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SEATING ARRANGEMENTS: IMPACT ON THE DEVELOPMENT OF SPEAKING
ABILITIES IN EFL CLASSROOMS

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ABSTRACT

This research explores how seating arrangements impact on young EFL learners' development of the speaking skill in Chilean classrooms. The methodological design was a mixed approach using checklists, field notes, and questionnaires to collect data. The participants were 45 students, 28 from 3rd grade, 17 from 8th grade, 2 teachers and 2 researchers. Results show that working in groups have more positive impact for 8th graders, from the students', teachers' and researchers' perspectives. On the contrary, working in pairs was more beneficial for third graders.

Keywords: seating arrangement, EFL young learners, oral production, interaction.

RESUMEN

Esta investigación explora cómo la distribución de las mesas impacta en los estudiantes de nivel básico en el desarrollo de la producción oral en idioma inglés en salas de clases chilenas. El diseño de metodología consiste en un método mixto utilizado lista de cotejo, observaciones y cuestionarios para recolectar información. Los participantes fueron en total 45 alumnos, 28 alumnos de 3^{ro} Básico, 17 de 8^{vo} Básico, 2 profesores y 2 investigadores. Los resultados desde las perspectivas de los estudiantes y profesor, muestran que al trabajar en grupos, tiene un impacto más positivo en los estudiantes de 8^{vo} básico. Por el contrario, trabajar en parejas es más beneficioso para los alumnos de 3^{ro} básico.

Palabras claves: distribución de las mesas, estudiantes de nivel básico en inglés, producción oral, interacción.

1. CHAPTER I: INTRODUCTION

1.1. Statement of the problem

In Chile, the Ministry of Education provides Educational Institutions and teachers with documents to guide them in their tasks from different perspectives, ranging from Plan and Programmes to inclusion, which is the latest trend to implement in schools. These documents, however, do not address classroom arrangements or classroom organizations that could be beneficial for the students and their learning process. The only reference related to this topic mentions the material historically used in the classroom furniture and how the design of desks and chairs has developed according to international standards (Mineduc, 2006). References to seating arrangements or classroom distribution are not contemplated in the Mineduc documents.

When looking back to classroom arrangement in 1950 or before, students sat in rows and faced the front of the class, where the board was placed and the teacher was standing. If we visited any school nowadays in Chile, we would realize that the seating arrangement has barely changed in most schools, even though, new teaching and learning approaches have been promoted in all subjects from MINEDUC.

Regarding the teaching of English, the National Curriculum considers the use of the communicative approach, especially for oral communication. To develop this ability, many factors have to be considered; one of them is the classroom arrangement to facilitate interaction among students. The classroom design has an impact on students' participation and interaction in EFL classes (Ur, 1997; Benedict & Hong, 2004).

Since English as a Foreign Language (EFL) teachers are required to develop students speaking abilities, the classroom arrangements place an important role especially when interaction among students is being developed. Consequently, the purpose of the present

research is to explore how the seating arrangement has an impact on the development on the students' speaking skills in EFL Chilean classrooms.

The research method in the present investigation is framed in a qualitative and quantitative paradigm using an explorative design involving elementary EFL students.

A checklist will be applied, in order to identify students' perceptions according to what type of seating arrangement they like the most. The checklist will include two different seating arrangements: Pair and group seating arrangements, which are the ones that have a clear definition. Finally, in order to have a complete view of the phenomena related to interactions in the lesson, we as researchers and teachers are going to use field notes during the intervention.

1.2. Research objectives

The general objective in the present research pretends to explore how seating arrangements impact on young EFL students' development of speaking skills through interaction in Chilean classrooms.

To achieve the general objective, these specific objectives have to be reached:

- Identify students' perceptions in terms of two different types of seating arrangement: Group and Pair Seating Arrangement.
- Identify teachers and researchers' perceptions on EFL speaking interactional activities through two different types of seating arrangement: Group and Pair Seating Arrangement.
- Design and implement EFL speaking interactional activities through two different types of seating arrangement: Group and Pair Seating Arrangement.
- Compare 3rd and 8th Graders results on the two types of seating arrangement: Group and Pair Seating Arrangement.

1.3. Research Questions

-What are the students' perceptions in terms of two types of seating arrangement: Group and Pair Seating Arrangement?

-What are EFL elementary students' perceptions of seating arrangement in speaking activities?

-What kind of seating arrangement benefit interactional activities in young and adolescent EFL learners?

-What are the similarities and differences in the results of 3rd and 8th graders and teachers' perceptions on two types of seating arrangement: Group and Pair Seating Arrangement?

1.4. Assumptions

Based on our research objectives, there are different assumptions that we are considering, which are:

- a. Applying different types of seating arrangement might increase speaking skills.
- b. We think Group seating arrangement might enhance students' speaking abilities due to the students' preferences being in group instead of being individually working.

2. CHAPTER II: THEORETICAL FRAMEWORK

The present chapter is divided into two sections: the theories and the literature review. The first part describes the theoretical concepts that laid the foundations of the research and include the following theoretical conceptions: seating arrangements and interaction within the communicative approach in EFL. Whereas the second part of the chapter, presents the literature review on the topic and refers to updated investigations aiming at a similar topic and goals within the same field as the present research.

2.1. Theory (ies)

2.1.1. Seating Arrangements and classroom management

Since seating arrangement is a topic that has been developed recently. The main focus has been put on searching for the main theory used by the authors and how this can affect the behavioural problems in the classroom management.

After carefully reading several investigations from different authors, we have come to the conclusion that a specific theory about sitting arrangement has not been completely developed yet. Many authors have been contributing to the topic, to name some, e.g., Sommer (1967), Adams (1969) and Adams and Biddle (1970), and Delefes and Jackson (1972). Sommer (1967) was the first researcher to provide a theory about seating arrangement where he stated that the participation of the students seating at the centre of each row was greater (See Fig. 1). Later, Adams (1969), and Adams and Biddle (1970), defined for the first time the ‘action zone’ as the specific position in the classroom where oral communication is concentrated. This zone is located at the centre-front of the classroom, starting from the first seats until the last seats (See Fig. 2). However, Delefes and Jackson (1972) did not find a relation between the students’ participation and specific zones of the classroom defined by Adams (1969) and Adams and Biddle (1970). However, what they found with the definition of the ‘action zone’ was that teachers interact more with the students that are closed to them, and in consequence, less with the ones that are further back in the classroom.

Figure 1: Sommer description.

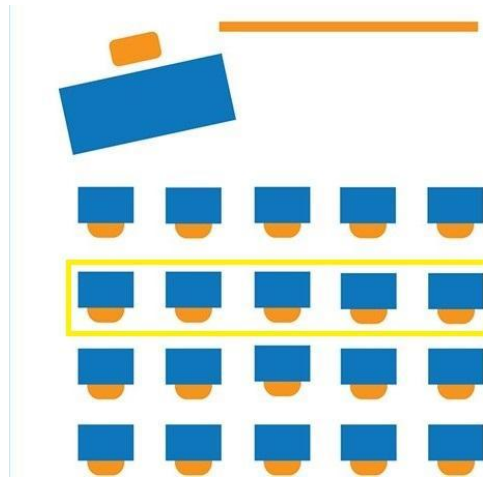
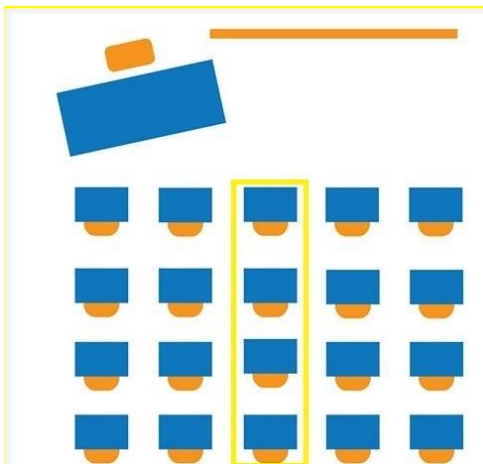


Figure 2: Adams's description 'Action zone'



Classroom management involves the creation of an appropriate atmosphere and optimum conditions for the students' learning process. Scrivener (2011) mentions that not only the method, the students, and the teacher are factors that foster effective learning. The physical environment in a classroom influences the students' engagement towards learning; students feel more relaxed when they feel they are not in a regular lesson (Larsen-Freeman, 1986). The physical environment includes the design of the building or a classroom (decoration and fixtures), and the climate referring to temperature, lightning or scent (Bitner, 1992).

2.1.2. Communicative Language Teaching and Interaction

One of the main issues discussed on this research is the interaction among students through different seating arrangements and how it helps EFL students to develop the target language. It is a fact that participation demands the use of the language in order to achieve interaction and certain goals while using L2.

Communicative Language Teaching (CLT) has as a main objective help students' development of their communicative competence in order to achieve learners' participation while they are negotiating the meaning and the necessity to experience communication (Savignon, 2001). In other words, students are encouraged to express themselves orally through communicative language, despite of their English level, rather than giving importance to the different grammar structures.

It is important to mention that CLT has to be implemented under different conditions according to Littlewood (1981); Richards & Rodgers (2014); Savignon (2001):

‘I) Learners use language for authentic and meaningful communication as classroom tasks have a communicative purpose,

II) oral and written fluency is an important aspect of communication,

III) and learning is a process of construction involving trial and error...’

This indicates that EFL students have the possibility to make pronunciation and grammar mistakes while they are participating in class using the target language, as it is a frequent routine throughout their learning process.

However, as mentioned before, interaction is one of the most important aspects related to the seating arrangement in the classroom and it could probably help to increase the students' speaking abilities.

Michael Long (1996) provides the Interaction Hypothesis which attributes to the learners' language competence in order to be well-developed. Face-to-face interaction is being benefited while reaching communication.

On one hand, Long (1981) stated that interaction between non-native speakers and native speakers, or even with non- native speaker with each other, create a second language acquisition environment. In this context, speakers learn through different negotiation between them, and it leads to a central role in learning the language due to the conversation and improvement on the learners' speaking skills.

On the other hand, Ellis (1990) came to the conclusion that interaction simplifies the way information is being exchanged and communication among speakers is not interrupted. However, interaction involves different types of functions in which instructions given are not the main focus. Each situation involved in class leads to a communicative purpose. Regarding interaction, Ellis (1990) claims that not only communication being exchanged is related to interaction itself, but also students, teacher, and how the class and tasks are being managed. All these factors are considered when referring to classroom interaction.

2.2. Literature Review

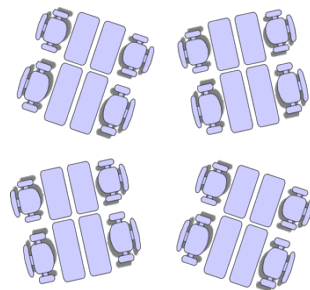
2.2.1. Types of Seating Arrangements and its effects

The classroom environment, which is generally generated by professors and students, carries one methodology in mind and it never changes in order to be useful for precise assignments or tasks in the classroom (Anderson, 2009).

After a considerable research on articles and lectures from different authors, we came through the article '*Effects of Various Seating Arrangements on Disruptive Classroom Behavior*' (Robichaux, 2016), where the author describes and gives explanations about the diverse types of seating arrangements. These are: Group seating arrangement, Row seating arrangement, and Pair seating arrangement.

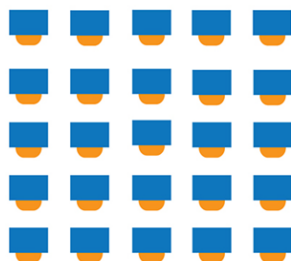
On the other hand, Harmer (2007) mentions four types of seating arrangement to approach the lesson: orderly rows, circle, separate tables, and horseshoe.

Group seating is defined as organization of three groups or more desks together in the classroom. (See Fig. 3)



(Figure 3)

In the Row Seating Arrangement, each desk must be arranged in the traditional form, which is row and column, where no desk was touching. This type of seating arrangement reminds the importance of independent work activities. (See Fig. 4)



(Figure 4)

In pair Seating Arrangement the desks must be arranged in a paired formation, which consists in two desks together. The pair of desks are placed into rows in the classroom. This type of seating arrangement also highlights the importance of the independent work activity. (See Fig. 5)



(Figure 5)

On one hand, seating arrangements produce different outcomes during the lessons. For instance, Harmer (2007) said that orderly rows consists of the vertical distribution of the desks in the classroom. It is stated that this type of seating arrangement is beneficial for the teacher and the student, since students are more capable to pay attention, and the role of the teacher is emphasized, creating the concept of teaching-centred.

On the other hand, Harmer (2007) states that separate-table arrangement provides a more informal setting in the classroom. With this type of seating arrangement, the teacher can help and guide each student.

However, Weinstein (1979) stated that teachers only use three types of seating arrangement in small spaces. These seating arrangements are: row seating, cluster seating and horseshoe.

Adding to the previous facts in relation to seating arrangement, Bicard et al. (2012) concluded that orderly rows anticipate students' behaviour in a disruptive way, and benefit students to be more aware of the lesson.

School classroom arrangement can cause a crucial effect on students (Downer et al., 2007; Canter & Canter, 1976; Curwin & Mendler, 1988; Badia-Martin, 2006). As there are many types of seating arrangement, there are also many effects that these types of seating can produce in the students and teachers. Due to the fact that teachers perceive that if they change their classroom physical environment, it will probably affect their pedagogical approach and their classroom management will be more difficult to control.

Steinzor (1950), in his work, proposes that students will ask more questions in a designate semi-circular seating arrangement instead of designate rows and column seating arrangement in a common-sized classes. Weinstein (1979) states that if a front-centre arrangement in the classroom exists, students will participate more. Cohen (1994) concludes that when students are in groups, they have a possibility to participate more in their task given by the teacher. Besides, Chamot et al. (1999) state that group work will be beneficial for the students, since they will use the language more. Additionally, Altherton (2005) points out that active learners perform better when the classroom setting is arranged in circles or clusters.

2.2.2. Interaction

Many investigations have been conducted on interaction under the umbrella of communicative language teaching. Lourdunathan and Menon (2005) did an investigation related to the effect of group interaction strategy in the development of their speaking skills. Although, this investigation was made in ten different groups, the finding was significant in terms of interaction, since students were able to improve their oral abilities completely in their training course.

Kouicem (2010) did an exploration in the role of interaction which took place with students in their classrooms to develop their speaking skills. This study also involved the teachers' perceptions. Results showed that both learners and teachers highlighted that interaction among students in their classrooms helped to enhance their speaking skills. This study found that *'...teaching based on interaction in the classroom can be the best pedagogical strategy in language development, in particular verbal language development'* (Kouicem, 2010, p. 236).

Long (1985) has a hypothesis related to interaction that is based on a study that examines the relationship between different types of conversational interaction and Second Language Acquisition (SLA). Long's interaction hypothesis makes an emphasis on the importance of conversation to develop grammar, and also that interaction facilitates acquisition. As it was based on a study, he tried to investigate a connection between interaction and second language development. Long (1996) mentioned and discussed that when interacting, negotiation occurs through feedback. As a consequence, both interaction and SL development are totally beneficial in the SLA process.

When interacting there is input from the listener and output from the speaker. Thus, output also plays a relevant role in interaction, especially when dealing with oral production.

In her output hypothesis, Swain (1985) states that the need to negotiate encourages speakers to develop the necessary grammatical structures to communicate. At the same time, speakers try out hypotheses to find out if they work to convey meaning. Swain (1985) also claims that through oral production, speakers move from semantic to syntactic process during their SLA development. Due to the importance of output and how it helps learners to improve their communicative and writing skills, Swain (1985) stated the role of output, as follows:

- 1) *The need to produce output in the process of negotiation precise, coherent and appropriate meaning encourages learners to develop the necessary grammatical resources.*
- 2) *Output provides learners with opportunities to try out hypothesis to see if they work.*
- 3) *Productions helps to move from semantic to syntactic processing.*

Swain (1985) highlights the importance of how output can lead to language acquisition but only when learners are encouraged to ‘use, improve and develop the target language’ (Swain 1985: 249). Learners are not willing to achieve their target language as a native speaker ‘*not because their comprehensible input is limited but because their comprehensible output is limited*’. In other words, learners do not have the proper instruments or opportunities to develop and use the target language in the classroom.

According to Mackey (1999), studies suggest that actively participating in conversational interaction has a positive effect on the production of developmentally more advanced structures. In relation to interaction, it may facilitate ‘*SL development is through providing the learner with practice in the production (or perception) of these structures through repetition*’. (Mackey, 1999)

3. CHAPTER III: METHODOLOGICAL FRAMEWORK

After describing and explaining the theoretical concepts and the literature review of the present research, the methodological design will be presented in Chapter III. The type of research, the participants involved in the investigation, the instrument to collect data, and the intervention in two different schools will be described.

3.1. Research design

This research has a mixed methodological design integrating a quantitative and a qualitative approach to collect and analyse data. This approach integrates several means to examine the same phenomena for a better understanding of the research problem than either of each alone. The phenomena in the present research is the effect of classroom arrangement on EFL interaction.

Denzin (1989) states that a qualitative method manages to incorporate the opinions, feelings, and personal experiences of the participants, to clear out the explanations of their thoughts. Qualitative research will help us to include students' and teachers' perceptions about the seating arrangement of the classroom. In fact, we do not exclude and generalize information about the intervention.

Creswell (2008) defines quantitative research as *'testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures'* (2008, p. 22). We will use a quantitative research to collect veridical and demonstrative data information, which is useful to back or refuse our thesis about sitting arrangement of the classroom by answering a checklist.

Since the objective of this research is to explore the students' and teachers' perceptions regarding classroom arrangement in EFL interactive tasks, we need to include both types of research methods. The instruments will collect evidence to give us information and details to corroborate the results found from the qualitative and quantitative perspectives.

This research will be exploratory since the researchers are going to analyse students and teachers' perception related to seating arrangements through an intervention at their practicum schools during a specific amount of time.

3.2. Participants

In this research, the participants were 45 young learners in total from two different schools, and from two different classes of the fifth region of Chile. One group of students corresponds to 3rd graders, and the second group is from 8th grade.

On one hand, the first young learners' group consists of 28 students in an age ranging from nine to eight years old. They attend a subsidized school in Casablanca, which is called El Arrayan. This school is known for having a large number of students. Thus, each class has many students (over 35) and any activity involving speaking tasks becomes a challenge. In spite of the big amount of students in the classroom, their respectful and committed attitude, and their willing to learn makes a positive difference.

On the other hand, the second group consists in 17 students from 13 and 14 years old in 8th grade. They attend "Nuevo Horizonte School", located in Belloto, Quilpué, V Region. This is a school that contains a small amount of students (255 students in total), with an average of 23 students per classroom. This school is private, however, it receives a subsidy from the state, which is called 'SEP' (Subvención Escolar Preferencial). This extra subsidy must be used to create and implement a "PME" (Plan de Mejoramiento Educativo). The school must be accountable to these funds.

Both groups were chosen to explore how they interact with their classmates in EFL speaking activities having different types of seating arrangement.

3.3. Instruments for data collection

In order to reach the objectives of the present research, the following instruments will be used to collect data to have students and teachers' perception.

3.3.1. Questionnaire

The questionnaire consists of seven questions associated to the speaking skills used, students' participation and motivation, and seating arrangements. This instrument will be handed to our mentor teacher before and after the intervention. The answers will lead us to analyse how students participate during EFL lessons and what changes might raise after the intervention was carried out.

According to Cohen (2007), a questionnaire is defined as an instrument which always has to be involved in the life of the respondent, to know the level of sensitivity for the creation of the questions.

In relation to our research, the questionnaire that we will use will have open-ended type of questions. This consists of questions related to the interviewers' perceptions and opinions about seating arrangements and developing the speaking ability. The participant who answers this has to be honest and include personal comments.

This type of instrument to collect data encouraged us to find out, through open questions, our mentors' perception about students' oral production under two types of seating arrangements: Group and Pair.

The questionnaire consisted of seven questions, and it was applied at the beginning and at the end of the intervention in order to know our mentor's perceptions about the students' speaking abilities during the English lesson. The questionnaire was applied two times to know if our mentor's perceptions changed after we finished the intervention, and we could analyse them through a content analysis.

3.3.2. Checklist

Participants (students) of this research will receive a checklist in Spanish. This second instrument is going to be used to gather information about their classroom and seating arrangement. Students must read each statement and answer them by ticking YES - PARTIALLY - NO. We adapted this classroom climate checklist from the website Scribd.

The checklist is defined by Reijers, Leopold, and Recker (2017) in the paper *Towards a Science of Checklist* as a general list of items or criteria organized in a precise way, letting the reader acknowledge the presence/absence of each individual item recorded to establish that all items are contemplated or done.

We chose a checklist as an instrument to collect data due to the importance of this in terms of short answers using YES-PARTIALLY-NO. These answers lead us to analyse them in a quantitative method by counting the number of answers of each student.

As researchers, we decided to apply two checklists for each type of seating arrangement: Group and Pair. Each of them contains six questions that must be answered choosing YES-PARTIALLY-NO. Both checklist were applied before, during and after the intervention was made, and the questions were made in Spanish for the students to have a better understanding of what we are asking for.

3.3.3. Field notes

During the time that the intervention was being implemented, field notes were taken by the researchers to collect particular material that might be useful to fulfil our objectives.

This instrument to collect data is defined as a process that offers an opportunity to collect 'live' data from an actual situation to the investigator. Having this moment, the researcher can observe what is happening at the moment *in situ*. According to Robson (2002) people might change the way they say and do things, but observation gives a real view about it, and also '*enables a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed*' (Cooper & Schindler 2001, p. 374).

Moyles (2002) suggests that the researcher requires to register every physical and contextual setting of the observation, like for example, the number of participants, which time of the day the observation was made, the layout of the setting '*e.g. seating arrangement, arrangement of desk*', (Moyles, 2002, p. 181) the chronological order of the events observed, and write down if any critical event happens.

After these explanations, we could say that the reason why we decide to use field notes, was the fact that we could write everything we noticed during the lesson, without forgetting important events. One important thing of the use of field notes is that everything is written in the way it happens, for example, behaviour, or problems that may happened in the development of the lesson.

Every class has different stages, so for us it was important to have evidence of what happened in the classroom, in relation of the implementation of each type of seating arrangement. Additionally, field notes fit exactly with what we wanted to do, since with another instruments it would have been difficult to take into consideration every event and activity that could happen in the lesson.

3.4. Intervention

The intervention was developed and implemented by two student teachers who directly took field notes during all the process. Besides, the EFL teachers in charge of the class answered an open-question questionnaire.

This intervention mainly consists of developing interactive activities using two types of seating arrangement. The intervention took twelve weeks. Six weeks were devoted for 3rd grade students and six weeks for 8th grade students.

To start the intervention, the first stage is the introduction of the topic which is the vocabulary. In the case of 3rd grade, the unit is related to clothes and 8th grade the unit is “Countries and Nationalities”. This process resides on six weeks in which the teacher will apply different types of tasks that might help to develop speaking skill.

The first part of the intervention consists in group activities, in which they have to participate in order to complete the activities given by the teacher, so students are able to talk and participate more during the lesson. After that, students are going to be seated in pairs, so the teacher is able to explore which type of seating arrangement is more effective at the moment of developing speaking skills.

3rd Grade Group work

		Task
WEEK 1	What are you wearing?	Students identify vocabulary related to clothes, and describe their clothes, using the vocabulary seen in class.
WEEK 2	Interview	Students make and answer questions related to clothes, for example: what are you wearing? I am wearing green pants.
WEEK 3	Talk	Students talk about what they like to do in summer vacations, and what clothes do they need to do that, and share opinion about it.

3rd Grade Pair work

		Task
WEEK 1	Describe each other's clothes.	To start working in pairs, students start creating the evaluation which was about a fashion show. The objective was that they have to identify five different types of clothes that their classmates were wearing. They start mentioning what his/her classmate was wearing.
WEEK 2	Fashion show	To apply all what they study during the unit, students had the evaluation of the fashion show. They have to pretend that they were on a runway, and describe what his or her classmate was wearing.
WEEK 3	Food	Students talk with his/her classmate about what type of food they like the most related to unit number seven of the book "Happy Campers". Additionally, students look some images about people eating, and they ask: what are they eating? They are eating cake.

8th Grade Group work.

		Task
WEEK 1	Dialogue	The students create a dialogue with suggestions of touristic places to visit according to the country that they chose.
WEEK 2	Spelling Bee	The students talk and agree about different places to visit and how the name of each place is written. After a couple of minutes, each group gives their list to the teacher, who asks them to spell any of the words of the list. Once all the groups have spelled at minimum one word from their list, the teacher ask them to spell a word chosen by her.
WEEK 3	Find what is in common	The students have to find as much things that two countries have in common and what they have as difference, and then say them out loud to the rest of the class.

8th Grade Pair work.

		Task
WEEK 1	Prediction couples	The students have to create at least 3 predictions of what they are going to be doing in 10, 20 and 50 years from now. Then, they have to write them in a piece of paper and put it in a box. After that, the students will have to guess from who the prediction is.
WEEK 2	Lifeline	Students will have to create in couples their own lifeline using prediction about their future in several years more, and then they have to presented in front of the class.
WEEK 3	Lifeline presentation	The students presented their work in front of the students, and they explained to them how their future would be in a certain amount of time.

3.5. Procedure to analyse data

According to our methodological mixed research design (qualitative and quantitative), two types of data analysis will be used. To analyse the data collected from the checklist, a statistical approach will be used.; and the qualitative data collected through the questionnaires and field notes, will be analysed using the content analysis approach.

Content analysis consist on categorizing phrases or words into different categories that share the same meaning (Cavanagh, 1997).

The results from the quantitative data will be analysed in two ways:(i) The results will be presented in a table that shows the results of the checklist with their appropriate (proper) graph analysis., and (ii)we will find out the mode and mean of each result presented on the checklist table in order to give a better and deeper explanation of the results using bar graphs.

All the excerpts presented in the following chapter were translated from Spanish into English.

4. CHAPTER IV: RESULTS AND DISCUSSION

In this chapter, we are going to present and discuss the results of the research in three subsections based on the specific objectives stated in the introduction. These are (i) students' perception on seating arrangement in interactional activities, (ii) teachers' and researchers' perceptions on seating arrangement in interactional activities, and (iii) comparison: third and eighth graders results.

4.1. Students' perceptions on seating arrangement in interactional activities.

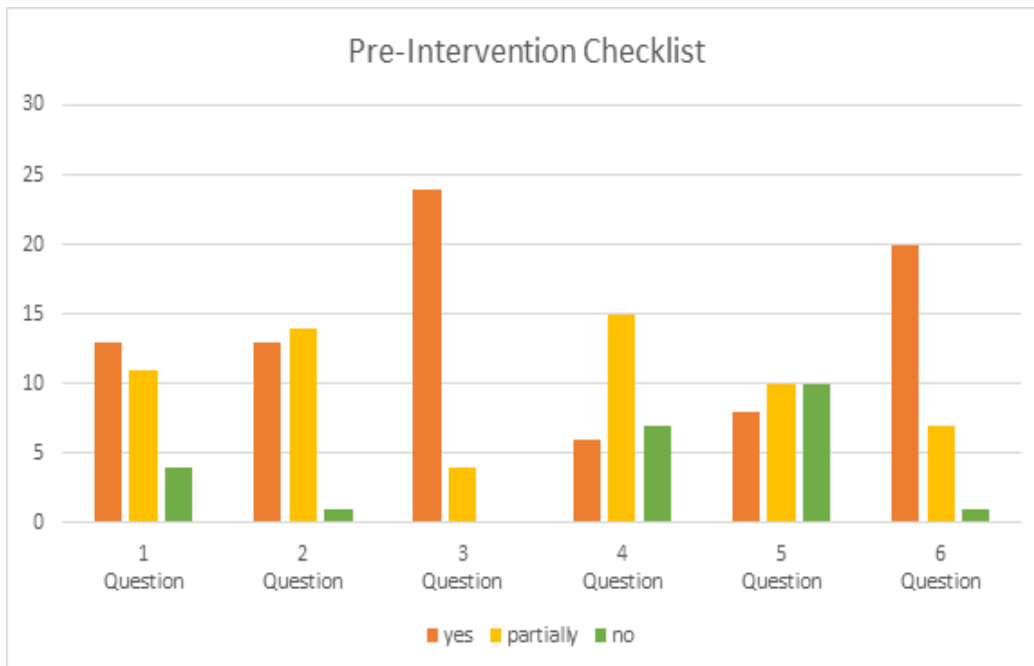
The students' perceptions were collected through checklists. The results of young and adolescents learners' perceptions will be presented through tables and graphs as follows: pre and post intervention for group work, and then pre and post intervention for pair work. After each table and graph, the interpretation and explanation will be presented.

4.1.1. Young learners' perceptions in: group work and pair work.

4.1.1.1. Group work.

Questions Group	YES	PARTIALLY	NO	MODA	Total answers
1. Working in a group allows me to express myself in English	13	11	4	13	28
2. Working in a group allows me to participate in all the activities of the English class	13	14	1	14	28
3. I feel comfortable working in a group	24	4	0	24	28
4. I feel that in group I speak more in English during class	6	15	7	15	28
5. I feel that in group I speak less in English during class	8	10	10	BIMODAL	28
6. During the group activities, I speak in Spanish	20	7	1	20	28
AVERAGE	14	10,2	3,8	14	28

(Table 1)



Graph 1: Pre-Intervention Checklist 3rd Grade Group

The graph provides information about the answers of students of 3rd grade related to working in groups. The checklist was taken before the intervention; in consequence, the results show the students' perceptions of group work used over the years.

A great deal of the learners feel comfortable working in groups (24 yes, 4 partially, 0 no), but at the same time, almost the same students think that they speak less or partially in English during the class. In conclusion, it indicates that students prefer to work in groups but not using the foreign language (English), they tend to use Spanish.

In relation to the information that was obtained from the table, we can conclude that in the first statement the modal correspond to 13 students that answered yes, identifying that in groups they are able to express in English. In the second statement, the modal tells us that working in groups allows them to express in English. In the second statement, the modal express that 14 students say that working in groups allows them to participate in all the activities of the class. In the third statement, 24 students say that they feel comfortable working in groups. In the fourth statement, 15 students say that they partially speak in English

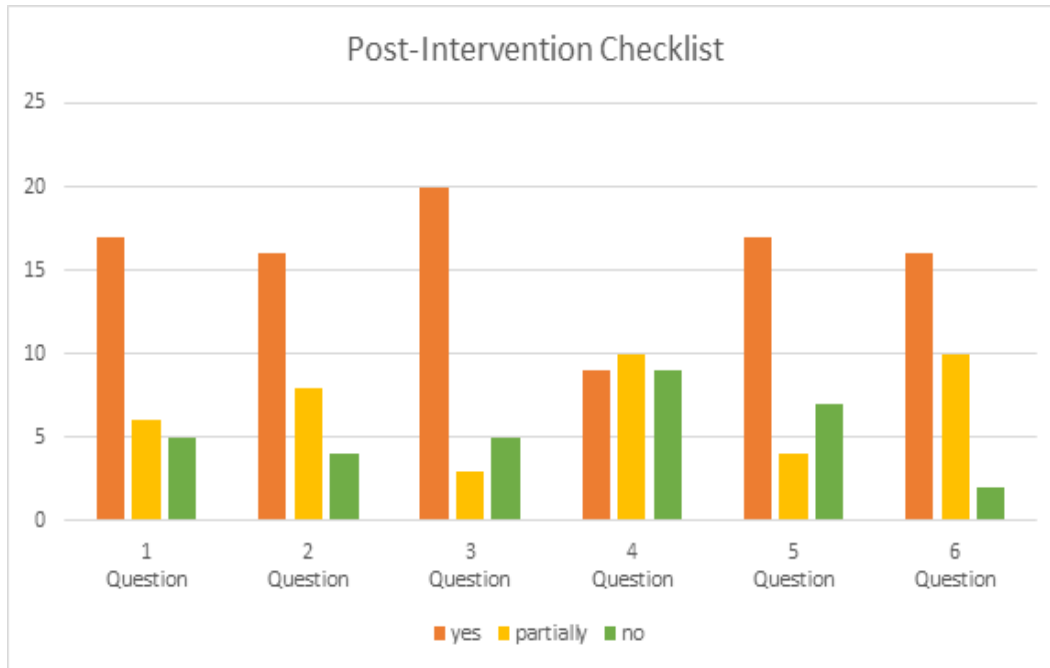
in the class. In the fifth statement, we observe that exist two modals (bimodal), which tell us that 10 students answer partially and 10 of them cannot. In relation to the last statement, 20 students informed that during the group activities they speak in Spanish.

In conclusion, the analysed information from the graph and approximating the numbers to their close integers, we can find that in average 14 students of the modal say yes to the six statements, 10 of them say partially, and 4 of them say no.

All the data previously taken belong to the modal obtain of Table 1

Questions Group	YES	PARTIALLY	NO	MODA	Total answers
1. Working in a group allows me to express myself in English	17	6	5	17	28
2. Working in a group allows me to participate in all the activities of the English class	16	8	4	16	28
3. I feel comfortable working in a group	20	3	5	20	28
4. I feel that in group I speak more in English during class	9	10	9	10	28
5. I feel that in group I speak less in English during class	17	4	7	17	28
6. During the group activities, I speak in Spanish	16	10	2	16	28
AVERAGE	15,8	6,8	5,4	15,8	28

(Table 2)



Graph 2: Post-Intervention Checklist 3rd Grade Group

The post-intervention checklist graph shows information about how 3rd Grade group responded statements in the table related to Group Seating Arrangement. This checklist was applied once the Group Seating Arrangement intervention had finished. However, it presents a significant difference between the pre-intervention questions and the post-intervention questions. In terms of how students' performance in English is being developed, the majority expressed positively towards the use of the language. Nonetheless, students still use Spanish while they are participating in activities developed by the teacher. (See Graph 2 and Table 2).

Once the interventions were done, the results changed. We can see that the first statement, the mode corresponds to 17 students who answered that working in groups allows them to express themselves in English. In the second statement, 16 students state that working in groups allows them to participate in all the activities of the English class. In the third statement, 20 students declare that they feel comfortable working in groups. In the case of the fourth statement, 10 students reveal that they partially feel that in group they speak more in English during the class. In the 5th statement, we could observe that 17 students express. I

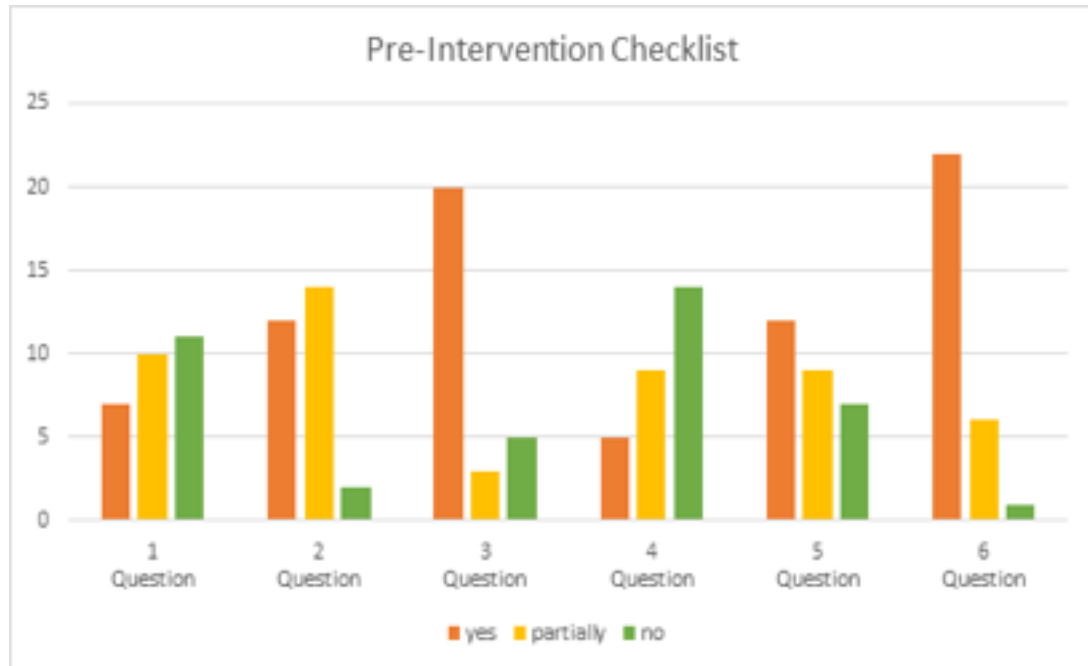
feel that in group I speak less in English during class and in the last statement state that during the group activities, I speak in Spanish.

In conclusion, once the checklist was taken the main that we obtained from the students' answer, the data was also approximate. The results in average were the following: 16 students answered yes, 7 answered partially and 5 answered no, the variation is minimal. All the data previously taken belong to the modal obtained of Table 2.

4.1.1.2. Pair work.

Questions Pair	YES	PARTIALLY	NO	MODA	Total answers
1.Working in pairs allows me to express myself in English	7	10	11	11	28
2.Working in pairs allows me to participate in all activities of the English class	12	14	2	14	28
3. I feel comfortable working in pairs	20	3	5	20	28
4.I feel that in pairs I speak more in English during class	5	9	14	14	28
5.I feel that in pairs I speak less in English during class	12	9	7	12	28
6. During pair activities, I speak in Spanish	22	6	0	22	28
AVERAGE	13	9	6	13	28

(Table 3)



Graph 3: Pre-Intervention Checklist 3rd Grade Pair

The pre-intervention checklist was applied in 3rd Grade before the pair seating arrangement activities were done. The graph shows that most of the students feel comfortable working in pairs, even though, in terms of language, the majority of the participants accept that they do not use the target language to express themselves and tend to talk in Spanish during pair activities. The graph also illustrates that half of the students feel that they partially participate in the pair activities during the class and more than a third guarantee to participate in most of the class working in pair. (See Graph 3 and Table 3)

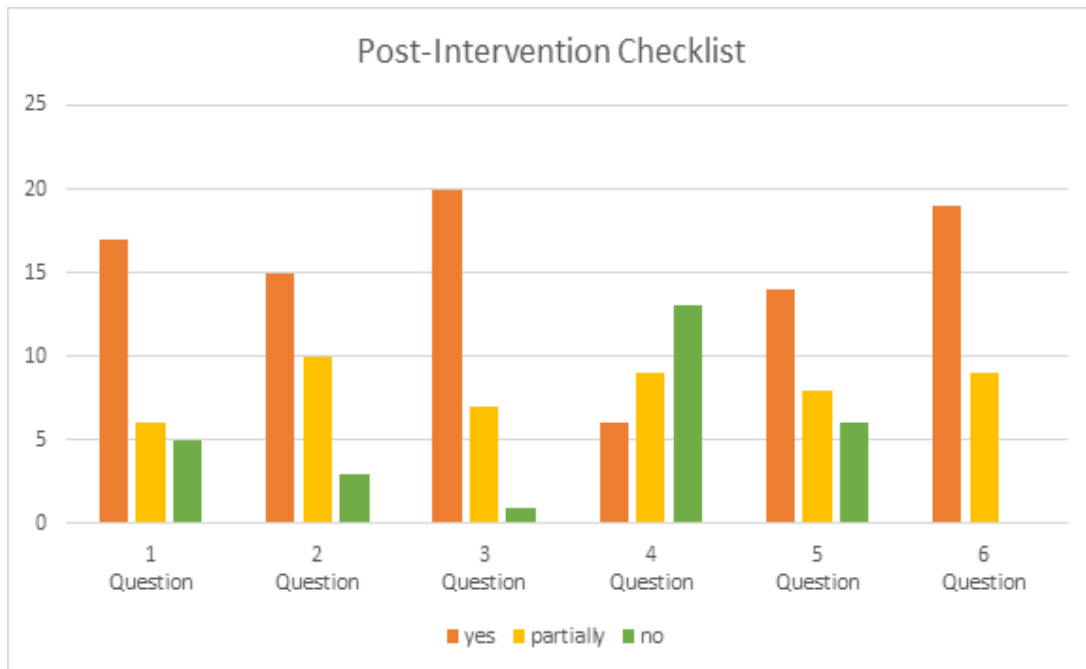
According to the information given in the Table 3 (See Table 3) in pair work, we could conclude that eleven out of twenty-eight students cannot work in pairs due to this, they do not express themselves in English. Fourteen out of twenty-eight students said that they can partially work in pairs because it allows them to participate in all activities of English class, and twenty out twenty-eight students chose the option that they feel comfortable working in pairs. Then, fourteen out twenty-eight students chose the option ‘no’ in question four, and only twelve out of twenty-eight students said that they can feel that in pairs they

speak less in English during class; on the contrary, twenty-two out of twenty-eight students said that during pair activities they speak in Spanish.

The data previously taken belong to the mode that was obtained from Table 3. Besides, before starting the intervention and taking the average of Table 3, an average of thirteen students were capable to develop the statements, only nine students partially and six could not do it.

Questions Pair	YES	PARTIALLY	NO	MODA	Total answers
1. Working in pairs allows me to express myself in English	17	6	5	17	28
2. Working in pairs allows me to participate in all activities of the English class	15	10	3	15	28
3. I feel comfortable working in pairs	20	7	1	20	28
4. I feel that in pairs I speak more in English during class	6	9	13	13	28
5. I feel that in pairs I speak less in English during class	14	8	6	14	28
6. During pair activities, I speak in Spanish	19	9	0	19	28
Average	15	8	5	15	28

(Table 4)



Graph 4: Post-Intervention Checklist 3rd Grade Pair

The post-intervention checklist graph reveals important information about how 3rd graders answer it in relation to pair Seating Arrangement. This checklist was applied once the pair Seating Arrangement intervention was finished. The graph shows that the majority of the students think that working in pairs allows them to speak in English during the English lesson, which agrees with what was observed by the researcher during the development of the interventions. Additionally, the graph illustrates that students feel better working in pairs than in groups, since in question number three the majority of them agree on the fact that they feel comfortable working this way. (See Graph 4 and Table 4)

Once the intervention was done, the results were the following: only seventeen students were capable to work in pairs and expressed themselves in English, corresponding to question one. Continuing, fifteen students were capable to work in pairs which allowed them to participate in all activities of the English class, and twenty out twenty-eight students felt comfortable working in pairs. Also, thirteen students could not feel that in pairs they spoke more in English during the class, although, fourteen students of the course felt that in pairs they spoke less in English during class, and finally, nineteen students said yes to the question number six, and that during pair activities they spoke in Spanish.

To conclude, and extracting the information from Table 4 (See Table 4), the results in average were the following: fifteen students were capable to answer yes to all the statements, only eight were partially and five answered no to the statements. The average variation in pre and post- intervention do not have any considerable variation.

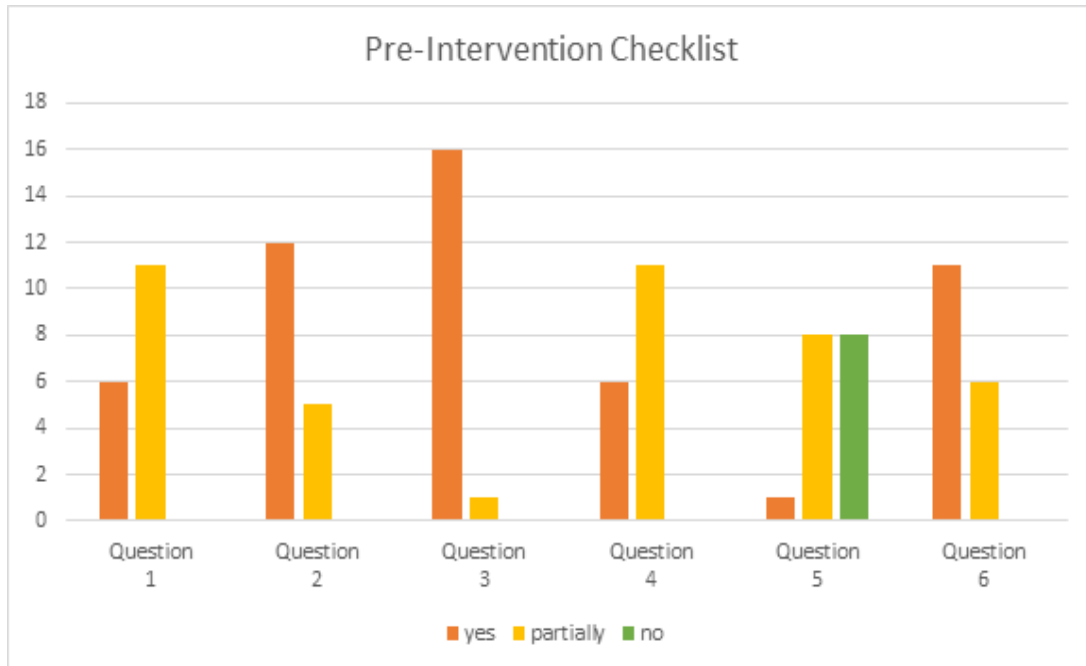
The data previously collected correspond to the modal obtained from table 4.

4.1.2. Adolescents learners' perceptions in: group work and pair work.

4.1.2.1. Group work.

Questions Group	YES	PARTIALLY	NO	MODA	Total answers
1.Working in a group allows me to express myself in English	6	11	0	11	17
2.Working in a group allows me to participate in all the activities of the English class	12	5	0	12	17
3. I feel comfortable working in a group	16	1	0	16	17
4. I feel that in group I speak more in English during class	6	11	0	11	17
5.I feel that in group I speak less in English during class	1	8	8	BIMODAL 8	17
6.During the group activities, I speak in Spanish	11	6	0	11	17
AVERAGE	8,6	7	1,4	8,6	

(Table 5)



Graph 5: Pre-Intervention Checklist 8th Grade Group

According to the graph, the answers are modestly inclined to ‘yes’ and ‘partially’, giving as a first impression that students like to work in groups. A significant majority represent that they feel comfortable working in groups, and also this type of activity allows them to work more in the English class. However, more than half demonstrate that they speak partially in English during the class when they are working in groups. As a consequence, in question number five, the students show they feel that they do not use less the language during group work activities. The results reveal the students' perceptions of group work before the intervention is in favour of interacting using English. (See Graph 5 and Table 5)

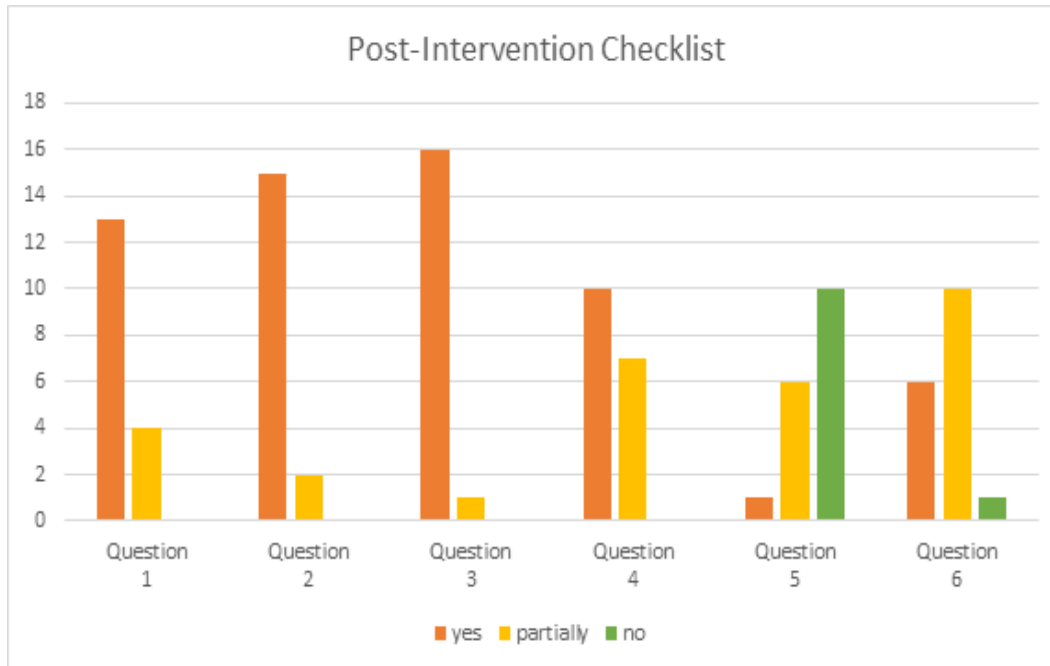
According to the data collected from adolescents, we can conclude that: 11 students answered ‘partially’ to: “Working in groups allows me to express myself in English”, 12 students declare that “Working in groups allows me to participate in all the activities of the English class”. Sixteen students stated “I feel comfortable working in a group”, 11 students partially state in “I feel that in group I speak more in English during class”. In statement 5th

there are two modes, 8 students answer partially in: “I feel that in group I speak less in English during the class” and in the same statement there were also 8 students who answered no. According to the answer of the students in the last statement of the checklist, 11 students admitted that during the group activities they speak in Spanish.

In conclusion, according to the data collected from the graph and approximate analogously, the results in average were the following: 9 students answered ‘yes’ to the statements, 7 students answered ‘partially’ and 1 student answered ‘no’. All the data previously taken belong to the modal obtained from Table 5 (See Table 5).

Questions Group	YES	PARTIALLY	NO	MODA	Total answers
1.Working in a group allows me to express myself in English	13	4	0	13	17
2.Working in a group allows me to participate in all the activities of the English class	15	2	0	15	17
3.I feel comfortable working in a group	16	1	0	16	17
4. I feel that in group I speak more in English during class	10	7	0	10	17
5.I feel that in group I speak less in English during class	1	6	10	10	17
6. During the group activities, I speak in Spanish	6	10	1	10	17
AVERAGE	10,2	5	1,8	10,2	17

(Table 6)



Graph 6: Post-Intervention Checklist 8th Grade Group

This graph draws the conclusion of a checklist given to 8th graders related to classroom climate towards Group Seating Arrangement. The checklist was applied once the Group Seating Arrangement intervention had finished and it shows adolescents' preferences towards English language and its use while they are sitting in groups. A small minority express that they speak less in the target language during the lesson, which gives us an impression of how learners prefer working in groups using Spanish. (See Graph 6 and Table 6)

Once the post-intervention was finished, we can see the amounts are getting better, this time thirteen students demonstrate that working in group allows them to express themselves in English, only fifteen students said that working in group allows them to participate in all the activities of the English class, and sixteen students feel comfortable working in groups. However, only ten students said 'yes' to the questions four, where they feel that in groups they talk more in English during the class. Also the same amount of students said 'no' to the following question, which they do not feel that in group they speak

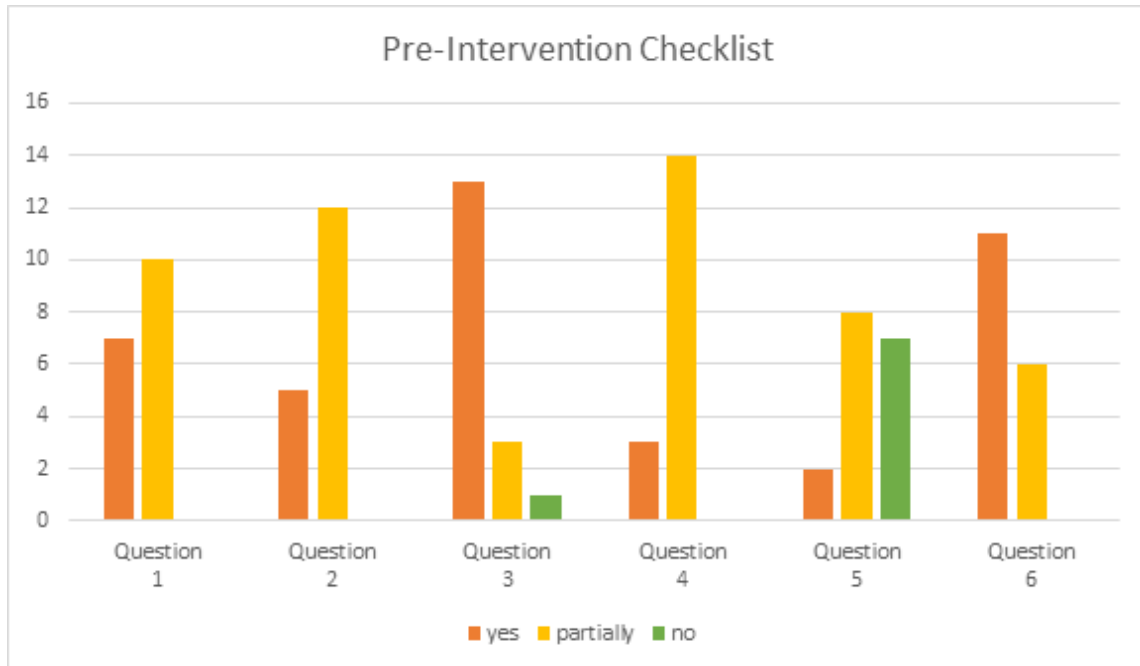
in English during the class; and finally, ten students partially said that during the group activities, they speak in Spanish.

To conclude, the same information extrapolated from the graph (See Graph 6) and the numbers approximately to a complete number, the average is the following: ten students of the sample can correctly develop the statement consulted, only five of them partially can, and only two answered no to the statements. All the data previously taken belong to the modal obtained from Table 6 (See Table 6).

4.1.2.2. Pair work.

Questions Pair	YES	PARTIALLY	NO	MODA	Total answers
1. Working in pairs allows me to express myself in English	7	10	0	10	17
2. Working in pairs allows me to participate in all activities of the English class	5	12	0	12	17
3. I feel comfortable working in pairs	13	3	1	13	17
4. I feel that in pairs I speak more in English during class	3	14	0	14	17
5. I feel that in pairs I speak less in English during class	2	8	7	8	17
6. During pair activities, I speak in Spanish	11	6	0	11	17
AVERAGE	6,8	8,8	1,4	8,8	17

(Table 7)



Graph 7: Pre-Intervention Checklist 8th Grade Pair

At the moment to ask the adolescents how they work in pair activities before applying pair seating arrangement activities , we can interpret that a large portion of the participant agree that working in pairs partially allows them to express their thoughts in English during the class. The other part of participants answered that it definitely allows them to use the target language to express themselves, which coincides with the rest of the results of the graph. This shows that most of the students' preferences and advantages of being in group makes them use the target language during the class. (See Graph 7 and Table 7)

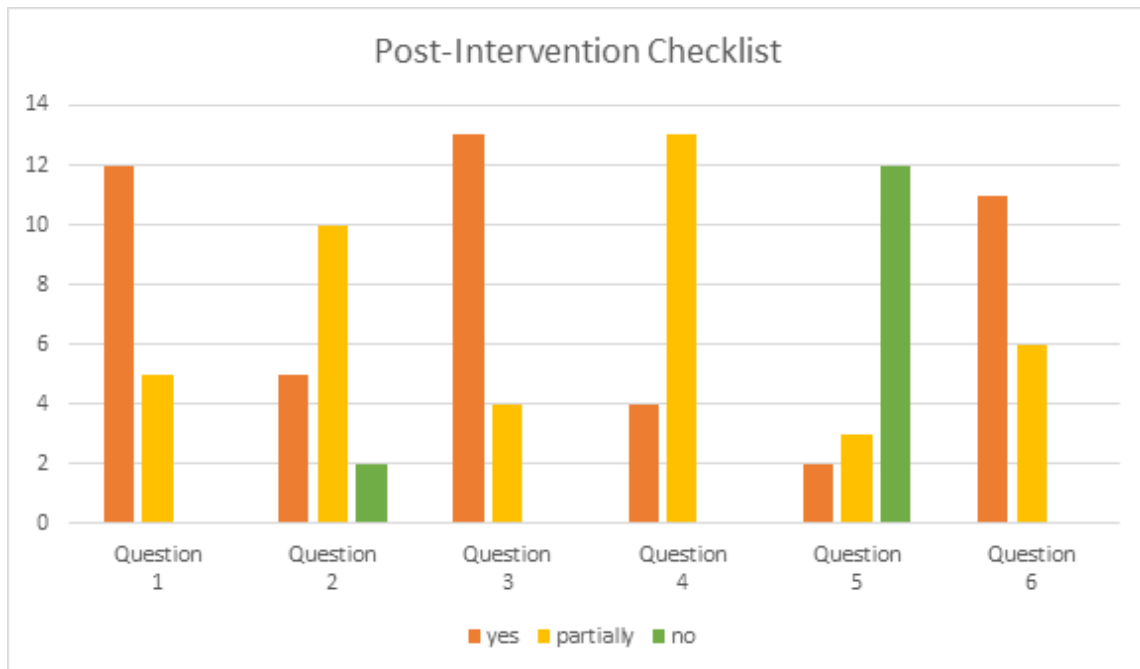
Continuing with the analysis, the data used corresponds to working in pairs before the intervention, in which we could observe the following: 10 students mention that working in pair allows them to express in English, 12 of them say that working in pairs partially allows them to participate in all the activities of the English class. In addition, 13 students mention that they feel comfortable working in pair.

On one hand, 14 students feel that they partially speak more in English during the class, however 8 of them feel that they partially speak less in target language, and finally 10 of them mention that they partially speak in English during the class.

In conclusion, according to the extrapolated information from the graph and approximating the numbers to the integer's number that is closer. In average, 7 students in the sample say 'yes' to the statements consulted, 9 students partially can and 1 student says 'no'. The data previously collected correspond to the modal obtained from table 7.

Questions Pair	YES	PARTIALLY	NO	MODA	Total answers
1. Working in pairs allows me to express myself in English	12	5	0	12	17
2. Working in pairs allows me to participate in all activities of the English class	5	10	2	10	17
3. I feel comfortable working in pairs	13	4	0	13	17
4. I feel that in pairs I speak more in English during class	4	13	0	13	17
5. I feel that in pairs I speak less in English during class	2	3	12	12	17
6. During pair activities, I speak in Spanish	11	6	0	11	17
AVERAGE	7,8	6,8	2,4	7,8	17

(Table 8)



Graph 8: Post-Intervention Checklist 8th Grade Pair

When the intervention ended, the student teacher asked the students to answer the final checklist in order to know how this type of intervention was for them, and to choose which activity was the best for them at the moment to practice their speaking abilities during English lessons.

The results presented in the graph provided important information about the last intervention, as it is shown in the first question, where participants mostly agreed on they could express themselves in English during the lesson. However, working in the same way did not encourage them to participate in the lesson, and this leads to similar answers for the upcoming questions. This clearly has a similarity with the final questions, where the participants felt that they talked more in Spanish than in English while they worked in pairs. (See Graph 8 and Table 8)

After finishing the activities, the results are the following. Firstly, we can observe that in relation to the first statement, the modal correspond to 12 students that mention that they feel that working in pairs allows them to express in English. In the second statement, 10 students say that working in pairs allows them to participate during the English class. In the third statement, 13 students mention that they feel comfortable working in pairs. In the fifth point, 12 of them say that in pairs, they speak less in the target language, and in the final statement, 11 students informed that during the group activities they speak in Spanish.

To conclude, we obtained the following averages after doing the activities and approximating the numbers: 8 students say 'yes' in the statements, 7 of them say 'partially', and 2 of them answer 'no', the variation is minimum. The data previously collected correspond to the modal obtained from table 8.

4.2. Teachers and researchers perceptions on seating arrangement in interactional activities.

The results of the questionnaire answered by the teachers will be analysed in order to identify the changes and attitude of the students pre and post-interventions. Besides, the researchers' field notes will be analysed in the same form as it was with the questionnaire.

4.2.1. Categories in 3rd and 8th Grade

4.2.1.1. Mentor teacher 3rd grade

In relation to the questionnaire of third graders, three categories were found based on the mentor teacher' answers: (i) try to speak in English, and (ii) motivation and interest to participate in the class.

The mentor teacher expressed in the pre- intervention questionnaire that students try to speak in English during the speaking activities, but sometimes they have difficulties to express themselves in the target language. Once the interventions were applied, the mentor teacher stated the following: 'Students speak more in English' and 'Yes, since students try to speak more in English'

In the pre- intervention questionnaire, the mentor teacher said that students showed a motivation and positive attitude to participate in the activities of the class. She stated, "I can see a lot of motivation and they do their best effort"

4.2.1.2. Mentor teacher 8th grade

Taking into account all the answers given by the mentor in both questionnaire, we organize the comment into two main categories: (i) nervousness at the presentations, and (ii) motivation during the class activities.

In the pre-intervention questionnaire, the mentor express that at the moment to do certain activities which involves oral production during the lesson and with their classmates, their work was not beneficial for them, due to they get nervous as she declares ‘they get nervous, tend to copy some answers from the other classmates’ but in the post-intervention checklist, in the same questions the mentor answered that ‘they get nervous when they do not found the correct word to be understand by the rest of the class’. This means that the students after both interventions still felt nervous at the moment to present their activities or presentation in front of their own classmates.

Regarding the motivation during the activities when students had to present their work, she mentioned the following ‘students get really shy with this type of activities’ so their development were not the best. However, after taking the second questionnaire at the post-intervention, the teacher noticed that the students changed their way to perceive the oral activities and they were more motivated to participate due to ‘ they take it as a game and get fun with it’. That has a consequence that students leave aside their shyness.

4.3. Comparison: 3rd and 8th Graders results.

The third specific objective was related to the comparison of the results of both courses from the students' and researchers' perceptions. The results will be compared based on the finding of both instruments used in this investigation: checklist and field notes.

4.3.1. Checklist: 3rd and 8th grade

Taking into account the results, and mostly the comments given by third and eighth graders, three categories were found: (i) confidence while working in the seating arrangements provided, (ii) the tendency to choose one type of seating arrangement, and (iii) how likely or not is one type of seating arrangement.

Even though students were asked to give their opinions about group and pair seating arrangement, third graders express themselves by writing more comments about the type of seating arrangement asked for, than eighth graders who did not write many comments.

As we analysed comments written by the students from the first group checklist in relation to how likely or not is this type of seating arrangement; most of third graders express in a positive manner saying that 'I like working on groups' or 'I love working in groups'. On the contrary, only one eighth grader reveals that 'It is ok'

Once we analysed the second group checklist, comments related to students' confidence in relation to group seating arrangement were written. Eighth graders felt confidence of their use of English while they are working on groups. Some students declare that 'I feel confidence when I work in groups' or 'Groups give me more confidence once I have to talk in English because I feel confident about myself'. However, third graders do not

have a clear opinion about how confident they feel. Young learners still express the same opinions about liking group seating arrangement by saying that ‘I like to work in groups’.

Moving to pair seating arrangement, first pair checklist was taken and both grades write down comments before experiencing the intervention. Third graders tend to write comments about how likely or not is this type of seating arrangement by expressing that ‘I like to work in pairs because I have a better understanding’ or ‘I love to work in couples’. While eighth graders focus on the confident environment that generates working on pairs by declaring that ‘I feel that in couples you have a little more confidence’.

The comments from the second pair checklist reveal a tendency on third and eighth graders to choose one type of seating arrangement between group and pair. However, comments about liking one type of seating arrangement still appear by third graders. Most of the third graders choose pair seating arrangement by expressing that ‘I like to work in couples more than working in groups’. However, in the case of eighth graders, we can look by the comments written that half of the students prefer working in couples because ‘... I feel confident while I express myself’. And the other half of eighth graders choose group seating arrangement since ‘... it allows me to express myself in a better way since I feel confident with the group than with the whole class’.

4.3.2. Field notes: 3rd and 8th grade

Now, taking into consideration all the field notes taken from third and eighth grade, we found out three main categories: (i) the use of foreign language in the English class, (ii) the tendency to choose one type of seating arrangement, and (iii) motivation in the English class.

During the first class of group work of third grade, students were very enthusiastic and motivated with the activities that were done, due to the fact that they wanted to do their best with their classmates and teacher. Something similar happened with eighth grade, where the students in the first group activity showed a very good and motivated behaviour in each class activity with their classmates. Then, in the second class of group work, third grade showed a tendency to work in pairs despite the fact that they were working in groups, this probably was due to the activity that they were doing in that moment. However, something different happened in eighth grade, since students still preferred to work in groups and they showed motivation during group activities.

Finishing with the group intervention, third graders showed their tendency to work in pairs even though they were very motivated with the activities in group, on the contrary with eighth grade, they felt more confident working in groups.

After taking the post-intervention checklist, both courses gave us an amount of comments about how their perception of this first part of the intervention was. Even though it is a bit contradictory, they wrote 'I like to work in groups because I feel comfortable', this represented their confidence at the moment to work in groups with their own classmates, but still preferred to work in pairs. And in eighth grade one repeated comment was 'I feel in groups I work in a better way' this represented their preferences working in the different group activities.

Continuing with the intervention, but now in pair seating arrangement, students from third grade did not present any complication at the moment of using the foreign language; however, the students from eighth grade tended to talk during the activities in their mother tongue instead of English. When the second lesson was being developed, both courses showed an increment in their participation in different activities done in each level. On one hand, third grade students were very engaged with the lesson, and on the other hand, eighth

grade students were very motivated at the moment to participate in the activity with their own classmates.

During the final intervention class, both courses showed some differences, for example, third graders still had the tendency to choose pair work instead of group work, but on the contrary, eighth grade students showed more enthusiasm when participating, but not as much as they showed in group work.

Before the intervention ended, the students answer the post- intervention checklist. The students from eight grade commented the following: 'I like to work in groups because it lets me express myself in a better way', and 'I have more confidence in groups instead of saying things all by myself' and with what we observed, they mostly preferred working in groups. On the contrary, in third grade most of the comments at the end of the checklist were about 'I like to work in pairs because I talk in English and I feel more confident with my partner instead of by myself'. Taking into consideration this type of comments and what the researcher observed, these students preferred to work in pairs even though they were in group activities.

CONCLUSION

The purpose of the present research was to explore how seating arrangements impact on young EFL students' development of speaking skills through interaction in Chilean classrooms. The participants of the study attended third and eighth grade at school, and the data was collected from the students', teachers', and researchers' perceptions. We can conclude that there is a difference in the preferences of each group level.

During the interventions, we were able to identify different findings that helped us to focus our research, these are: (i) the use of foreign language in the English class, (ii) the tendency to choose one type of seating arrangement, and (iii) motivation in the English class.

Considering all these elements, we can say that students from third grade were able to manage the target language in a good manner, since they did not have much problems with the use of it. In every activity done in class, they tried to do their best, even the students that had some difficulties, putting a lot effort in every moment, by asking questions or asking to their group/partner. It is important to mention that in the middle of the group intervention, students tend to work with just one member of the group, emphasizing pair work, and interaction.

Taking into account what Long (1985) said, we would say that it does exist a relation between both components, since students that had never talked in English before, now, with a pair, or more classmates, they connect different words to create a sentence, or talking in English. Finally, another factor that was present during the intervention was motivation. Students were very engaged in each activity, because every change in the classroom was new for them.

Students of eighth grade preferred being involved in group activities rather than in pair work when interacting in the EFL lesson. The reasons behind these findings are three: (i) the use of foreign language in the English class, (ii) the tendency to choose one type of seating arrangement, and (iii) motivation in the English class. The use of the target language was much better working in groups than in pairs. They constantly mentioned that this type of activity encouraged their self-confidence. Regarding their choice, it was found that when they had to work in pairs, they still opt to work in groups. The reason was that by taking to only one person made them feel nervous. Finally, they stated that working in groups motivated them to participate in the speaking activities in the lesson.

In relation to interaction, Long (1985) makes an emphasis on the importance of conversation to develop grammar, and mentions that interaction facilitates acquisition. He also tried to investigate a connection between interaction and second language development, concluding that interaction and SL development are beneficial in second language acquisition process.

As Cohen (1994) states, students have a possibility to participate more in their task given by the teacher when they are in groups, and from the researcher' perspective, the results showed that students had a clear preference in only one type of seating arrangement, which was group work. This increased their confidence and with their own classmates, they were more motivated at the moment to participate in the different types of activities and they enhanced their use of target language instead of their mother tongue. Similarly, Chamot et al. (1999) claimed that group work will be beneficial for the students, since they will use EFL language more frequently in the class. We can state then, that from both students' and teachers' point of view, eighth graders enhanced the development of interactional activities through group work.

There is not much research in Chile regarding EFL young learners in relation to interaction in the classroom and seating arrangement. Hence, this study provides some evidence regarding this topic.

This research presented some limitation from the methodological point of view. The amount of interventions and the amount of students considered in the research should be higher to give broader evidence to come to a more general finding.

As further research, we could include other variables in this research in order to obtain results that are more specific. We can take into account the variables such as the type of school administration (Private or Public school), the type of methodological EFL approach,, the amount of students per course, the size of the classroom, the type of activities to be apply in the intervention, or the classroom environment.

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APPENDIX 1

GROUP CHECKLIST

Grupos	SI	PARCIALMENTE	NO
1.Trabajando en grupo permite expresarme en Inglés			
2.Al trabajar en grupo me permite participar en todas las actividades de la clase de Inglés			
3. Me siento cómodo trabajando en forma grupal			
4. Siento que en grupo hablo más en Inglés durante la clase			
5.Siento que en grupo hablo menos en Inglés durante la clase			
6. Durante las actividades en grupo hablo en español			

PAIR CHECKLIST

Parejas	SI	PARCIALMENTE	NO
1.Trabajando en parejas permite expresarme en Inglés			
2.Al trabajar en parejas me permite participar en todas las actividades de la clase de Inglés			
3. Me siento cómodo trabajando en parejas			
4. Siento que en parejas hablo más en Inglés durante la clase			
5.Siento que en parejas hablo menos en Inglés durante la clase			
6. Durante las actividades en parejas hablo en español			

APPENDIX 2

Mentor's questionnaire

CUESTIONARIO MENTOR

Nombre Mentor: _____

Colegio: _____

Fecha de entrevista: _____

Curso: _____

Este cuestionario se utilizará como método de investigación en la tesis llamada "Seating Arrangement: Impact on the development of the speaking abilities in EFL classrooms." Esta entrevista se desarrollará en dos etapas: antes y después de finalizar la intervención de la profesora _____ durante ___ semanas, correspondiente a ___ clases de la asignatura de Inglés.

Favor, responder a conciencia las siguientes preguntas:

1. ¿Cuántas clases de Speaking realiza a la semana o al mes?

2. ¿Qué puede observar en sus alumnos al momento de hacer actividades que involucran el área de Speaking?

3. ¿Existe participación activa o no?

4. ¿Se ve motivación en los estudiantes a la hora de hablar en inglés?

5. ¿Los estudiantes siempre están sentados de la misma forma? Si su respuesta es no, comente: ¿Qué tipo de organización hay en la sala?

6. ¿Nota algún cambio cuando la organización de la sala es diferente? Si su respuesta es sí, especifique cuál.

7. Al momento de organizar los puestos de la sala de manera diferente, todos los alumnos tienen la oportunidad de salir adelante y compartir con otros compañeros?
