron contradicciones al momento de escoger los prendas de vestir.

4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?

Sí, porque hubo comunicación en el idioma de inglés.

### CATEGORIES

Open attitude to learning.

Intrinsic motivation to learning strategies.

Speaking skill development.

Peer interaction.

## Journal 7

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 30/10/2015

Actividad: Fashion

Nombre de la estudiante: \_\_\_\_\_

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
 R/= Mi impresión fue interesante ya que se trataba de fashion.
2. Qué sentiste cuando hacías la actividad?  
 R/= Me sentí muy entusiasmada por que estaba entendiendo bien la actividad.
3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
 R/= de una manera ventajosa que ese tema lo estábamos dando en clase.
4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
 R/= sí, por que si en alguna ocasión no sabía la pronunciación de alguna palabra nos ayudábamos mutuamente.

<b>CATEGORIES</b>	
Open attitude to learning.	Project development activities.
Engagement with topics.	Confort with cooperative strategies.
Intrinsic motivation.	
Willingness to peer collaboration.	



## Journal 8

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 30/10/2015

Actividad: Fashion in ...

Nombre de la estudio \_\_\_\_\_

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
 sin cosamente este actividad la realice con más entendimiento ya que no era la primera actividad realizado.
2. Qué sentiste cuando hacías la actividad?  
 la verdad un poco de tranquilidad porque realizabamos las cosas con más calma ya que sabiamos más lo que teníamos que hacer.
3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
 estaban un poco tranquilos porque casi todos estaban bien concentrados ya que sabían lo que hacían.
4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
 si un poco ya que conocía palabras de pronto no sabía (que) como se que pronunciaba o se leía

### CATEGORIES

Personal development awareness.
Open attitude to learning.
Efectiveness of teaching strategies.
Weakness overcoming.

## Journal 9

### Diario estudiantil

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: NOV-9-15.

Actividad: Good for good luck

Nombre de la estudiante: \_\_\_\_\_

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?

*Mi impresión fue motivadora con muchas ganas de entender este tema.*

2. ¿Qué sentiste cuando hacías la actividad?

*Senti, ganas de poder trabajar bien esta actividad.*

3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?

*La reacción de mis compañeros fue motivante.*

4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?

*Si, porque pudimos interactuar el inglés entre nosotros mismos.*

CATEGORIES	
Open attitude to learning	Speaking skill development
Enjoy learning	Self confidence
Confort with cooperative learning	Fluency
Learnin strategies	Peer interaction

## Journal 10

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

10 Fecha: Nov-9-2015

Actividad: Go for good luck.

Nombre de la estudiante: L

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
 2/- La impresión que tuve al escuchar a la profesora la actividad que se llevo a cabo me pareció bien ya que gracias a estos tipos de actividades logro reforzar mis conocimientos y vocabularios.
2. ¿Qué sentiste cuando hacías la actividad?  
 Sentía que al dialogar con mis compañeros juntos compartamos ideas, conocimientos, reforzando nuestros conocimientos.
3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
 Muy bien porque compartamos nuestros conocimientos.
4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? ¿Por qué?  
 sí, porque en ocasiones se dio la pronunciación en inglés durante el dialogo de mis compañeros.

CATEGORIES	
Open attitude to learning.	Selfconfidence.
Enjoylearning.	Fluency.
Confort with cooperative learning strategies.	Peer interaction.
Speaking skill development.	

## Journal 11

## Diario estudiantil

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 9/NOV/2015

Actividad: 900 for exact lock

Nombre de la estudiante: \_\_\_\_\_

21/10/2015

1. Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en

la clase?

muy interesante. Porque se estaba hablando de comedias de todo el mundo.

2. Qué sentiste cuando hacías la actividad?

Aprendí sobre las creencias de los otros países así que se sintió Bien.

3. Cómo describirías las reacciones de tus compañeros al hacer la actividad?

ellos hablaban por las cosas super interesante el texto

4. Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?

si porque hablabamos y leiamos en inglés.

## CATEGORIES

Fear towards making mistakes

Enjoy learning

Comfort with cooperative learning.

Speaking skill development.

Self confidence.

Peer interaction.

## Journal 12

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: NOV 9 2015

12 Actividad: Good for good luck

Nombre de la estudi: \_\_\_\_\_

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
 R/= La impresión que tuve fue que tuve un poco de temor, por que de pronto no iba a hacer la actividad como era debido
2. ¿Qué sentiste cuando hacías la actividad?  
 R/= Me sentí segura ya que a medida de que iba interpretando la actividad iba entendiendo mejor
3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
 R/= Las reacciones que observe fue que se interesaron en la actividad ya que querían aprender más para reforzar los conocimientos
4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
 R/= Si, porque a medida de que íbamos realizando la actividad los palabras que alguno no entendía el significado los otros lo ayudaban, y todos nos ayudábamos a completar la actividad

### CATEGORIES

Open attitude to learning.

Meaningful learning.

Enjoy learning.

Comfort with cooperative learning strategy.

## Journal 13

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 09-11-20-15

13 Actividad: usd Dets.

Nombre de la estudiante: Patiñez

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
 pues la verdad me sentí bien porque voy a aprender cosas diferentes.
2. ¿Qué sentiste cuando hacías la actividad?  
 bueno pues la verdad me sentí algo porque es algo diferente que hacemos. y es muy chévere todo.
3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
 bueno aunque algunos los sentí confundidos. pero con la ayuda de todos lo logramos.
4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
 pues sí y mucho claro porque por medio de eso aprendí más afondo, además interactué mucho con los compañeros.

## CATEGORIES

Open attitude to learning.
Confidence
Extrinsincmotivation.
Weaknessovercoming.

Speaking skill development.
Fluency.

## Journal 14

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: 9-11-2015

Actividad: Wild Pets

Nombre de la estudiante \_\_\_\_\_

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
*Me impresionó fue muy positiva, con muchos animos de realizar esta actividad.*
2. ¿Qué sentiste cuando hacías la actividad?  
*Muchas ganas de entender y desarrollarlas.*
3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
*muy motivados ya que ellos también se vieron interesados por este tema.*
4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
*Sí, ya que pudimos conversar sobre este lenguaje.*

<b>CATEGORIES</b>
Open attitude to learning.
Intrinsincmotivation.
Open learningdevelopment.
Speakingskilldevelopment



## Journal 15

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

15 Fecha: Jan 9 - 2015

Actividad: Wild Pets

Nombre de la estudiante: \_\_\_\_\_

1. ¿Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?  
*Me pareció muy interesante por que los clases iban a hacer muy diferentes.*
2. ¿Qué sentiste cuando hacías la actividad?  
*sentía un poco de nervios por los preguntas y esas cosas.*
3. ¿Cómo describirías las reacciones de tus compañeros al hacer la actividad?  
*Ellos estaban también nerviosos por lo que iba a pasar.*
4. ¿Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?  
*Si me ayudó porque aprendimos a interactuar entre nosotros y nos ayudábamos unos a otros.*

CATEGORIES
Open attitude to learning.
Fear towards development of Activity.
Speaking skill development
Peer interaction.
Fluency.

## Journal 16

**Diario estudiantil**

Buenos días querido estudiante.

Agradezco tu participación en la elaboración del diario de la clase de inglés.

Con esta actividad me gustaría saber tus opiniones sobre las actividades que vamos a realizar en las clases de inglés. Aquí puedes expresar tus opiniones, sentimientos, dudas y temores que experimentas al desarrollar la actividad antes, durante y al terminar. Siéntete libre de expresar tus pensamientos. Recuerda que tus opiniones no serán evaluadas.

Fecha: \_\_\_\_\_

16 Actividad: Wild Pets

Nombre de la estudiante: \_\_\_\_\_

1. **Cuál fue tu impresión cuando la profesora explicó la actividad que se iba a realizar en la clase?**  
Me pareció fácil e interesante realizar esa actividad.
2. **Qué sentiste cuando hacías la actividad?**  
Fue entretenido ya que me gustan muchos los animales y la actividad era sencilla.  
Me sentí cómoda al desarrollar esta actividad.
3. **Cómo describirías las reacciones de tus compañeros al hacer la actividad?**  
Algunos se ponían nerviosos a la hora de leer las preguntas e interactuar. Pero sus reacciones fueron normales y muchos estaban cómodos con la actividad.
4. **Te ayudó esta actividad a interactuar con tus compañeros en inglés? Por qué?**  
Sí, todas las actividades que desarrollamos en clase nos ayudan mucho a conocer diferentes cosas a ampliar nuestro vocabulario y a interactuar con mis compañeros con las preguntas y respuestas.

CATEGORIES
Open attitude to learning.
Extrinsic motivation.
Weakness overcomming.
Speaking skills development.
Fluency.

## APPENDICE H

## Results of jigsaw activity 1

**Planning a tour in New York City**

Imagine that you and your friends are going to visit New York city.

You and your friends have one day to visit three landmarks in New York city.

Together you need to choose three of those landmarks and design a tour to visit them .

As a group discuss which places you and your group would like to visit.  
Explain the reasons why you chose those places.

E.g.

What things can you and your partners do in those places?

Why are those landmarks interesting to visit?

Complete this chart with the information. You discuss to help you plan your tour.

LANDMARK (place)	WHERE	THINGS TO DO	INTERESTING INFORMATION
Brooklyn Bridge	Manhattan	you can enjoy a beautiful view, relaxing walks and bike rides.	This bridge connects the districts of Manhattan and Brooklyn and are suspended by steel cables
Chrysler Building	Manhattan	you can learn the history of the building to stay in the sightseeing	Beautiful example of art deco architecture you can see the beautiful mural on the ceiling
Statue of Liberty	Liberty Island	where visitors can learn about the history of Liberty Island and explore museums	is interesting because here you have an in-depth educational experience about the monuments

4

## Planning a tour in New York City

Imagine that you and your friends are going to visit New York city.

You and your friends have one day to visit three landmarks in New York city.

Together you need to choose three of those landmarks and design a tour to visit them .

As a group discuss which places you and your group would like to visit.  
Explain the reasons why you chose those places.

E.g.

What things can you and your partners do in those places?

Why are those landmarks interesting to visit?

Complete this chart with the information. You discuss to help you plan your tour.

LANDMARK (place) lugar	WHERE	THINGS TO DO	INTERESTING INFORMATION
the statue of liberty	it stands at the mouth of the Hudson River		is interesting because have a in-depth cultural experience about the monuments.
the Brooklyn Bridge	the river crossing the Brooklyn Bridge is the first river from Manhattan	You can enjoy a beautiful view, relaxing walks and bike ride.	This bridge connect the districts of Manhattan and Brooklyn is suspended by steel cables and very remarkable monument.
the Empire State Building center	Midtown Manhattan	visit restaurants and bars	take beautiful pictures

## Planning a tour in New York City

Imagine that you and your friends are going to visit New York city.

19

You and your friends have one day to visit three landmarks in New York city.

Together you need to choose three of those landmarks and design a tour to visit them .

As a group discuss which places you and your group would like to visit.  
Explain the reasons why you chose those places.

E.g.

What things can you and your partners do in those places?

Why are those landmarks interesting to visit?

Compete this chart with the information. You discuss to help you plan your tour.

LANDMARK (place)	WHERE	THINGS TO DO	INTERESTING INFORMATION
The empire state building	Midtown Manhattan	Take beautiful Pictures	one of the modern seven wonders of the world
Rockefeller Center	it is located at 48th street and 51 in New York	also watch live Shows with Jimmy Fallon	the opportunity to meet great TV Star
The statue of liberty	Liberty island	where visitor can learn about.	Because have an in-depth educa- tional experience about the monuments.

## Planning a tour in New York City

Imagine that you and your friends are going to visit New York city.

You and your friends have one day to visit three landmarks in New York city.

Together you need to choose three of those landmarks and design a tour to visit them .

As a group discuss which places you and your group would like to visit.  
Explain the reasons why you chose those places.

E.g.

What things can you and your partners do in those places?

Why are those landmarks interesting to visit?

Compete this chart with the information. You discuss to help you plan your tour.

LANDMARK (place)	WHERE	THINGS TO DO	INTERESTING INFORMATION
The Statue OF liberty	the history OF liberty Island	You can find Several fun and interesting things to do at the statue.	The statue OF liberty was a present from France in the 19th Century.
The United Nations Headquarters.	in of the city Manhattan.	The Delegates Dining Room is open to the Public for lunch between 11:30am.	IS Considered International Territory.
The Brooklyn Bridge	In Brooklyn.	So you have two options, Walking and bike tours.	this bridge connects the districts of manhattan and Brooklyn.

## Planning a tour in New York City

Imagine that you and your friends are going to visit New York city.

You and your friends have one day to visit three landmarks in New York city.

Together you need to choose three of those landmarks and design a tour to visit them.

- 2 As a group discuss which places you and your group would like to visit. Explain the reasons why you chose those places.

E.g.

What things can you and your partners do in those places?

Why are those landmarks interesting to visit?

Complete this chart with the information. You discuss to help you plan your tour.

LANDMARK (place)	WHERE	THINGS TO DO	INTERESTING INFORMATION
Statue Liberty	New York	explore museum and exhibits on site	can learn about the history of liberty.
Rockefeller	between 48 and 57 <sup>th</sup> street in New York	staying in winter about ice	have the opportunity to see biggest stars in person - at this.
The Brooklyn Bridge	Manhattan	You can enjoy a beautiful view, relaxing walk and bike ride	the pylon linking the districts of Brooklyn or Manhattan and is suspended by cables.

1 n 2 A.

**Results of jigsaw activity 2**

You and your partners need money for your prom and you are going to organize a school fashion day. You have to decide together what theme, clothing, and models are you going to choose.

**Theme:** You will choose two seasons relate to two events or activities, e.g: wedding , prom party, dinner with friends, special birthday, go out way, go on holiday, dating with someone, to go to a movie, to go to a soccer game, school days, etc. Feel free to choose another one different to the list.

23

**Clothing and accessories:** According to the theme you chose before you will decide together what clothing each model will wear on the runway.

**Models:** Choose teen people for your fashion day .

**Complete a chart below.**

Make and answer some questions for that. E.g:

1. What seasons do you prefer for the fashion?
2. In what events models are going to wear those clothes?
3. What people are going to wear the clothes?
4. What clothing and accessories are they going to wear?

*SCHOOL FASHION DAY*

<i>Season</i>	<i>Event</i>	<i>Models</i>	<i>Clothing</i>
Summer	party of birthday in the beach.	Teenagers and children	Shorts, tank tops, Swimsuit, sandals, sunglasses, cap and hat
<i>Season</i>	<i>Event</i>	<i>Models</i>	<i>Clothing</i>
winter	wedding	boys and girls	Track suit → boys dress → girls high heels, earrings, necklace and bracelet



6

You and your partners need money for your prom and you are going to organize a school fashion day. You have to decide together what theme, clothing, and models are you going to choose.

**Theme:** You will choose two seasons relate to two events or activities, e.g: wedding , prom party, dinner with friends, special birthday, go out way, go on holiday, dating with someone, to go to a movie, to go to a soccer game, school days, etc. Feel free to choose another one different to the list.

24

**Clothing and accessories:** According to the theme you chose before you will decide together what clothing each model will wear on the runway.

**Models:** Choose teen people for your fashion day .

**Complete a chart below.**

Make and answer some questions for that. E.g:

1. What seasons do you prefer for the fashion?
2. In what events models are going to wear those clothes?
3. What people are going to wear the clothes?
4. What clothing and accessories are they going to wear?

SCHOOL FASHION DAY			
Season	Event	Models	Clothing
Summer	In the beach	Girls	Shorts Swimsuit Sandals Sunglasses Hat
Season	Event	Models	Clothing
Winter	Ice rink	Boys	Coat pants gloves boots Beanie raincoat Scarf

You and your partners need money for your prom and you are going to organize a school fashion day. You have to decide together what theme, clothing, and models are you going to choose.

**Theme:** You will choose two seasons relate to two events or activities, e.g: wedding , prom party, dinner with friends, special birthday, go out way, go on holiday, dating with someone, to go to a movie, to go to a soccer game, school days, etc. Feel free to choose another one different to the list.

**Clothing and accessories:** According to the theme you chose before you will decide together what clothing each model will wear on the runway.

**Models:** Choose teen people for your fashion day .

**Complete a chart below.**

Make and answer some questions for that. E.g:

1. What seasons do you prefer for the fashion?
2. In what events models are going to wear those clothes?
3. What people are going to wear the clothes?
4. What clothing and accessories are they going to wear?

**SCHOOL FASHION DAY**

Season	Event	Models	Clothing
<u>summer</u>	Picnic..	the Girls, boys and children.	Girls: Jeans, blouse, sandals, earrings, and bag. boys: Shorts, T-shirt, cap, Sunglasses and Sneakers. little boy: Sweatshirt, T-shirt, cap and sneakers.
Season	Event	Models	Clothing
winter.	dinner with friends.	the Girls and boys.	Girls: dresses, coat, boots, earrings, and scarf. boys: pants, shirt, coat, Shoes, scarf and belt.

25

6

You and your partners need money for your prom and you are going to organize a school fashion day. You have to decide together what theme, clothing, and models are you going to choose.

**Theme:** You will choose two seasons relate to two events or activities, e.g: wedding , prom party, dinner with friends, special birthday, go out way, go on holiday, dating with someone, to go to a movie, to go to a soccer game, school days, etc. Feel free to choose another one different to the list.

26

**Clothing and accessories:** According to the theme you chose before you will decide together what clothing each model will wear on the runway.

**Models:** Choose teen people for your fashion day .

**Complete a chart below.**

Make and answer some questions for that. E.g:

1. What seasons do you prefer for the fashion? *R1 = I prefer Spring*
2. In what events models are going to wear those clothes? *R1: in beach party and go to the park.*
3. What people are going to wear the clothes? *R1 = they wear shorts and short shirt and pants.*
4. What clothing and accessories are they going to wear? *R1 = hat, cap, sunglasses.*

SCHOOL FASHION DAY			
Season	Event	Models	Clothing
Spring	To go to the beach	Boys	Short
winter	for dinner	teens	dress
Summer	to visit the park.	girls	sweater
Season	Event	Models	Clothing
winter	for dinner	Teens	drees .

*Joana and Madelaine*  
 You and your partners need money for your prom and you are going to organize a school fashion day. You have to decide together what theme, clothing, and models are you going to choose.

6

28

**Theme:** You will choose two seasons relate to two events or activities, e.g: wedding , prom party, dinner with friends, special birthday, go out way, go on holiday, dating with someone, to go to a movie, to go to a soccer game, school days, etc. Feel free to choose another one different to the list.

**Clothing and accessories:** According to the theme you chose before you will decide together what clothing each model will wear on the runway.

**Models:** Choose teen people for your fashion day .

**Complete a chart below.**

Make and answer some questions for that. E.g:

1. What seasons do you prefer for the fashion?
2. In what events models are going to wear those clothes?
3. What people are going to wear the clothes?
4. What clothing and accessories are they going to wear?

SCHOOL FASHION DAY			
Season	Event	Models	Clothing
Spring	Prom Party	Girls and boys	the boys wear t-shirt and girls wear dress, high heels and accessories
Season	Event	Models	Clothing
Winter	To go to a soccer game	boys	wear sweatshirts, cup and sneakers

### Results of jigsaw activity 3

#### Preparing a dinner for New Year's Eve for your friend's good luck.

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

29

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combination of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?
2. Why will you choose those foods to represent each wish?

Solud  
olines  
Answer

Dinner nº 1	Health	Money	Love
for Auxy	grapes	rice pudding	almond.
Dinner nº 2	Health	Money	Love
For Daniel	tangerines and oranges	Pomegranates	rice.

### Preparing a dinner for New Year's Eve for your friend's good luck.

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

30

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combination of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?
2. Why will you choose those foods to represent each wish?

	Salud	Dinero	Amor
Dinner nº 1	Health	Money	Love
for Him	• duck gizzard soup	Brecc	Oranges
Dinner nº 2	Health	Money	Love
for Her	• 12 Grapes	rice	• almonds • Tangerine

31

*Prepare a dinner for New Year's Eve for your friend's good luck.*

### Preparing a dinner for New Year's Eve for your friend's good luck.

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combination of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?  
*R// the black eye as like coins,*
2. Why will you choose those foods to represent each wish?  
*tangerine for good year luck, 12 grapes for health; the black eyed*

Dinner nº 1	Health	Money	Love
for her	12 grapes orange and tangerine	the black eyed and the greens are like dollar bills	the richness of the Mandarin
Dinner nº 2	Health	Money	Love
for him	almond.	eat rice pudding	almond for good luck in the Newyear

va mal dancido  
 y some  
**Preparing a dinner for New Year's Eve for your friend's good luck.**

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combination of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?
2. Why will you choose those foods to represent each wish?

	salad	dinner	Amor
Dinner nº 1	Health	Money	Love
friend Diana	oranges and tangerines	Rice with Collard Greens and Grapes	Pudding with an almond.
Dinner nº 2	Health	Money	Love
friend Fernando	almond and grapes	the black-eyed pear and Pomegranates	rice and Pomegranates



### Preparing a dinner for New Year's Eve for your friend's good luck.

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

33

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combination of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?
2. Why will you choose those foods to represent each wish?

Dinner nº 1	Health	Money	Love
for Leidy's	grapes	pomegranate	Pudding with an almond
Dinner nº 2	Health	Money	Love
for Eduar	rice	orange	Pudding with an almond

Leidy's Borja - Laura Fontalvo - Eliana Molina - Yalidis

### Preparing a dinner for New Year's Eve for your friend's good luck.

You and your friends are going to invite a friend to your New Year's Eve dinner. That person wants to have a good new year for 2016, so you want help him/ her.

34

Together, you and your group are going to prepare two dinners for New Year's Eve combining the different foods seen in your readings before, e.g. pomegranates, grapes, almonds, etc.

Your combination of foods have to represent three wishes for your guest: health, money and love.

Complete the chart below.

Make and answer some questions for that. E.g:

1. What food will you choose to prepare the dinner?
2. Why will you choose those foods to represent each wish?

Dinner nº 1	Health	Money	Love
For her	soup with rice cake	orange	12 Grapes
Dinner nº 2	Health	Money	Love
For him	12 grapes peas and rice with collard greens	Black-eyed peas and rice with collard greens	rice pudding with almond inside.

## Results of jigsaw activity



If you could have a wild animal as a pet which of them would you prefer?

35

Together will choose three wild animals as pets from your previous readings. You and your partners will give reasons why your group prefers them. You can use these questions for your choice.

1. Can you feed them? What does it eat?
2. Do you like it? What has it got?
3. Can you play with it? What can it do?

Wild pet nº 1	Feed	Like	Can
Giraffe	vegetables, leaves,	this peaceful and beautiful animal has long paws and neck	Thank to their height giraffes can see great distances across

Wild pet nº 2	Feed	Like	Can
Tiger	deers, peacocks or wild hogs	It has orange black and white fur with stripes very long tail.	swims well and climb trees easily.

Wild pet nº 3	Feed	Like	Can
Crocodile	Small animals fish, birds and turtles	Short legs long, tail Tough skin and sharp teeth	Swims very well and can breathe under water.

## Wild pets!

If you could have a wild animal as a pet which of them would you prefer?

37

Together will choose three wild animals as pets from your previous readings. You and your partners will give reasons why your group prefers them. You can use these questions for your choice.

1. Can you feed them? What does it eat? *Vegetable*
2. Do you like it? What has it got? *color*
3. Can you play with it? What can it do? *Runs*

Wild pet nº 1	Feed	Like	Can
Gorilla	It is a Vegetarian gorilla's diet is based on plants and Vegetation.	This big primate has thick black or dark brown hair and black skin	It can climb trees. Gorillas cannot swim.

Wild pet nº 2	Feed	Like	Can
Giraffe	It is Vegetarian, eat leaves, twigs and other trees and shrubs.	It is peaceful and beautiful animal has long paws but its neck has seven vertebrae.	Thanks to their height giraffes can see great distances across the African plain.

Wild pet nº 3	Feed	Like	Can
Tiger	It prefers a diet with deer, peacocks or wild hogs.	You can identify it for its orange, black and white fur with stripes, very long tail.	It swims well and can climb trees easily.

## Wild pets!

If you could have a wild animal as a pet which of them would you prefer?

Together will choose three wild animals as pets from your previous readings. You and your partners will give reasons why your group prefers them. You can use these questions for your choice.

38

1. Can you feed them? What does it eat?
2. Do you like it? What has it got?
3. Can you play with it? What can it do?

Wild pet n° 1	Feed	Like	Can
Zebra	it's feed is grass and leaves	it's white or brown and black stripes	sleep standing up, and only when they are in groups that can warn them of danger

Wild pet n° 2	Feed	Like	Can
Tiger	it's feed is flesh	it's for its orange, black and white fur with stripes, very long tail	it's swims well and can climb trees easily

Wild pet n° 3	Feed	Like	Can
Ostrich	it's feed fruits, and herbs	it's wonderful beard has long paws and neck -	-they run up to 45 km/h

## Wild pets!

39

If you could have a wild animal as a pet which of them would you prefer?

Together will choose three wild animals as pets from your previous readings. You and your partners will give reasons why your group prefers them. You can use these questions for your choice.

1. Can you feed them? What does it eat?
2. Do you like it? What has it got?
3. Can you play with it? What can it do?

Wild pet nº 1	Feed	Like	Can
crocodile	smart animal	eat and swims	breathe under water.

Wild pet nº 2	Feed	Like	Can
Gorilla	vegetables	plants	can climb trees, but don't do so very often.

Wild pet nº 3	Feed	Like	Can
tiger	wild hogs.	cats	swims and can climb trees easily

## Wild pets!

If you could have a wild animal as a pet which of them would you prefer?

Together will choose three wild animals as pets from your previous readings. You and your partners will give reasons why your group prefers them. You can use these questions for your choice.

40

1. Can you feed them? What does it eat?
2. Do you like it? What has it got?
3. Can you play with it? What can it do?

Wild pet nº 1	Feed	Like	Can
Ostrich.	the fruits, seeds, leaves, herbs, grasses, occasionally ingest small stones to grind tough plant fibers.	run and protect their offspring.	can't fly, but can run up to 45 mph (meters per hour)

Wild pet nº 2	Feed	Like	Can
Giraffe.	is vegetarian, eats leaves, twigs and bark of acacia and tree and shrub	feed.	thanks to their height giraffes can see great distances across the african plain.

Wild pet nº 3	Feed	Like	Can
zebra.	food is grass and leaves.	walk in herds.	sleep standing up and only when they are in groups that can warn them of danger. run up to 65km/h.