Icebreakers' implementation in the EFL classroom and their effect on group cohesion in a level 3 English course at Autónoma University during the second semester of 2018

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Santiago de Cali

May 2021

Abstract

Icebreakers are often seen as dynamic activities that break only the initial ice among people in a group. This laconic reductive conception has deprived us from their benefits in language teaching and learning. This tool also connects group members, promotes the building of trust, contributes to lowering anxiety, and sets a relaxed environment, which eases interaction and participation for future work or study sessions. Students generally experience high levels of anxiety when starting a new course. The implementation of icebreakers facilitates the development of a cohesive group environment in the classroom so that learners feel more comfortable in the group and interact more with their classmates. Bringing these kinds of activities into play from the beginning and continuing to utilize them throughout a course, will result in a high level of group cohesion and decrease participants' anxiety and subcultural barriers to learning. This action-research   is aimed at analyzing the effect of icebreakers on group cohesion in an English as a Foreign Language Group in level 3 at University Autónoma de Occidente in Cali. A mixed-method approach to data collection was used including surveys, group interviews, observations, and a research diary. Data analysis was carried out in Microsoft Excel and Atlas.ti. Some of the findings show group cohesion in the experimental group increased, students felt more at ease in the group, interacted more, and noticed the positive difference in relation to previous classes.

Key words: icebreakers, group cohesion, group dynamics, language learning, EFL, trust building, low anxiety, interaction, language teaching.

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I. Introduction

Many factors influence a group's togetherness or cohesion. A low or high group cohesion can affect class environment positively or negatively. Developed within the group itself, or within the class in our case, with members' interpersonal attraction, interaction, proximity, affiliation, similarity, complementarity, reciprocity, and rewarding exchanges, group cohesion plays a vital role in a group and in a classroom. Group cohesion has an impact on members' behavior, motivation, attitude, and feelings and is "an important variable linking group processes and group outcomes." (Beal et al., 2003, p. 991) Teachers are a major influence on group members and on the development of group cohesion which is a predictor of class environment later in the course (Williams & Burden, 1997). Educators should recognize the role of group cohesion and foster it within their classrooms in order to have a positive class environment that allows students disinhibited participation in the target language. Icebreakers serve this integrating purpose in many kinds of organizations as well as seminars and conferences but are underused by language teachers.

The research literature here analyzes group cohesion and icebreakers from an interactional approach. The literature suggests that the more cohesive the group, the better performance and the more productive. This is due to mutual support and concern. Also, members of cohesive groups develop more active involvement in group tasks and are able to speak up their minds since they feel they are in a safe place (Dörnyei & Murphey, 2009; Forsyth, 2014).

Nevertheless, there is a gap in field research on the topic. Studies on the influence of icebreakers in teaching are scarce, especially in language teaching. Some research studies are found in other fields like psychology. Group cohesion research in language teaching and learning

has been mostly developed by Dörnyei and colleagues dating back to the late 1990s and early 2000s (Clément et al., 1994; Dörnyei, 1997; Dörnyei & Malderez, 1997; Dörnyei & Murphey, 2009) and in Turkey by Yeganehpour (2012, 2016, 2017), and recently in India (Nurrohmah, 2019).

As an educator herself, after noticing this gap, recognizing group cohesion in her own groups after implementing icebreakers in her courses; the teacher-researcher was motivated to conduct this action research on the effect icebreaking activities can have in group cohesion.

Therefore, the focus of this action research is to further describe and analyze this topic in EFL (English as a Foreign Language) groups to identify better practices teachers can implement in the classroom setting.

II. Problem Statement and Rationale

Icebreakers are generally identified as dynamic activities not only serving the purpose of breaking the initial ice among people but also creating connections among members, establishing rapport, building trust, lowering anxiety, easing interaction, and participation in the following work sessions, among others. (Petrini et al., 1994; Preziosi, 2006; Varvel Jr., 2002)

Icebreakers are directly related to groups and their study which at the same time have always been addressed by social psychology. This means that not much research has been carried out on icebreakers in education; even more, not in the area of language learning and teaching heterogeneous groups. Nevertheless, it is a fact for language teachers with experience on the field that in such groups we always encounter a variety of learners: there are withdrawn students who are afraid of participating, scared of mockery, insecure of their skills in the L2, or just not familiar with their classmates. There are outgoing students who can become either positive or negative leaders in the group. There are subgroups or cliques of individuals who had previously met. There are a set of behavior norms that surreptitiously develop under our eyes. All of these factors contribute to the class environment, thus influencing students' attention, concentration, socialization, and participation (Dörnyei, 1997; 2001).

Implementing icebreakers not only allows language teachers to adopt an approach that recognizes the social nature of language and its close relationship to its users' culture, but also to develop a cohesive group that may result in a positive classroom climate. Besides fostering group cohesion, this type of activities may have a positive influence on intrinsic motivation in the learning of EFL.

Nowadays, in a foreign language classroom, the teacher's role is that of a facilitator and students must be the focus of the class (Jacobs & Renandya, 2016). Therefore, the latter have to play a much more active role and become the agents of their own learning. Even from the first session, both learners and teachers get a first impression of what the group and class will be like. It is in this first contact where bonds and group dynamics are set. This way, team-oriented ice-breakers and cohesive group dynamics prove themselves to be the best option to connect people in the foreign language classroom since they creatively open the course setting the right mood and can also be developed all along the semester. They may also help to promote the development of communicative competence as well as intercultural sensitivity to local differences, acknowledging the other and getting to know him/her. Considering these advantages, "the creation of a positive learning environment should therefore be the first aim language teachers strive for. This can be created through promoting group cohesion and establishing good teacher-student relationships." (Méndez López & Peña Aguilar, 2013, p. 121)

Yet, as mentioned above, studies in this topic in language teaching, and in education in general, are scarce. In their literature review article on the topic, Chlup & Collins (2010) hoped to "fill a gap as there is a lack of recent work on this topic in the adult education literature." (Chlup & Collins, 2010, p. 35). They carried out a search using related keywords in ten library databases aiming at finding articles published in the previous five years on icebreakers and learning. The results only displayed three articles on the topic: the first one was just a three-paragraph book review, the second one was a list of icebreakers not to use, and the third was a pertinent article of one page on some appropriate icebreakers to use in training and development seminars. Since then, no more recent review articles on the topic have been published. Hence,

there is a need for further research on this area. It would be more significant to establish the connection between implementing icebreakers in the language classroom and group cohesion.

Given that the learning of a foreign or second language is a social phenomenon that requires interaction and a positive learning atmosphere (Dörnyei, 2001; Krashen, 2003; Williams & Burden, 1997), that group cohesion is a key element for such a positive learning environment (Dörnyei, 1997) and that ice-breakers seem to benefit group dynamics and group cohesion (Chlup & Collins 2010), the current study seeks to answer the following research question:

What is the effect of implementing ice-breakers on the group cohesion of an EFL class with pre-intermediate college students at a private university in Cali?

The question is particularly relevant in the selected educational context. This private university does not have a major in Foreign Languages, but it does offer different foreign languages for undergraduate students from different majors. The English courses have the highest demand, have the largest groups, and are offered usually among the first semesters of each academic program. Thus, many times students who are new to the university, and even new to the city, have to take these courses with complete strangers. When students pass from one level to the other, they are seldom assigned in the same group, but are allocated to a new one with new classmates. As a teacher in this educational context, the teacher-researcher has observed that this administrative structure, together with schedule and academic burdens, results in classes in which few students know each other, feel shy and can hardly build up group dynamics. Without the proper classroom atmosphere, participation is scarce, learning opportunities are significantly reduced and positive outcomes are rare. The underlying assumption of this study is that by implementing carefully designed, and linguistically and

culturally appropriate ice-breakers at different points in classes, group dynamics can be strengthened and language learning can take place more effectively.

How does the use of icebreakers affect group cohesion in an English as a foreign language class in a university context? Just as previously stated, there's little research on this field. This is why, at the international level so far, only Yeganehpour's (2016) study on the effect of icebreakers on the improvement of speaking skills of a group of EFL students in Turkey is among the few available. Although very interesting, this research only focused in analyzing how this type of activities helped students' oral productive skills. Therefore, the group effect was not established. (Yeganehpour, 2016) This reinforces the need to carry out a study to set icebreakers' relationship to group cohesion.

III. Aims

Main aim

To describe and analyze the effect of implementing ice-breakers on the group cohesion of an EFL class with pre-intermediate college students at a private university in Cali.

Specific aims

- To diagnose group cohesion in a group of EFL learners from level 3 at Universidad Autónoma de Occidente.

- To design and implement icebreakers to be used in the English classroom.

- To reflect on the icebreakers' implementation and use in the EFL classroom

- To qualitatively and quantitatively assess the effects of the implementation on group cohesion.

IV. Background studies

Given that the underlying premise of this study is that the implementation of icebreakers improves group cohesion, leading to a better classroom atmosphere that leads, in turn, to more and better participation and thereby facilitating language learning, this review of previous studies includes empirical works that have established the effects of affective variables in learning, the use of icebreakers, and other teaching strategies that target the building of a better class environment and group cohesion.

How emotions influence English learning was studied by Méndez López y Peña Aguilar (2013) in an ELT group of students starting their second year in Mexico. 18 volunteer students out of 24 from the total group were asked to write an emotions journal and to participate in a semi-structured interview. This way, volunteers wrote a journal during 12 weeks of the term in an electronic format to be sent at the end of each week. They were allowed to do it in their native language, Spanish, and they could express any emotion they felt or had felt during class sessions. Then, a semi-structured interview was designed and conducted with each of the participants. It was recorded and transcribed for analysis. All the collected data were analyzed in Nvivo 8 software. Categories of analysis were created through this process and students reviewed and checked the results themselves. The findings were grouped in four main categories: "positive effects of positive emotions, negative effects of positive emotions, negative effects of negative emotions and positive effects of negative emotions" (Méndez López et al., 2013).

Among the positive effects of positive emotions, students acknowledged feeling self-efficient and a positive classroom atmosphere helping them recharge their motivational energy. The negative effect of these positive emotions was that students relied on that satisfaction without making further effort for more achievement. The negative effects of negative emotions,

as we could expect, were insecurity, perception of English as a difficult language to learn, a negative class climate, and less participation. In spite of the aforementioned, the positive effects of negative emotions were the gain of language learning consciousness and strategies plus the development of strategies for motivation.

Another study in the field of emotions in learning, although not in language learning but on methods to help students cope with anxiety in class, was Sciutto's (1995). He carried out research on 17 psychology students in an introductory statistics course using three main student-centered methods such as icebreakers in the first session, student-generated data, and personalized examples. The study aimed at proving how students' interest increased as their anxiety decreased through the use of these three student-centered techniques overweighting teacher's additional time spent in class preparation. In this quantitative study case based on demographic surveys, Sciutto found that changing the teacher's approach in an introductory statistics course, from lectures to more student-centered methods, would increase students' interest in the subject matter while decreasing their anxiety levels, which would result in an optimization of learning.

Two important barriers for effective teaching and learning are mentioned: students' high levels of anxiety for the subject matter and their lack of interest in the material. Their negative effects on academic performance are well-documented and have motivated researchers to propose innovative strategies to reduce them from the very first-class session. It is to highlight that these strategies are to be implemented from the first-class encounter on and through the whole course since "in cumulative courses like statistics, any fears that a student brings to the first class may be easily perpetuated in the typical didactic structure" (Sciutto, 1995).

Scale demographic questionnaires were applied pre- and post-semester to measure the

change in students' anxiety and interest levels. Results showed a significant reduction of students' anxiety levels directly correlated to a rise in students' interest.

Although conducted in the field of statistics, this study provides evidence that there are strategies any teacher in any field could implement to improve class environment and therefore, students' learning. Due to the little sample taken with only one teacher and one class with 17 students, it becomes necessary to carry out further research with bigger samples and taking into account different teachers' characteristics.

Chang (2010) carried out research on the effect of group processes such as group cohesion and group norms on students' motivation in learning English in Taiwan. The author implemented a mixed-methods methodology as follows: first, a survey, adapted from other studies for validity, was filled out by all 152 participants about their motivation including items such as autonomous beliefs and behaviors, self-efficacy, and group cohesiveness. This survey was followed by a semi-structured interview where learners were asked if they thought the group was important for their learning, if they recalled having been in a 'good' or 'bad' group, and how they would describe that group's influence in their learning. These collected data was analyzed using SPSS and coding. Quantitative results showed a slight to moderate correlation between group cohesion and students' self-efficacy and autonomous behavior, two aspects of motivation. Qualitative data, on the other hand, deepened into students' perceptions of how the group influenced their learning. Results are shown through quotations exemplifying the main categories found. The big majority of interviewees stated the group had indeed a positive or negative effect on their learning. A positive effect translated into a group that motivated them and encouraged them to study harder. Interviewees talked about having been in groups with positive norms such as sharing materials and progress. Such positive interaction resulted in positive behaviors like

preparing sooner for tests than they would do otherwise. The interview also displayed learners considered their own determination was the most important factor when it comes to motivation in learning. They acknowledged the group was an influential factor, though.

Another study on the importance of providing opportunities for students' interaction to improve learning was conducted by Hurst, Wallace, and Nixon (2013). Researchers wanted to see how social interaction contributed to students' learning in literacy. For this, they chose three literacy teacher preparation courses during the summer for a total of 45 of both preservice and in-service teachers. Each professor carried out his or her course implementing strategies for social interaction among partners such as verbally sharing what they had previously written on a literacy log about readings in the class or demonstration lessons of different lengths with post discussions to analyze them. All three researchers asked students to fill out exit slips at the end of the class to answer questions about social interaction in the session. Then, they cross analyzed the answers in them with the help of qualified colleagues. Results showed that both the teachers-to-be and practicing teachers felt "a strong connection between social interaction in the classroom and their learning" (p. 390) as well as an increment in their teaching and problem-solving skills, thus, an improved and deeper comprehension of themselves as learners and teachers.

Continuing the line of studies on interactional strategies to improve learning, Yeganehpour has consecutively worked on the effects of icebreakers in learning. First, she studied code-switching as an icebreaking strategy in reading comprehension classes (Yeganehpour, 2012). Ninety students enrolled in a B1 reading comprehension class participated in the study receiving activities in both languages (L1 Turkish and L2 English) for nine weeks. After this, they answered a questionnaire on the functions of code-switching. Findings were that

"code-switching is an icebreaker and a natural and purposeful phenomenon which can facilitate, and support both communication and thinking" (Yeganehpour, 2012, p. 1), it does not interfere with pedagogy, and almost all students used it to emphasize, clarify, joke, start or finish a conversation and so on.

A few years later, Yeganehpour (2016) investigated the effects of ice-breakers in upper-intermediate students' speaking skills at a branch of the American Culture Institute in Turkey. Participants were a hundred students, both male and female, whose mean age was 22 years old. Learners were divided into two groups: a control group and an experimental one. The speaking level of both groups was tested by means of IELTS speaking sample questions. Teachers were different but used the same book for classes. Students in the control group had only activities from the book while students in the experimental group had ice-breakers that included tongue-twisters, songs in both L1 and L2, and games led by the teacher to motivate participation. This treatment was implemented during nine weeks, twice a week for each 3-hour session. By session 17, the same speaking test was carried out in both groups. Results were computed and statistically analyzed by the researcher and the finding was that there was a "significant difference between the levels of speaking proficiency of the language learners who use ice breakers and those who do not" (Yeganehpour, 2016, p. 229).

Yeganehpour (2017) conducted another study to determine when teachers used ice-breaking activities to enhance speaking skills in their EFL classrooms and if there was any meaningful difference between genders when using them. Participants were ten English teachers around 28 years old and a hundred upper-intermediate students, half the sample were males, and half were females. The researcher carried out interviews to teachers at the end of the class sessions and observations of classes as well as pre-tests and post-tests on students' speaking

skills (grammar, fluency, vocabulary, and pronunciation). Findings were that teachers did not know much about the usefulness of ice-breakers before the intervention but by the end of the study they reported icebreakers actually motivated students, helped withdrawn students get more involved, and increased attention, risk-taking, speaking, and interaction in class. Some teachers also stated that icebreakers could also be used at any point of a lesson, under some caution, to appropriately relate the topics of the lesson to the icebreaking activity to implement. As for the quantitative part of the study, Yeganehpour found no difference in the performance of speaking skills of students according to their gender.

Finally, Nurrohmah (2019) studied how icebreakers improved students' achievement in reading descriptive texts. The research was carried out with students and their teacher in the tenth grade of a Senior High School at the city of Purwokerto, Indonesia. A pre-test and a post-test were done both in a control group (classes without icebreakers) and in an experimental group (classes with icebreakers). The analysis with the SPSS program showed that there was a significant difference between both groups in their achievement of reading descriptive texts. A questionnaire administered to learners showed that students preferred the reading methodology with icebreakers, they felt more enjoyment of the class and more enthusiasm towards learning and reading since it was fun and motivating.

As a whole, the reviewed studies provide evidence that emotional states can affect the process of learning in general, and specially in language learning. These studies also show that group processes and the dynamics that are built in class have an impact in learning. Student-centered techniques that promote interaction and help reduce anxiety are reported in these studies as conducive to better learning and improve results. Studies by Sciutto (1995), Yeganehpour (2012, 2016 and 2017), Nurrohmah (2019) explicitly considered ice-breakers and their

cumulative results suggest their effectiveness for improved learning of different language skills and increased motivation. The results show that in Latin America, and particularly in Colombia, there are no studies addressing the effect of icebreakers. This finding lends support to the need to conduct the current study in the context of a college level class with Colombian pre-intermediate students. As we have been able to evidence, there is not much research on the use of icebreakers specifically to improve group cohesion in the English as a foreign language classroom.

V. Theoretical Framework

The importance of interaction in learning a foreign language

There have been different theories to explain how people learn a second or third language after they already possess some command of their first language (Lightbown and Spada, 2006; Mitchell and Myles, 2004). Each of these theories identifies different variables or factors as the key elements for language acquisition to take place. Some of these theories take a more psychological stance, while others take a more sociological one. A factor that seems to be common, though, in most of these different perspectives is interaction. In this paper, it is assumed that interaction is a driving force for language acquisition. Therefore, the first part of this section overviews the role of interaction and how it works in the process of learning a language. This overview centers on two dominant theoretical stances: the cognitive and the sociocultural.

Cognitive perspective: the interaction hypothesis

The basic tenet of the interaction hypothesis (Long, 1981 as cited in Mitchell and Myles, 2004, see also Gass and MacKay, 2015) is that, for language development to take place, it is not only important what comes in (input), but also how the language being acquired is put to use in meaningful and purposeful interaction. Yet, as the learner of the target language has limited linguistic resources to get his or her message across, he or she will engage in a process of negotiation of meaning through clarifications, repetitions, and confirmation checks (interaction). As learners engage in this negotiation, hypotheses about how the language works are tested, confirmed or rejected, since negotiation of meaning allows learners to receive both positive and

negative evidence, that is, linguistic samples that might not be readily available in the input or that might not be "comprehensible" enough for the learner (Gass and MacKay, 2015). The interlocutor, whether a native speaker (NS) or another learner (NNS), plays a major role by showing that the learners' meanings are not clear enough and that some reformulation (hypothesis testing) is needed. Interlocutors also perform certain moves in the process of negotiating meaning by which they collaborate with the speaker (input modification) in the process of producing comprehensible output.

Interaction offers language learners three key ingredients for language acquisition. The first one is modified input. As the interlocutor realizes that the learner does not understand a request or question, he or she naturally modifies (rephrases, reformulates) his or her messages. Interactionally modified input has proven to be more useful for language acquisition than pre-modified input or unmodified input since it is especially adapted to the learner's own needs (Long, 1981 as cited in Mitchell and Myles, 2004). Secondly, through feedback from interlocutors, learners receive negative evidence, that is, they notice that a language form they use does not fulfill their communicative intention or is not adequate. This leads them to ask for help or reformulate their hypothesis on how the language works. As they get the expected response, their hypotheses get confirmed (positive evidence) (Gass and MacKay, 2015). In natural interaction, feedback can be more or less explicit often taking the form of recasts, clarification requests or explicit correction (Ellis, 2003; Gass and MacKay, 2015). Feedback has been proved to be at least facilitative in L2 development. Research within the interaction field has seemed to agree upon the fact that "interaction can allow learners attention to be drawn to their interlanguage problems in order for their interlanguage grammars to be revised to more target-like levels" (Mackey and Abbuhl, 2005, p. 9). Now, especially modified output is the kind

of output resulting from interaction, after having received interactionally modified input. Research on the latter has shown it does have several benefits such as the promotion of fluency (automatization), improvement of attention in noticing the forms and gaps in one's own speech, encouragement to improve syntax and not only vocabulary, and the set-up scenario to practice testing one's own language hypothesis. Hence, "there is increasing evidence that opportunities to produce output can facilitate development of the L2." (Mackey and Abbuhl, 2005, p. 14).

The interaction hypothesis had a great impact in language teaching methodology. As a matter of fact, it is one of the cornerstones of communicative language teaching (CLT) and the main pillar of task-based language teaching (TBT). Communicative activities and communicative tasks are, indeed, pedagogical devices to promote learner-learner interaction.

A seminal study on the effects of interaction and group work on L2 learning was conducted by Foster (1998). She carried out a classroom-research study on the benefits of interaction and negotiation of meaning in the development of L2 accuracy. She completed class observations in an intermediate part-time class in a municipal college in the USA with 21 students from different L1 backgrounds. She assigned different types of tasks (classified depending on whether or not they required information exchange and whether or not they required convergent outcomes) in different grouping arrangements (dyads vs. small groups). She found that group work does not inherently result in negotiation of meaning, and therefore, not necessarily leads to language acquisition. She found that in dyads completing tasks that require information exchange and convergent (consensus) outcomes led to more negotiation of meaning, but tasks in which meaning exchange is optional, no consensus is necessary for the outcome and in the group that had four students there would be little to no negotiation of meaning. As a matter

of fact, in foursomes it was frequent to find one or two students dominating and holding the floor (more and longer turns) and the others remaining silent for the most part.

Ellis (2003) reviewed 12 years of studies in the effect of tasks in interaction and language acquisition. When analyzing how different task features promote the type of interaction that is hypothesized to lead to language acquisition, he concludes that information gap tasks, that require communication (two-way tasks), with a closed outcome (convergent response) on topics that are familiar for learners or that deal with ethical problems, in a narrative discursive mode, that demand student collaboration and that need more details in the outcome would be more facilitative. When reviewing the conditions under which the tasks are implemented, Ellis points the following findings out:

> ...negotiation appears to be more effective if learners are active rather than passive participants in a task [...]. Repeating a task results in increased interaction and greater communicative effectiveness. Doing a task with a familiar interlocutor can increase the amount of interaction. Receiving feedback in the form of clarification requests rather than confirmation checks promotes modified output (Ellis, 2003, p. 100).

Yet, the author himself admits that the evidence is suggestive and that contradictory results are commonly reported in the literature. Very much in line with Foster's (1998) results, Ellis' conclusion is that for interaction to happen in the classroom in the way that can be facilitative of language acquisition, it greatly depends on the way tasks or other communicative activities are planned and implemented and the different pedagogical choices teachers make when having students work in pairs or small groups (task types, task conditions and group characteristics) and that simply "working with a partner" will not guarantee this type of interaction.

Later in this chapter, we will continue discussing the importance of group work. We now turn to another important language acquisition theory that has assigned a central role to interaction: the sociocultural theory.

Sociocultural perspective: interaction as mediation

Interaction has also been seen as an important aspect of learning in Sociocultural Theory because of how it helps mediate and give shape to higher mental functions as we could see in Vygotsky's theory, later on developed with a deeper focus on language learning by Lantolf. Lantolf & Thorne (2007) present Sociocultural Theory (STC) as Vygotsky proposed it, distinguishing the neurobiological part of psychology from cognition. Hence, the human brain and its biological functions are differentiated from human cognition and its higher mental functions developed through mediated interaction with the environment and others. "Mediation is the creation and use of artificial auxiliary means of acting – physically, socially, and mentally." (Lantolf, 2011, p. 25)

In the physical world, these auxiliary means may appear in the shape of handcrafted or machine-made tools to help us transform the physical reality around (i.e., a hammer or a shovel) On the other hand, "in the social and psychological worlds, our tools consist of symbols, e.g., numbers, graphs, models, drawings, and especially linguistic symbols" (Lantolf, 2011, p. 25). In the emotional field, we use those linguistic symbols as words to help us express our feelings and create connections to others. Language being "the most pervasive and powerful cultural artifact that humans possess to mediate their connection to the world, to each other, and to themselves" (Lantolf & Thorne, 2007, p. 201); this is how, through internalization, it becomes a higher mental function connecting our brains (the biological organ of thinking) to our social

environment, giving way to social communication in interaction. In this way Vygotsky (as cited in Lantolf & Thorne, 2007, p. 203) established the importance of interaction stating that indeed "every psychological function appears twice, first between people on the interpsychological plane and then within the individual on the intrapsychological plane". This view of cognitive development opposes the traditional Piagetian view, in which cognition is first private and turns social as the individual develops (egocentrism). Thus, when in learning situations, such connections, already established to others through imitation (as a self-directed cognitive activity) and then internalization (as the collaborative development consequence of imitation), i.e., interaction, can ease social fear of shame and anxiety making us feel surrounded by a safe environment to learn.

In this view, cognitive development is a process of gradually appropriating (internalizing) self-regulation. Mental activity is initially externally regulated either by other more capable peers or objects. The more capable peer (a parent, a teacher, a classmate) mediates mental activity by a process of guiding, helping and regulating the learner's mental and physical activity. When learning a second language, external regulation comes from teachers giving feedback, objects or artifacts such as a dictionary or a video tutorial and the first language. As learners become more proficient in the language, they can regulate their mental activity without external regulation and they can use the target language as the symbolic tool of this regulation process. Lantolf (2011) and Mitchell and Myles (2004) offer reviews of numerous studies that lend empirical support to the claims of sociocultural theory. Here the focus is not on the psycholinguistic processes underlying negotiation of meaning but rather on the type of regulation or mediation offered by others during the interaction and on evidence on the internalization process.

Study of groups and teams

Groups are an essential part of society for humans are social beings by nature. No wonder why so many disciplines have shown interest in the study of group dynamics (anthropology, psychology, sociology, etc.). A well-established area of research within these fields is that of group dynamics, the systematic study of "the influential actions, processes, and changes that occur within and between groups" (Forsyth, 2014, p.2). Group dynamics have been extensively studied in psychology and in subdisciplines like organizational behavior and project management (Carnes, Creasy, & Johnson, 2019).

When reviewing this subject, a number of related and often confusing terms emerge including groups, group dynamics, teams, and group cohesion. However, they are all separate constructs. While all teams are groups, not all groups are teams. Basically, "the term group is mostly used as an umbrella term capturing different possible social categorisations" (Vangrieken et al., 2017, p. 5). Hence, the category team belongs to groups. Authors in psychology and management agree on establishing the main difference as follows:

In general, some definitions found in the literature, refer to groups as a collection of two or more people, a social community, a number of individuals who have something in common, and are usually oriented toward the same or similar goals interacting and communicating in order to achieve them. (Braun et al., 2015; Myers, 2013; Thompson, 2017)

On the other hand, a team is often described as a special instance of a group that is interdependent and whose members work for a single shared goal. (Myers, 2013; Thompson, 2017)

Group Dynamics: main characteristics of groups

For the purpose of this study Forsyth's (2014) definition of groups was adopted. According to this author a group is "two or more individuals who are connected by and within social relationships" (Forsyth, 2014, p. 4). Three elements are to be highlighted in this definition: size, connections and social relationships. Size influences the nature of the group and its characteristics. The larger the group, the more ties are needed to connect its members to each other and to the group as a whole. Although there are many definitions of groups, they all share one component: social relations or links among members: "when people are linked […] they become interdependent, for they can influence one another's thoughts, actions, emotions, and outcomes" (Forsyth, 2014, p. 5). These connections are determined by the presence or contact with other human beings no matter through what means. This kind of relationship or link is called membership. Members of a group are psychologically enclosed to each other and to the group by these relationships. This is what makes the difference between group members and outsiders (non-group individuals): their belonging to the group as a whole. Hence, this is also what distinguishes a group from a social network where people are just linked to one another without any membership connecting them to the unity the group forms.

Hardfield (1992 as cited in Williams & Burden, 1994, p. 195) identified the following as characteristics of successful groups:

● Members have a definite sense of themselves as a group.

● There is a positive, supportive atmosphere: members have a positive self-image which is reinforced by the group, so that they feel secure enough to express their individuality.

● Members of the group listen to each other and take turns.

● The group is tolerant of all its members; members feel secure and accepted.

● Members cooperate in the performance of tasks and are able to work together productively.

● The members of the group trust each other.

● Group members are able to empathize with each other and understand each other's points of view even if they don't share them.

More recently, Forsyth (2014) listed the following as characteristics of groups:

o Interaction: defined as the "variety of interpersonal actions" (Forsyth, 2014, p. 6) occurring in the group. Interaction may take two forms depending on their focus: task interaction and relationship interaction.

▪ Task interaction: a set of actions collectively carried out and focused on the specific group's tasks.

▪ Relationship interaction: also called socioemotional interaction. It refers to "the conjointly adjusted actions of group members that relate to or influence the nature and strength of the emotional and personal bonds within the group" (p. 8) including both positive and negative actions such as support and consideration or criticism and conflict.

o Group structure: the linkage among group members is not aimless but rather organized thus resulting in patterns. These regularities are what we call group structure, they consist of who talks to whom, who likes and dislikes who, who supports others, and whom others look for support and explanations.

Other group characteristics, according to this author, include goals (similar or common ones), roles, norms, and interdependence (mutual dependence). It is also important to take into account that members' "outcomes, actions, thoughts, feelings, and experiences are partially

determined by others in the group." (Forsyth, 2014, p. 8) And last, but not least, cohesion which will be further explained in another section.

Types of groups

Forsyth classifies four types of groups as follows:

- Primary groups like family.

- Collectives are an array of individuals that gather spontaneously for short periods of time, have low boundaries and moderate levels of interaction. Examples include people queuing at a bus stop or supermarket.

- Social groups: "small groups of moderate duration and permeability characterized by moderate levels of interaction over an extended period of time, often in goal-focused situations. Examples: coworkers, teams, fraternities, study groups, classes" (p. 14).

- Categories: aggregations of individuals who are similar to one another in some way such as gender, ethnicity, religion, and nationality

Perception of groups

Entitativity: Forsyth refers to Campbell (1958) to sum up that entitativity is the "groupiness" of a group, "perceived rather than actual group unity or cohesion" (Forsyth, 2014, p. 14).

Campbell first formulated the concept of social aggregations perceived as single entities. He, then, coined the term entitativity to refer to this concept stating that just as physical objects are made of other elements and considered single units, so could social collections of people or groups be made of individuals but thought of as a whole by other individuals. He observed 3

characteristics that social entities should have, based on the criteria that has to be met for physical objects to be perceived as entities: common fate, similarity, and proximity. Then, Harasty (1996), for her PhD, studied the characteristics associated with entitativity proposing that the defining one is coherence. "Individual elements of an entity do not have to be similar in form or appearance, but they form a single coherent whole" (p. III). Hence, just the perception of an underlying bond among members is a main characteristic of a highly entitative group. The author carried out a preliminary study and some impression integration ones. The first study intended to evaluate the characteristics related to the concept, whether or not it could be accurately measured, and if it was a conceptually different trait of group cognition. "It was found that factors such as group cohesiveness, intra-group similarity, group size and amount of intra-group interaction were related to, but not redundant with, entitativity" (Harasty, 1996, p. 101).

The second investigations were carried out to validate the conceptualization of entitativity as individual outsiders perceiving an underlying bond among group members, thus, coherence, and the essence of the group. These impression integration studies showed that "a unified impression was formed for highly entitative groups but not for low entitative groups"(p. 102). Consequently, it was clearly found in Harasty's research that group cohesion is a characteristic of groups besides entitativity. Different antecedents may have different effects on perception of groups (entitativity). For example, entitativity emerging from noticed similarity of members could be likely used to stereotype members of such group; that is, if a non-member perceives group members as very similar, then it is highly possible that whenever a new member of that same group is encountered, he or she will be expected to have the characteristics of the group. "Alternatively, entitativity resulting from perception of an underlying bond or cohesiveness between group members might lead to increased impression integration" (Harasty,

1996, p. 104).

Similarly, in 2017, psychologists Elena Agadullina and Andrey Lovakov analyzed various definitions and measurements of entitativity over a number of years to conclude there are mainly three approaches in theory. The first one is essence-based entitativity (similarity: common history and traits), the second one is agency-based (common fate: common goals, interaction, heterogeneity), and the last one is unity-based (cohesion of the group). Their findings demonstrated that entitativity has all "three interconnected components […] across four different types of groups (intimacy ingroup, intimacy outgroup, social ingroup, and social outgroup)" (Agadullina & Lovakov, 2017, p. 18).

Group cohesion.

As we have previously stated, cohesion is one of the main characteristics of group dynamics. Nevertheless, it has been challenging for researchers to define it and measure it (Beal et al., 2003; Dörnyei & Malderez, 1997).

Forsyth (2014) illustrates group cohesion through a concept in physics. In physics, cohesiveness is known as the integrative force that binds molecules or particles together forming matter so that it doesn't disintegrate. Hence, in group dynamics a group is not just the sum of its individuals, it is a unit or entity formed when "interpersonal forces bind the members together […] with boundaries that mark who is in the group and who is outside of it." Thus, group cohesion is the "integrity, solidarity, social integration, unity, and groupiness of a group" (p.10).

Following this line of thought, we have come to an integrative definition of several authors on group cohesion. Thus, group cohesion, also called cohesiveness, is one of the structural principles and characteristics of a group that delineates the degree to which members are linked to

each other forming a unit that motivates them to stay in the group, and that arises from the norming stage in the stages of group development (Beal et al., 2003; Braun et al., 2015; Robbins, 2004).

Components of group cohesion

The common main components we can find in Beal et al. (2003); Dörnyei & Murphey (2009); and Forsyth (2014) are:

- Attraction among group members or social cohesion

- Shared commitment to the task or task cohesion

- Sense of pride in belonging to the group

Although the latter are the common components found among the authors previously mentioned, Forsyth (2010) offers a more holistic perspective including group cohesion components and antecedents that were actually evidenced in this research. Thus, following this author, we could establish the following components and their antecedents:

- Social cohesion: as a multi-level and multi-component process, members of a group can be linked to each other in different ways and levels. The first one of these being attraction members have for one another. Thus, explaining why it is preceded by interpersonal attraction, which at the same time is facilitated by affiliation, proximity, similarity, complementarity, and reciprocity.

- Task cohesion: the group's willingness to work together to achieve their goals. It is preceded by task interaction in which the members set a course of cooperative actions that lead to collective efficacy and teamwork.

- Perceived cohesion: the degree to which a group is thought of as a whole. Perception can involve both the outsiders' perspective as well as the insiders. "At the group level, members and nonmembers alike consider the group to be high in entitativity: those who encounter the group will

be convinced that it is unified." (Forsyth, 2010, p. 120) At an individual level, it is preceded by the degree to which members feel and express group pride.

- Emotional cohesion: a shared emotional bond forming a positive collective effervescence or emotional positive environment. Also known as élan, morale, and esprit de corps. Sometimes all of the members of a group don't need to have experienced a positive or negative event by themselves, they share other member's emotions as they find out about their triggering event. Hence, this component is preceded by relationship (socioemotional) interaction. This positive affective tone is a good indicator of positive group behavior such as helping others, improving individual performance, and giving constructive suggestions.   Other factors that are essential to the way groups form and develop cohesion include (Beal et al., 2003; Dörnyei, 1997; Williams & Burden, 1997; Forsyth, 2010; 2014):

- Initiations: some groups have such an exclusive membership that they require arduous tests to enter. This replicates in group pride and stability of membership.

- Interpersonal attraction: as mentioned before, it is one of the main factors contributing to group formation and group cohesion development, it is preceded by affiliation, proximity, similarity, complementarity, and reciprocity, among others.

- Stability of membership: the extent to which group boundaries access remains stable making a group close or open. The closest the group, the more cohesive it is.

- Size: While the research evidence is not conclusive, it appears that groups with fewer members, build up stronger ties among members, and develop higher levels of cohesion. Consequently, the bigger the group, the less members take part in it.

- Structural features: group structure involves roles, norms, and interpersonal relationships. Groups in which these roles and norms are clearer and more explicit tend to develop better

relationships and less conflict.

- Affiliation: people usually seek out other people's connection and company.

- Proximity: the closer people are (in space), the easier they will bond.

- Frequency of interactions: how often members interact with each other can have an influence on group cohesion.

- Similarity: whether or not members find similarities among them (physical, social, political).

- Complementarity: whether or not members find their differences actually complement each other.

- Reciprocity: as its name says, it refers to the extent to which members of a group pay back what they receive from others.

- Rewarding exchanges: being provided with opportunities to exchange with the different group members.

Both Forsyth (2014) and Dörnyei & Murphey (2009) agree that cohesive groups are more productive and outperform less cohesive groups because members in them are more supportive of each other, participate more easily and actively in the group tasks and activities, feel themselves more at ease for they sense a less stressful atmosphere, show themselves happier to cooperate, interact, and exchange personal information with a variety of peers since cohesiveness increases with interaction as well. Therefore, in different social contexts such as workplace, the classroom and associations there has been an interest to find ways to increase group cohesion and thereby improve performance.

Icebreakers

We have established the importance of developing cohesion in a new group. Now, how do you promote cohesiveness? Dörnyei & Murphey (2009) wisely indicate that to do so, we must rely on activities addressed to each of the components of cohesion. This is the part that corresponds, at least, to us as teachers. Recalling the components of cohesion, we have intermember attraction and the authors refer us to their second chapter where they talk about activities that promote acceptance among members of a group. They call these 'techniques' that include learning about other members in the group, getting closer (proximity) to get in contact and interact with others, promoting cooperation as well as rewarding group experiences through extracurricular activities. All of these with the purpose of giving the group members opportunities to spend more time together, to start forming a shared group history, to create shared experiences, bonds, and group legends (rituals, logos, symbols, etc.) These are what we usually know as icebreakers.

Definitions and advantages of icebreakers

Dörnyei and Murphey (2009) define icebreakers as "a special category of classroom activity […] first introduced in L2 teachers' resource books in the late 1970s," intended to "help to set members at ease" (p. 30). Having students unknowingly gather information about each other is essential for affiliation since it is a way to help them relate to others, identify others' voices, movements, talk to each other, and establish connections. By using suitable icebreakers, everyone in the classroom may feel at ease in class and "treat each other as old acquaintances who have shared common experiences" (p.30). Moreover, icebreakers will be of assistance for insecure students so they can open up to the group at the same time that informal norms are set about the

value of remaining active in class, and trying to take the first step in participating in activities.

Complementing Dörnyei and Murphey's definition, we have come up with a synthesis of authors in other interdisciplinary fields. This is the resulting unified concept that will be used for the purpose of this research:

Icebreakers are structured activities to help participants relax, to introduce them to each other, to energize them, to raise comfort levels, hence reducing anxiety ones; to encourage openness to self-understanding and foster an appreciation and compassion for others, to draw people out of the past and into the present of a group meeting or learning situation; to put a novel spin on an idea, to stimulate creative thinking, to ease the barriers to human vulnerability and establish rapport (Clark, 2015; Exley & Dennick, 2004; Petrini et al., 1994; Students as partners: Teaching, n.d.; West, 1996).

All the above-mentioned authors agree on the fact that beginning courses, meetings, classes, semesters or school years may be stressful and cause anxiety in learners, not knowing others in there, not knowing what to expect, how to behave, how others will perceive them or whether they'll accept them or not, and so on. Thus, even though these writers belong to diverse fields, they present icebreaking activities as the perfect means to put people at ease, help them focus on learning, improve communication, promote interaction, build trust, re-energize, generate interest and excitement, reduce anxiety levels, learn each other's' names, prepare them to mix around and work with anyone in the group, create and enhance relationships, and create order.

Types of icebreakers

Although most people have the misconception that icebreakers are just to be done at the

very beginning of a course, when people gather or meet for the first time or when they are total strangers only; there are actually many different types of icebreaking activities with diverse uses and moments to perform them.

Eggleston and Smith (2004) state ice-breakers are not exclusively needed on the very first session or first week of classes, but they are great to build community too. Petrini et al. (1994) support the same idea by conveying "most trainers use icebreakers only at the beginning of training. But icebreakers are equally valuable after breaks themselves. They can also be effective transition tools for changing the class' focus to a new subject area." (p. 22) This really does make sense both in theory and practice since usually "after introductions and icebreaking have been performed, asking questions that students should know the answer to is more likely to encourage a response and even further participation" (Exley & Dennick, 2004, p. 41).

This leads us to the terminology debate between ice-breakers and warm-up activities. The point is they do not have to be precisely the same for much literature on both in different fields can be easily found. Nevertheless, they are easily confused and frequently used interchangeably. Hence, let us start by clarifying terms before proceeding to review the different types of icebreaking activities.

Exley & Dennick (2004) affirm that although some people distinguish between both, they significantly overlap. Therefore, it is best to consider them as a continuum or range of activities going from basic introductions to more complex games and simulations. Even though, they are typically done at the start of a session, course or class, when the group first meets and starts to form, they can "also be used just after breaks to refocus the group on a new objective or at any time as a way of varying the stimulus and keeping the group active. They can be used to encourage speaking and communication but they can also be used to help group members' work

together more easily on problem orientated or creative tasks" (p. 53).

Now, Forbes and Greene (1982), as cited in Yeganehpour (2017), in *The Encyclopedia of icebreakers: Structured activities that warm-up, motivate, challenge, acquaint and energize* set the following diverse kinds of icebreakers:

▪ Openers: activities to warm the group up that can be used to start a session or to get into a new subject.

▪ Energizers: activities to carry out whenever students may be experiencing stress, or when the atmosphere seems like the group lacks relaxation or animation.

▪ Feedback and disclosure: used to "demonstrate communication variables" (p. 137).

Some authors have also agreed on similar categories, as we may see in the website *MindTools* (Team, n.d.) where the content team establishes introductory icebreakers (to introduce individuals to each other so they can easily start chatting), team-building (for groups at early stages of formation to bring people closer so they start developing cohesion), and topic exploration (to re-energize at any point of the session or introduce topics as well). Or West (1996) who distinguished even a wider variety as follows:

▪ Energizing a Long, Dry Presentation

▪ Big Groups

▪ Getting Closure

▪ Getting to Know You

▪ Getting to Know You Better

▪ Grouping People

▪ Introducing a Topic

▪ Meeting Starters

- Mental Aerobics

- Outdoor Activities

- Physical Energizers

- Pure Fun

- Self-disclosure

- Team Building

- Winding Down / Relaxation

As we may see, they are very similar or even the same types as the ones previously

mentioned authors established just broken down into a more detailed or specific categorization.

Group Dynamics and icebreakers in second language education. We just know,

intuitively, as teachers and human beings, that there are differences between a 'good' group and a

'bad' one and, some of us, have even experienced with techniques and strategies to help the class

ambiance for both our sake and our learners'. However, there is a discipline that studies all of this

on which group dynamics is also supported.

Educational psychology is a subfield of psychology specially interested in studying how

people learn. Even though it may not be new (it emerged in the late 1800s), it has not been applied

much on second language teaching.

In 1997, Williams and Burden, pioneers in the area for their time, published a book named

Psychology for Language Teachers A Social Constructivist Approach. In it, they provided an

overview of educational psychology, its history, the learning process and the role of both teachers

and students in it, motivation, tasks, and the learning context. In the latter, they go from ecological

perspectives to important aspects concerning the language learning classroom climate as well as

different instruments that have been developed for it throughout history.

After them, we have Zoltán Dörnyei who is famous for his work on motivation in second language teaching. He tells the story of how he came across the field in the preface of his book *Group Dynamics in the Language Classroom,* where he also says that one of his findings in motivation was that the group was greatly influential in learning. Hence, as he kept reading, he positively discovered the subdiscipline called group dynamics dedicated to the scientific study of groups and how it was "virtually unknown in the second language (L2) field" (Dörnyei & Murphey, 2009, p. ix). Despite these findings, Dörnyei kept on his studies and work mostly on motivation writing small articles on group dynamics on aside. In the early 1900s, he met a colleague and also fan of group studies, Angi Malderez, with whom he wrote an overview of the field. Regardless of first being rejected, they finally made it to publish two in the late 1900s. Having gained more insight in the area with group psychology theories rising, Dörnyei started working more and more on the topic writing a theoretical book with Madeline Ehrman in 1998. By then, there were two books on group dynamics in L2: theirs and Jill Hadfield's written in 1992. At that point, he had the idea of writing a book that was not only focused on theory but also had practical ideas and started looking for a partner to do so. When reading one of Tim Murphey's books, Dörnyei thought of him for the project.

Tim Murphey himself had been interested in groups and communities and had noticed, from his own classroom experience, that "in every environment, with whatever the mix of cultures […] attending to group-forming processes and stages has paid off in more peaceful classrooms and improved learning" (Dörnyei & Murphey, 2009, p. xi). This led him to gain interest in Dörnyei's work and to collaborate with him in their book *Group Dynamics in the Language Classroom.* They wrote the first edition of this book in 2003 and even then, they observed there

was not much work on the field of L2 teaching about group dynamics yet.

Nowadays, after 20 years not much has changed. Although more research has been carried out in classroom environment, not much has been done on icebreakers in the L2 classroom. Only Yeganehpour (2016, 2017) most recently with both of her works on the use of icebreakers for enhancing the development of speaking in language learners and icebreaking activities use in teaching policies for both genders.

VI. Methodology

Site and participants

This research took place at a private university in Cali known for its engineering, design, management, and journalism programs in the city. Universidad Autónoma de Occidente is a quite recognized private institution for its innovation and local initiatives to promote self-sustainability in the Valle department and its capital. All its majors have English as a Foreign Language courses as a requisite in their curriculum. These courses are arranged in 5 levels corresponding to 5 semesters differently distributed along each academic program.

All freshmen have to take a placement test before starting their classes. This is how different groups at different levels start to form. Some first semester students go beyond level 1 to make part of level 2, 3, 4 or even level 5 classes. The resulting groups at all levels are therefore very heterogeneous in terms of students' social strata, academic backgrounds (Schools), and places of origin since they come from various cities around the country.

The goal of the English program is for students to reach an A2 level from the Common European Framework of Reference in L2 by the end of level 3 and B1 when they finish level 5. This is evidently seen in the syllabi for level 3 and 5 where, based on the CEFR, the Language Institute clearly states "the general program of English as a foreign language […] is designed for undergraduate students […] who must reach a proficiency level in this language of A2-1 according to the directions of the CEFR (Universidad Autónoma de Occidente, 2013, p. 1).

To keep track of this objective, the university has an alliance with the international agency EF (Education First) for students to take the EFSET (Education First Standard English

Test), a test designed by this company and administered at UAO for students in the previously

mentioned levels. Every semester all level 3 and 5 groups take the exam and it is possible to see

that in each group from level 3 for instance, students who really make it to A2 are only nearly

50%.

The university offers daily and evening shifts for programs. Consequently, there are

English courses during the whole day from 7am to 9:30pm every 90 minutes that is the length of

a class session. Course sessions are split in two to be taken twice a week on two separate days

keeping the same time scheduled for a total of 3 class hours a week. A semester has 16 weeks,

that is 32 class sessions. Diagnostic activities are done during the first week, then a mid-term test

is carried out on the eighth week and finally, a final test on the last week. Class methodology as

well as evaluations must integrate all four skills: speaking, reading, writing, and listening. The

institution proposes e-learning and b-learning English courses. Although there are courses that

are entirely virtual, this research will be conducted in a b-learning one from level 3. Although the

blended-learning methodology, as its name goes, combines face-to-face classes with online

resources, the icebreaking techniques were not implemented in the platforms since they were

used for homework and evaluations.

Data collection methods

Mainly framed within the qualitative paradigm, a quantitative survey was carried out.

Hence, this action-research used a mixed methods approach to data collection. Based on Kemmis

and Mctaggart (2007) "a spiral of self-reflective cycles" (p. 276) was followed. According to

this, stages included were planning, acting and observing, reflecting, and replanning. Data was

collected during each step to keep track of the process and implement changes all along.

Permission to do the research was solicited from the Head of the Languages Institute at Universidad Autónoma de Occidente. After having received approval, interviewed teachers provided oral consent at the very beginning of the interviews. Also, students from the intervened group were informed and signed consents at the very first-class session.

Table 1 summarizes the different instruments and data-collection techniques, the time frame of the implementation, the type of data collected, and the goal. During the planning phase, a semi-structured interview (see appendix A) with teachers and a survey (see appendix B) to students were conducted at the very beginning of the semester to diagnose group cohesion before the intervention. Next, two instruments were used during intervened class sessions of the experimental group: class observations including diagrams by an external assistant (see appendix C) and a descriptive diary by the researcher (see appendix D). Class observations were chosen because there would be an external observer (Languages' student whose profile is detailed later on) describing as objectively as possible class activities and evidenced relationships. By the mid-term, a semi-structured group interview (see appendix E) was conducted to a representative sample of the whole group. This interview helped implement changes for the rest of the intervention. Finally, by the end of the semester, the same initial survey was administered again to find out what the level of group cohesion was at that point. Another group interview with a different sample was conducted as well.

Table 1

Data collection methods used.

Methods	Data collection	Data	Goal
Interviews with teachers	Before intervention	6 teachers (2 tenured 4 hourly)	To diagnose group cohesion from teacher's perspective
Survey / questionnaire + class observations (diagrams)	Beginning of course	1 week, 2 class sessions, 1h30 minutes each	To diagnose students' group cohesion
Group Interview	Midterm (week 8)	Transcript	To get students perceptions on the icebreakers. To collect information to make adjustments and improvements
Class Observations	Ongoing	16 weeks, 32 class sessions, 1h30 minutes each	To describe group-cohesion
Group Interview Survey / questionnaire	End of the course	A sample from the students recorded interview and Transcript	To know students' perceptions about the implementation of ice-breakers throughout the course.

As previously discussed, icebreakers have been found effective in class to set the first step towards forming a good group, thus a positive class environment is built up. Hence, to describe and analyze their effect on group cohesion in English Language Teaching, it was necessary to design and implement them in an English course. Their implementation and the data collection methods used will be chronologically described in the same order they were applied throughout the research process.

Step 1: previous to implementation

     To conduct this study, the author-researcher obtained authorization from the Head of the Languages Institute at UAO. Likewise, teachers who participated in the interviews in the diagnostic stage were informed about the aims of the study and provided informed consents in the recordings authorizing the author to perform the interviews.

     Then, before the implementation of the icebreaking activities, it was essential to establish the initial group cohesion there was in the group as well as whether or not teachers in general were aware of the concept of icebreakers and group cohesion; and if they used icebreakers in their classes or not and with what purposes. In order to do this, a significant sample of teachers was chosen to carry out a semi-structured group interview. Two tenured and four hourly teachers participated. This interview was done before starting the semester. As it was difficult to assemble them in only one session, most were interviewed in one session and other two had to be interviewed separately due to their occupations. Hence, three sessions for the initial teacher interview were done. The interview was carried out in Spanish, the teachers' native language (see Appendix A for the protocol). It was a semi-structured interview based on some of the questions from Ya-Hui Chang (2010). There were four start-up questions:

- Is the group important for learning? Does the group influence students' learning? Why?

- What strategies do you use in class to promote a good class environment in students-students' relationships?

- Do you usually see if groups are formed by many students who already know each other or very mixed students or heterogeneous groups who do not know each other?

- What kind of or kinds of groups have you had? What have you observed, in your experience, makes for instance what you call a "good group" or a "bad group"? What characteristics have you observed each kind of group has?

The interview was recorded and then transcribed for further analysis.

Step 2: beginning the semester

To start with the implementation stage, one English as a Foreign Language group was chosen at a level 3 in the site of the study. The selection was made randomly based only on the fact that the researcher was assigned this level. An initial survey was carried out in three groups from the same level: the sample group and two randomly selected for comparison purposes. All students in 3 groups answered the survey at the very beginning of the semester, the total number of respondents was approximately 90 students.

The survey was designed based on the instrument College and University Classroom Environment Inventory (CUCEI) developed by Fraser et al., (1986). It comported two sections: the first one collected socio demographic information of the respondents. The second section collected specific data on group cohesion and it used 7 items from Fraser et al.'s (1986) Student Cohesiveness scale from the original instrument. One item from the involvement scale was also adopted. Thus, the resulting survey contained 8 statements to which respondents expressed their level of agreement in a Likert-like four-point scale (from *strongly agree* to *strongly disagree*). The following are the selected statements:

1. The class is made up of individuals who don't know each other well.

2. Each student knows the other members of the class by their first names.

3. Friendships are made among students in this class.

4. Students in this class pay attention to what others are saying.

5. Students don't have much chance to get to know each other in this class.

6. It takes a long time to get to know everybody by his/her first name in this class.

7. Students in this class get to know each other well.

8. Students in this class aren't very interested in getting to know other students.

Step 3: Ongoing

The implementation of icebreaking activities started on day 1, right after taking the initial survey, and was continued at the beginning of each class session throughout the semester as long as there were no evaluative activities. On this first encounter, students were also told about the research and signed informed consent to participate in it. (Appendix G) 22 icebreakers were carefully selected, planned, and adapted to the particular context of the group. These icebreakers focused mainly on, but were not limited exclusively to, team building to serve the purpose of the research. These icebreakers belong to the following types: energizers, getting to know you, getting to know you better, grouping people, introducing a topic (warmer or warm-up), self-disclosure, communication, and getting closure just in less amount.

The researcher kept a class planning record (Appendix F) describing every class session and every icebreaker. There were 35 class sessions out of which 15 were evaluative sessions of some sort (quizzes, midterm and final tests, writing and speaking assessments, etc.), 4 were holidays, two were for socialization of grades, and in one, there was a national strike so only a few students attended the course. Therefore, only 13 class sessions actually had icebreakers implemented in them.

To keep record of the implementation of icebreakers, an external assistant did class

observations. The observations would only be carried out in the experimental group. As for the observer, she was a ninth-semester student from the Bachelor of Education degree in Foreign Languages from Universidad del Cauca. By the time of the study, the observer had already completed the research component of her degree and had experience in class observations through different courses of her studies. Apart from that, the researcher and the observer had three meetings before the observation sessions started to agree on an observation protocol and the different common guidelines for this procedure to be conducted as reliably as possible.

The observation format had some basic institutional information, place of observation, time, date, observer's name, and total time of observation. Then, there was a two-column table with time and description of events. The observer was asked to be as objective as possible in her description of events in the class. At the end of each class observation, the assistant would add a graphic of seating locations students had had in that class session. She would also use some conventions explained in an added legend or key to show interactions between students and subgroups that had been formed in that session.

Also, the teacher researcher wrote an online field diary to describe her impressions and feelings during the icebreaker activities as well. In it, she kept record of every class session from her own perspective.

Midterm (or halfway the implementation)

By week 8 that was right in the middle of the semester (having a total of 16 weeks or 32-35 class sessions), a sample of 6 students was chosen based on the gender of students to significantly represent the whole group. Hence, 4 male students and 2 females were interviewed. Their availability after class to stay for the group interview was also a criterion. It was a group

interview in Spanish (students' L1) with the following questions:

- How have you felt so far in the class with the icebreakers?

- Have you noticed any differences comparing this class or this course to others you've had before or currently have?

- What do you think could be improved from now on in the implemented activities left for the semester?

This interview had to be carried out in two separate sessions during the same week after class since not all 6 students could stay after class on the same day.

The interview was recorded and then transcribed for further analysis.

Step 4: end of the semester

On week 16, meaning, at the end of the semester, another sample of 6 different students was chosen also based on gender to significantly represent the whole group. It was also a semi-structured group interview with the same three basic questions that had been asked to the previous sample in the midterm interview. This time the questions were not stated in terms of "how have you felt" and "what could be improved from now on" but rather "how did you feel" and "what could be improved for future activities in other groups". This interview was also recorded and then transcribed for analysis.

Also at this point, both the control group and two more groups took the same initial survey again.

VII. Results

Diagnostic

As already established, to diagnose group cohesion in a class of EFL learners from level 3 at UAO, a teacher' interview and an initial students' survey were carried out. Therefore, we will look at the findings from these instruments.

In the teachers' interview, the interviewees talked about the influence the group has in learning. All 6 interviewed teachers agreed that the group where a student is learning is very important because it makes them feel scared, inhibited, shy, and insecure of participating in a L2 class, in front of strangers, in public without knowing what to expect or if they'll be mocked or whether they'll do it right or not. Therefore, the bonds and relationships they establish from the beginning will affect how they feel in the class environment and how they get involved in the class. Here are some excerpts from the interview presenting teachers' opinions and arguments:

- …the importance of the group in like the self-esteem field is very important, […] even more when you are learning a language, you have the tendency to […] to have fear, to be afraid, to not trust, will I do it well? Will I do it wrong?, so the group is important, of course, because it helps like to consolidate or strengthen people's trust. (Teacher N, teachers' interview, July 18th, 2018)*

- …reducing the inhibition students feel when studying with unknown people depends also on creating good relationships among the students' group. Usually, when a student feels like his/her classmates are strangers, there are always thoughts in the student's head like others are going to mock him/her, the fear of criticism, the fear of

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* Translated from the original interview in Spanish.

speaking in public […] that is going to hamper their academic development because then, they will not be able to produce in English. (Teacher S, teachers' interview, July 18th, 2018)[*]

Now, when told about the main topic (group cohesion) of the study at the beginning of the interview, teachers asked for the concept to be explained right away. Nonetheless, it was possible to see they had built up an empirical idea of it from their experience in the field due to some of the statements provided. For example, Teacher J put it in these words to express it: "it's funny how you feel they attract each other" (Teacher J, teachers' interview, July 18th, 2018).[*]

Four out of 6 teachers highlighted the importance of feeling supported in the group and bonding with other classmates as shown in these sample excerpts:

- If they feel the group is supportive of them, if they feel they can make mistakes and the group is there to support them, not to mock them, and that the group is not going to underestimate them; then the student feels motivated in that class because he/she knows he/she is surrounded by people he/she is relating to and he/she can learn from. That is super important (Teacher J2, teachers' interview, July 18th, 2018).[*]

- They support each other, […] they create WhatsApp groups to do so, […] if someone doesn't understand something, then someone explains, if someone needs anything or missed a class session, another one will update him/her. Those support groups are important… (Teacher CV, teachers' interview, July 18th, 2018)[*]

Most teachers (five out of six) talked about the consequences of the relationships the groups build. Students can feel they do not fit in and restrain themselves from speaking and

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[*] Translated from the original interview in Spanish.

participating in class or they can feel the group welcomes them, which promotes a trustful, supportive, and motivating environment for learning.

- Last semester I had a student who did not fit in the group, don't ask me why because he was very nice, but he had a really hard time doing oral presentations because he felt he did not fit in the group. (Teacher J, teachers' interview, July 18th, 2018)*

- Yes, [the group] influences learning a lot, for example, if there are some individuals in the group trying to keep themselves isolated, this can generate a group polarization, I mean, some individuals may have the tendency to mock others or disturb them, and due to this they may withdraw into their shells avoiding to take part in activities… (Teacher R, teachers' interview, July 18th, 2018)*

- … When there are subgroups, it's always like quite obvious, isn't it? Those who know more English and speak more, participate more and those who are more passive, quieter, and participate little. But inside those groups, there are also […] the 'influencers', those who influence others, for either good or bad, right? Because there are students that are kind of toxic, […] damaging people who may be good at English, but have bad attitudes so […] they can spoil all of the class environment and drag others to a maybe lower academic performance (Teacher S, teachers' interview, July 18th, 2018).*

- […] I had a group of students […] where all attended the same major, they were like friends who went out and did things for fun and entertainment together, and they were good, all of them. They were approximately eight and they were good. But […] despite being friends and already having an established group, […] they didn't sit together, instead, they sat anywhere, wherever there was an available chair when they arrived in the

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* Translated from the original interview in Spanish.

classroom. So, they would arrive and oh, there's a chair here so I'm going to sit here, there's another one over there, I'll sit there. I always noticed they interacted with everyone whether it was their friend or not, whether they knew him/her or not. And they would help the others. Besides, even if they were away from their friends, they would ask each other questions and answered […] So, this group had a good level and the rest had a… an acceptable level let's say, well, intermediate, but the good group with their good attitude made the rest around participate, integrate the rest of the group, and motivated them because they spoke and went like "come, let me help you…" (Teacher N, teachers' interview, July 18th, 2018).

In the previous excerpts, we could also see that when teachers referred to "group", they often meant two different things: the whole grouping of students enrolled in a course and/or the subgroups or cliques found within it as well. Although, implied in the latter, this acknowledgment of the existence of subgroups in a course was also confirmed by a teacher who first stated "sometimes you have to push them a little because otherwise they are always in their comfort zone and even more when they already have a friend, a group…" (Teacher J2). * Derived from this, the interviewer asked the rest of the teachers about the heterogeneity of the courses to which teachers answered:

- They don't necessarily know each other, ok? You may have a combination of people who come from…, take me for example, last semester I had a group and in it, there were four friends from the previous level, from before. So, sure, these girls already knew each other but the others didn't, so there was a combination indeed (Teacher J, teachers' interview, July 18th, 2018). *

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* Translated from the original interview in Spanish.

- … one of the characteristics of English teachers is that we have all of the majors in there, it is rare to have maybe an even group, that maybe enrolled together because usually they won't know each other or all of them (Teacher R, teachers' interview, July 23rd, 2018).[*]

Now, teachers identified heterogeneity not only in having acquaintances but also in students' English proficiency, personality traits, behavior, attitude, and involvement in class.

- Each group is totally different, each group has a rhythm, some specific characteristics even if you always have the same program, the group will always provide a variable. Maybe because some students are shier, others are already working, some others are super fuzzy, so there will always be something that will make you adapt the program somehow even if it's already established. (Teacher R, teachers' interview, July 23rd, 2018)[*]

The following labels reflect the types of groups that could be categorized from teachers' statements:

⇒ Group type: + disposition (group with more disposition for class)

⇒ Group type: - disposition (group with a lower disposition for class)

⇒ Group type: high L2 (group with a higher level of English for the course they're enrolled in)

⇒ Group type: high L2 & - attitude (group with a high level of English but a negative attitude towards learning)

⇒ Group type: intermediate L2 (group with an average level of English for the course they enrolled in)

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[*] Translated from the original interview in Spanish.

⇒ Group type: low L2 (group with a lower level of English than expected for the course they enrolled in)

⇒ Group type: low L2 & + attitude (group with a lower level of English and a positive attitude towards learning)

⇒ Group type: major (grouping of students in the course according to their major)

⇒ Group type: noisy responsible (students in this group joked a lot and spoke loudly but were also responsible with class work)

⇒ Group type: passive (group with a passive attitude, not very participating in class)

⇒ Group type: quiet responsible (group that is not loud, not extroverted and responsible with class work)

Teachers identified a good group as the "ideal in L2 and positive attitude" meaning a group with a high level of English and a positive attitude towards learning, also "challenging and committed", that is, a group that is motivating for the teacher and committed to learning. A good group is a group that works as a team.

One teacher expressed what the difference between group and team was for her:

- … when the group works as a group then each person is an independent unit and works for his/her stuff, but you find groups that work as a team, then there's a leader who makes proposals and there's the others that follow. These others, they do their own fundamental part each inside the assembly and together, they manage to thrive for their common sake (Teacher CV, teachers' interview, July 18th, 2018).*

Next, teachers were asked about the strategies they used to promote that good environment or relationships among students they were previously describing. Four teachers out

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* Translated from the original interview in Spanish.

of six stated they used icebreaking activities either at the beginning of the semester or sometimes during the semester too. The ones they carry out during the semester were labelled as "grouping techniques" and mentioned by two teachers out of six.

- … I usually try to help them settle in either with group activities or with jokes […] I try to mix them, keep them from working with the same people all the time. So, if I see some students with some strengths, I try to have them see that I already identified they have those strengths and that they are useful in the group as support, I tell them for instance: why don't you help X… (Teacher R, teachers' interview, July 23rd, 2018)[*]

- …these are activities that seem very important… for example when you have your first day of class just like today actually, […] have students identify those people who share the same likes, the same interests than them because that's where you start creating that sort of friendliness and team spirit. The first day is essential, those students who don't attend the first day because they think you don't do anything, they miss out on a lot because it's that activity you carry out on the first day where you are going to break that tension of the first day with the teacher and with other classmates […] take for instance, the activity we had today was like an icebreaker, they had to […] answer a series of questions and then find other people with the same answers, like their birthday, their month of birth, […] someone with the same number of siblings, if they have a dog or a cat, […] and there they start like: oh you like that song… me too! And bonds start being created among the group. Once those bonds are made, there is friendliness and then they start doing a good job as a team (Teacher CV, teachers' interview, July 18th, 2018)[*]

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[*] Translated from the original interview in Spanish.

One of the teachers thought of icebreakers and warm-ups as synonyms or the same kind of activity.

- Interviewer: and those activities you mentioned like the ones you used balls with or the drawing one, what kind of activities are those?

Teacher R: …well, like warm up?, […] because I'm trying for them to be at the introduction class like… well… willing to provide their personal information in English because it is also a diagnostic for me somehow […] it is like a warm up for me so they relax or also settle in once they get together (Teacher R, teachers' interview, July 23rd, 2018).*

As it was possible to see, all 6 interviewed teachers agreed that the group where a student is learning is very important because it has an effect on the student's feelings, attitude, self-esteem, involvement in the class and academic development. They also agreed on the importance of icebreakers to help students get to know each other and create bonds outside their cliques.

Another strategy they use to promote group cohesion from the beginning is to talk to students about the importance of respect in class in order to have a trustful class environment. Also, teachers talked about some limitations in class such as the use of cell phones, the resistance to grouping when there are pre-existing subgroups (cliques) or a divided course, mockery, lack of willingness from students, thus students having a negative attitude. About this, teachers said the following:

- But when there is no motivation or simply the student does not think, these materials are going to contribute in any way to him/her and when unfortunately, it is a commonality, I mean when the whole group itself feels the course contributes in nothing

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* Translated from the original interview in Spanish.

to them, I'm telling you, there is nothing you can do, okay? I mean, I always tell them, I can even stand on my head for you but this class is team work, we go fifty-fifty here. I could stand up on my head for you and do any kind of nice things or anything you want, and they laugh when I say this, I can yell 'hi my friend!' at you but if you are not motivated to work with me, there is nothing I can do because I cannot teach you anything you don't want to learn. (Teacher J2, teachers' interview, July 18th, 2018).[*]

-    ... icebreakers allow the class environment to change somehow, let's say that when you start a class with an icebreaker you kind of feel the way the environment like phewww (teacher exhales) then, you start the topic you are going to introduce and it feels different. Sometimes you don't always do it, some class sessions you just get there and start the topic right away and you notice the change, the difference. So, icebreakers do actually allow the classroom climate to change and maybe the student to feel a bit more calmed, they give the student more confidence to face the new topic we will start studying (Teacher J, teachers' interview, July 18th, 2018). [*]

-    The students' willingness is like the departure point to be able to know what you can do as a teacher. When you have a willing group, […] they make your work as a teacher much easier so you have plenty of activities you can do. But when that's not the case, […] when you have a passive group, […] our role as teachers is to come up with strategies and in this case, we should implement icebreaker games so that students can have a better class environment, right? So they can have good relationships in the group and this way, the good willingness to participate and learn as well, right? Because if they don't have that willingness, then they have fear, or let's call them… those negative

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[*] Translated from the original interview in Spanish.

aspects that are going to block the willingness to learn or to make any academic progress

and there are many factors that can influence in that, for instance, classroom arrangement,

if the classroom is not suitable for class activities, but the chairs are fix in a way that they

can't even be moved […] then, it's up to us as teachers to be able to […] bring those

strategies to the classroom to see what happens, to see how we can change, how we can

make the students feel comfortable inside the classroom so they can learn (Teacher S,

teachers' interview, July 18th, 2018).[*]

It is to notice that some other aspects teachers agreed on were the fact that the learning

group not only influences students but teachers themselves as well. A 'good group' can

challenge and motivate a teacher whilst a 'bad group' can be pretty demotivating. Also, we need

to highlight what teachers mentioned in the above quotes on the importance of the space and

seating arrangement in students' interactions.

The findings on the diagnostic teachers' interview can be overviewed in the following

graphic (Figure 1):

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[*] Translated from the original interview in Spanish.

Figure 1.

Summarizing aspects of diagnostic Teachers' interview.
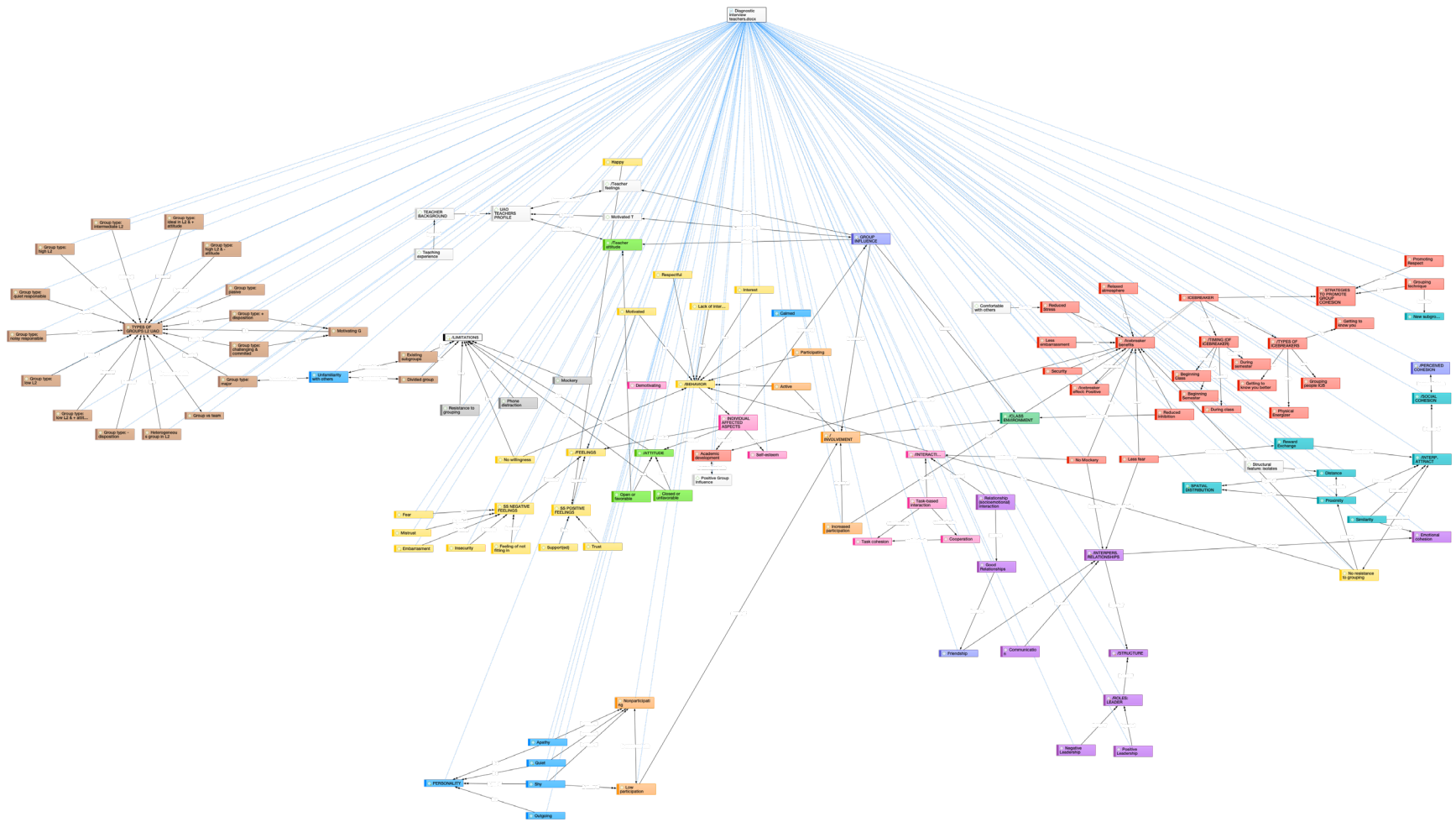
The second part of the diagnostic phase included the score of group cohesion from the statements in the initial survey or pretest. The reader is reminded here that the survey was made up of 8 statements representing possible situations reflecting high or low cohesiveness in a group. Statements 1, 5, 6 and 8 are negative so to speak, meaning that a high degree of agreement with the statement (strongly agree) implies low or lack of group cohesion. For statistical purposes, when running estimations for these statements the values are interpreted as the higher the agreement, the lower the score. Conversely, statements 2, 3, 4 and 7 are positive statements reflecting ideal scenarios of group cohesion. Therefore, for these statements the higher the agreement (strongly agree) is interpreted as higher levels of group cohesion, and thereby, when turned into numerical values, this is given the higher score.

In this phase, we will look at the pre-test results in both the experimental group (which would be exposed to icebreakers during the implementation phase) and the control group (regular classes without icebreakers). In both groups, only answers from students who took the test at the beginning and at the end were included for accuracy purposes. Table 1 shows the results of the pretest on group cohesion for the experimental group.

Table 2.

Results of the pretest in group cohesion from the experimental group.

	SA	A	D	SD	Mean	S.D.
1. The class is made up of individuals who don't know each other well.	3(15%)	14(70%)	3(15%)	0	2	0,56
2. Each student knows the other members of the class by their first names.	6(30%)	12(60%)	2(10%)	0	3,2	0,62
3. Friendships are made among students in this class.	5(25%)	7(35%)	7(35%)	1(5%)	2,8	0,89
4. Students in this class pay attention to what others are saying.	5(25%)	15(75%)	0	0	3,2	0,44
5. Students don't have much chance to get to know each other in this class.	1(5%)	3(15%)	9(45%)	7(35%)	3,1	0,85
6. It takes a long time to get to know everybody by his/her first name in this class.	2(10%)	9(45%)	8(40%)	1(5%)	2,4	0,75
7. Students in this class get to know each other well.	8(40%)	12(60%)	0	0	3,4	0,50
8. Students in this class aren't very interested in getting to know other students.	1(5%)	8(40%)	10(50%)	1(5%)	2,5	0,69

n= 20

Total mean = 2,8

Total SD = 0,80

As it can be seen in table 1, before the implementation of icebreakers the experimental group had a moderate level of group cohesion as revealed by the total mean (2,8 in a 1 to 4 scale). The highest individual means were found in the statements 2 (x= 3,2), 4 (x=3,2), 5 (X=3,1) and 7 (3,4). This suggests that from the experience students had in levels 1 and 2 in their EFL classes, they have a perception that the English class is an environment with proximity among group members since they can know other group members by their first name, they pay attention to what others group members say and they can get to know each other along the class. Yet, students acknowledge that strong social links are not frequent in these classes, since the mean of statements 3, 6 and 8 are moderate (2,5 or lower). In other words, while students do get to know each other in these classes, a 40% disagreed that these classes are an environment in which friendships are built; 55% agrees that it takes a long time to get to know each other well in these classes; and 45% agrees that students are not interested in getting a deep knowledge of their classmates. One of the statements with the lowest mean was statement 2, the class is made up of individuals who do not know each other well. This reflects the act that by the beginning of the term, most students are unfamiliar with their classmates.

Next, results of the pretest in the control group before the implementation are shown in table 3:

Table 3.

Results of the pretest in group cohesion from the control group.

	SA	A	D	SD	Mean	S.D.
1. The class is made up of individuals who don't know each other well.	4 (20%)	15 (75%)	1 (5%)	0	1,8	0,49

2. Each student knows the other members of the class by their first names.	2 (10%)	4 (20%)	9 (45%)	5 (15%)	2,1	0,90
3. Friendships are made among students in this class.	2(10%)	1(5%)	12(60%)	5 (25%)	2	0,86
4. Students in this class pay attention to what others are saying.	7(35%)	8(40%)	5(25%)	0	3,1	0,79
5. Students don't have much chance to get to know each other in this class.	1(5%)	3(15%)	11(55%)	5(25%)	3	0,79
6. It takes a long time to get to know everybody by his/her first name in this class.	4(20%)	8(40%)	5(25%)	3(15%)	2,3	0,99
7. Students in this class get to know each other well.	6(30%)	11(55%)	3(15%)	0	3,1	0,67
8. Students in this class aren't very interested in getting to know other students.	0	5(25%)	11(55%)	4(20%)	2,9	0,69

n= 20

Total mean= 2,6

Total S.D.= 0,94

Overall, the control group had a similar pattern of group cohesion shown by the total mean of the score in the pretest (x=2,6). Looking at the results more analytically, in only three of the statements means above 3 were found (statements 4, 5 and 7). Similar to the result in the experimental group, means below 2,5 were found in statements 3 and 6, again suggesting that strong long term social links are perceived as scarce by an important part of the students in this class. The lowest mean was also reported in statement 1, as was in the experimental group, again

reinforcing the perception that at the beginning of the semester most of the students are unfamiliar with their classmates. A statistical comparison of the two groups by means of an Independent-sample T-test revealed that, at the beginning of the semester, there was no statistical difference in group cohesion between the two groups (t=2,26, p=0,029, non-significant at the 99% reliability).

Ongoing stage

As reported in the methodology section, the implementation of icebreakers started in week 1 at the experimental group and icebreakers were implemented in 13 class sessions of it. In each of these sessions data were collected through class observation and the research diary. Additionally, randomly selected students participated in two group interviews, one at the middle of the semester and another by the end. Because of the abundance of data gathered from these data sources, results will be reported in terms of conceptual categories rather than organized by data sources.

Icebreakers

The first emerging category in data analysis was Icebreakers. This category encompasses the types of icebreakers, their timing during the class (observations and research diary) and the perceptions students had of these activities including benefits and advantages. The figure below is the semantic web resulting from cross-analyzing these categories from the different data sources.

Figure 2.

Icebreakers' types and timing during the research.
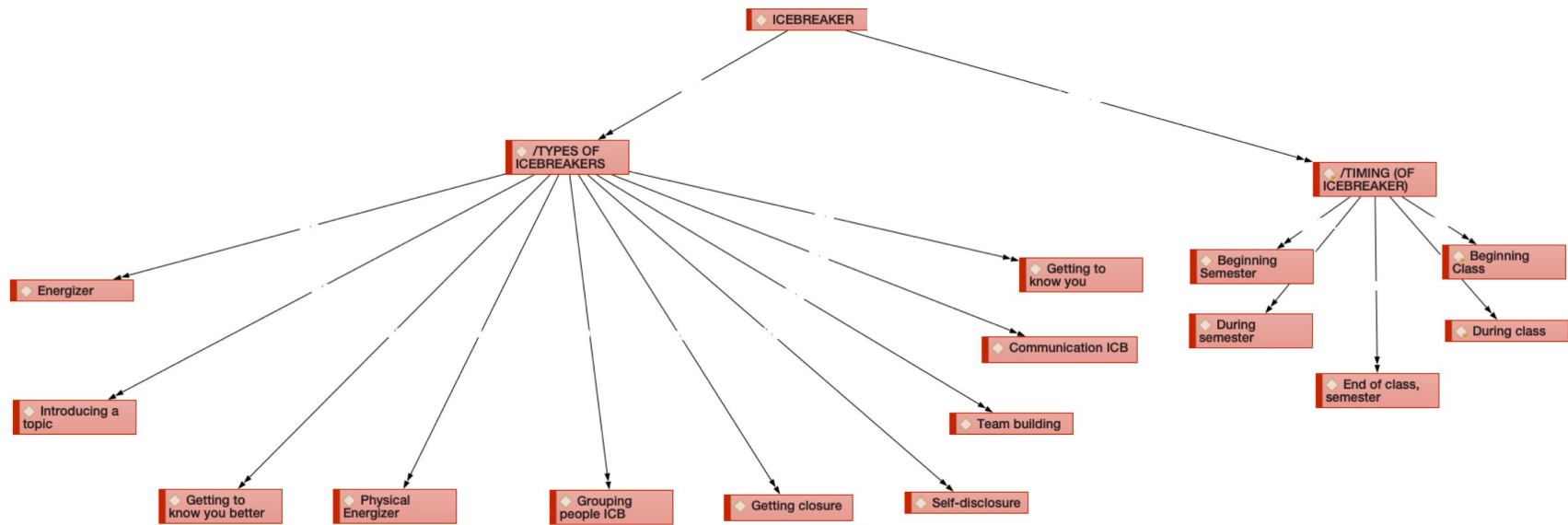
It was found that warm-ups are icebreakers of the type "introducing a topic". Also, the latter plus energizers, getting to know you, getting to know you more, grouping people, team building, communication, getting closure and self-disclosure were used in the implementation to start building cohesion in a classroom. As for the timing, it was found both in the theory and in the diagnostic, as in practice during the intervention, that there are types of icebreakers to be done not only at the beginning of a class session and course but also during their development.

Icebreakers: Advantages

After the careful analysis of teachers' initial interview and students' midterm and end-of-the-semester groups interviews, the following categories on advantages were found:

Figure 3.

Advantages of icebreakers.
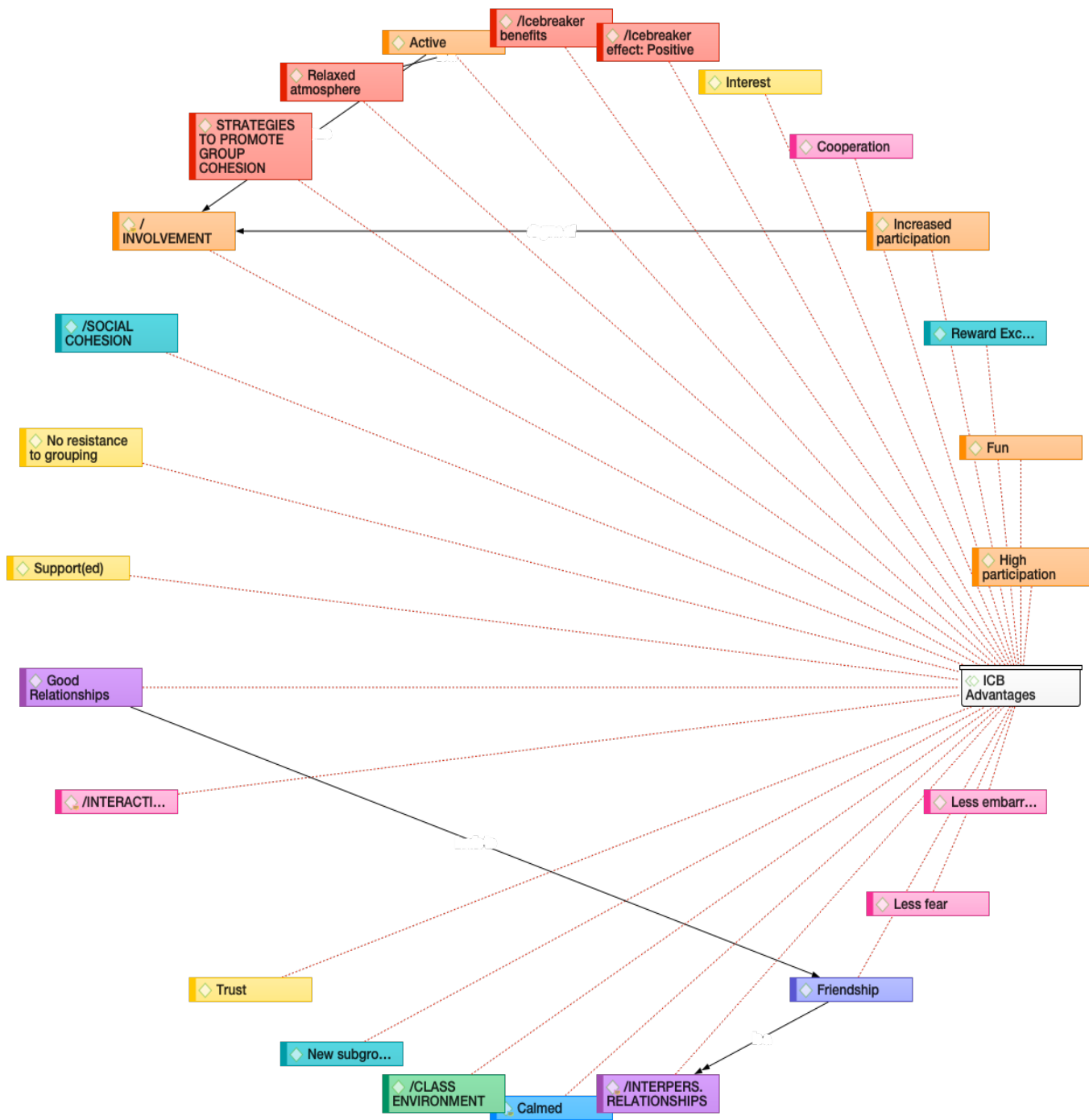
One of the main advantages found include icebreakers' benefits because of their positive effect on students and in class environment. This will be further explained in the next section dedicated only to icebreakers' benefits.

All participants in general found that icebreakers contributed to the creation of a good class environment because they promoted involvement and eased interaction and interpersonal relationships. Therefore, the advantages found corresponded to four main relevant categories in group cohesion: class environment, interaction, involvement and interpersonal relationships.

Completing teachers' affirmations in the diagnostic interview, students stated that with the use of icebreakers, class participation increased compared to other English courses or even other subjects. They felt active, supported, calmed (without fear or embarrassment to talk) doing the activities they described as integral and fun. Unlike other courses, in this one with icebreakers, learners did not show resistance to grouping with others outside their subgroups or cliques, thus forming a lot of new groups where they interacted and got to know all of the class members. All and all, they acknowledged having tried to enroll with friends or people they already knew but without much success since the enrollment process was online from every student's home, spots were limited to 30 students and the chances of coinciding on finding two at the same schedule, with the same teacher, and at the same time of the enrollment process were minimum. Next, we present samples taken from students interviews to support these claims:

- [the icebreakers] have been really important because despite the fact that you usually, say, try to enroll in the courses with friends […], it is important to interact… uh… with our classmates since sometimes we actually have to work in groups to do activities about

topics related to the course content as such and it can be awkward or each student might want to work on his/her own… (Midterm-interview, student 7, September 19th, 2018)[*]

- The icebreaking activities that are being carried out at the beginning of the class help us improve the interpersonal relationships among classmates (Midterm-interview, student 5, September 24th, 2018).[*]

- The activities were really good to get to know everybody (End-of-the-semester interview, student 24, November 7th, 2018).[*]
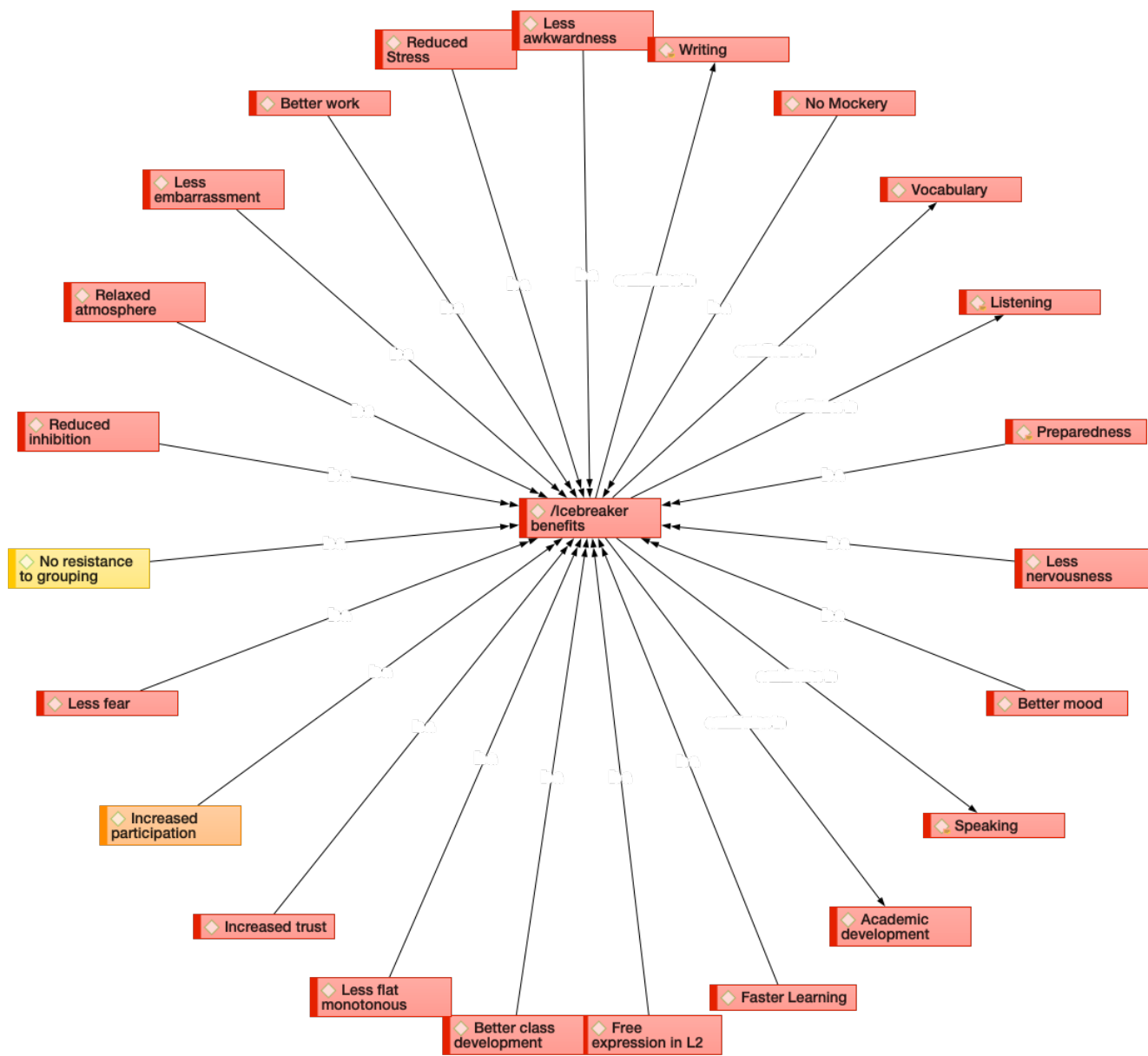
- I thought it was really cool because, actually, people I talk to in the class, I met thanks to these activities (End-of-the-semester interview, student 12, November 7th, 2018).[*]

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[*] Translated from the original interview in Spanish.

Icebreakers' benefits

Figure 4.

Icebreaker benefits.

As we saw in the previous figure, the benefits of icebreakers are an important part of their advantages as well. Some categories intercrossed among the teachers' interview, the researcher's diary, the class observations and the students' interviews concerning icebreakers' advantages and benefits. These were mostly concerning class environment, involvement and interpersonal relationships.

As benefits of icebreakers, students described the class with icebreakers as dynamic, fun and enjoyable. They mentioned the activities really helped break the ice with other students they were not familiar with before the course and felt enough trust to participate in class without any mockery or shame. They even acknowledged appreciating their classmates. The following excerpts illustrate these claims:

- These [icebreakers] are useful to make students feel at ease with each other…
(Midterm-interview, student 20, September 19th, 2018).[*]

- Well, I liked the idea of icebreakers because at the beginning of the semester everybody was apart or in small groups without feeling at ease with the others (Midterm-interview, student 4, September 19th, 2018).[*]

- … instead, we started feeling more at ease, little by little, knowing each other's names, I mean, like fraternizing, becoming fond of them, so to speak. This way classes were more enjoyable and we had way much more trust in each other, classes were not flat, […] like those where only the teacher speaks, but we actually interacted with each other and laughed and so on (Midterm-interview, student 7, September 19th, 2018).[*]

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[*] Translated from the original interview in Spanish.

Some stated these kinds of activities positively contributed to not only developing a trustful environment, free of embarrassment to speak in public, but also to help groups work better and learn faster.

- So far, breaking the ice has been implemented very well because […] it has always been a very important aspect for people to be in harmony, to work in groups, it has always been seen as the best way people work together (Midterm-interview, student 20, September 19th, 2018)*

- It's no secret that one feels scared to express one's ideas in a language you don't know, you don't handle, in front of a bunch of strangers, so it is quite… effective to get to know people beforehand, those people you are going to have to talk in front of, so yeah, well, I felt much better (End-of-the-semester interview, student 11, November 7th, 2018).*

- With these activities we got closer as classmates and just as others have said, you don't feel ashamed to talk, to present stuff, and to do different activities anymore. The class can be very fun and we can learn faster (Midterm-interview, student 4, September 19th, 2018).*

- I think the activities have been effective because we improve relationships a lot so when you interact with a person, you actually enjoy your mistakes and what is happening in the activity, you laugh, you play, and you just interact with that person in a positive way (Midterm-interview, student 25, September 24th, 2018).*

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* Translated from the original interview in Spanish.

They said they felt more prepared for oral presentations due to the trust they had developed through icebreakers in class. They did not feel ashamed or uncomfortable when speaking and felt the class could develop better this way.

- I agree with what my classmate just said about the fact that this helps us be less ashamed when doing oral presentations, it's better, it helps us prepare ourselves because by the time we do them we already feel at ease with our classmates, so it is very useful. (End-of-the-semester interview, student 18, November 7th, 2018)*

- This is useful for students to feel more at ease with their classmates, so they won't feel uncomfortable when speaking and the class will develop just fine.

- …it works for students to settle in, to participate more, to not be scared of speaking, and to not feel embarrassed or anything like that (Midterm-interview, student 19, September 19th, 2018).*

As we may see, students themselves confirm teachers' statements on their fear of speaking in a foreign language in front of their unknown classmates. However, they stated they liked the fact that icebreakers helped them meet others, get familiar with them and make new groups where they could interact. They also said it is not something usually done in courses but acknowledged it is necessary to do it.

- … I was in level two too and this is something that is not taken into account in any other course, for example, that course where I was before, we had to work in groups every class with different people and you had to find the way to interact with others by yourself, like 'hey, what's your name?' I mean, you had to ask questions to everybody all the time to get to know them, you had to try to settle in. But here, from the very

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* Translated from the original interview in Spanish.

beginning, from the very first class we started practicing that inclusion so that later, you just make the groups and start talking and that's it, that group inclusion has already been happening since the semester started (Midterm-interview, student 7, September 19th, 2018).*

- Well, this time I have felt a positive change in the way that we all get along, we know each other and get along just fine, that's the most important (Midterm-interview, student 20, September 19th, 2018).*

- Yes, I think the activities we have done previous to the class have been important because somehow thanks to them we don't have any problem to group with other […] classmates we had never met and that is more interactive and fun for the class (Midterm-interview, student 16, September 24th, 2018).*

- … comparing with the English course level two, what I like about this current one is that you feel more at ease with all the other classmates and you can say you know them. This was different before at the other courses since you would just go and you knew just a certain group, you would just talk to certain people and that was it (End-of-the-semester interview, student 18, November 7th, 2018).*

- Exactly, I had the same experience in level two in English one semester ago. The activities back then were only focused on the academic but not on the interactive like to break the ice among people, to get to know the others so that we gain ground in oral presentations later, to present a video, or whatever. And obviously, this current level of English allowed me to let the shame aside and express myself in English even more. (End-of-the-semester interview, student 11, November 7th, 2018).*

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* Translated from the original interview in Spanish.

Some acknowledged that before this course, their participation was usually diminished by their shyness and the fact they did not know others in the class. Also, they clearly stated they thought activities were very complete because they could practice English integrating many useful things at the same time such as speaking, listening, movement, and interaction.

- I agree with my classmates because in my case, I didn't know anyone at first and I was literally just sitting down, quiet, in a corner, and thanks to the activities I could get to know them, at least a little bit, and I was able to get to know others inside the class even more (End-of-the-semester interview, student 14, November 7th, 2018).[*]

- I'm also a little bit nervous when I have to speak and do oral presentations, I think these group activities and stuff helped me a lot (End-of-the-semester interview, student 24, November 7th, 2018).[*]

- The activities we've done so far include a lot, they're quite complete because we have practiced speaking, we've talked about the topics or for example according to the topic the teacher chose for a certain activity, we improve listening. We have also used movement and interaction with our classmates (Midterm-interview, student 5, September 24th, 2018).[*]

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[*] Translated from the original interview in Spanish.

Figure 5.

Students' perceptions on the class with icebreakers.
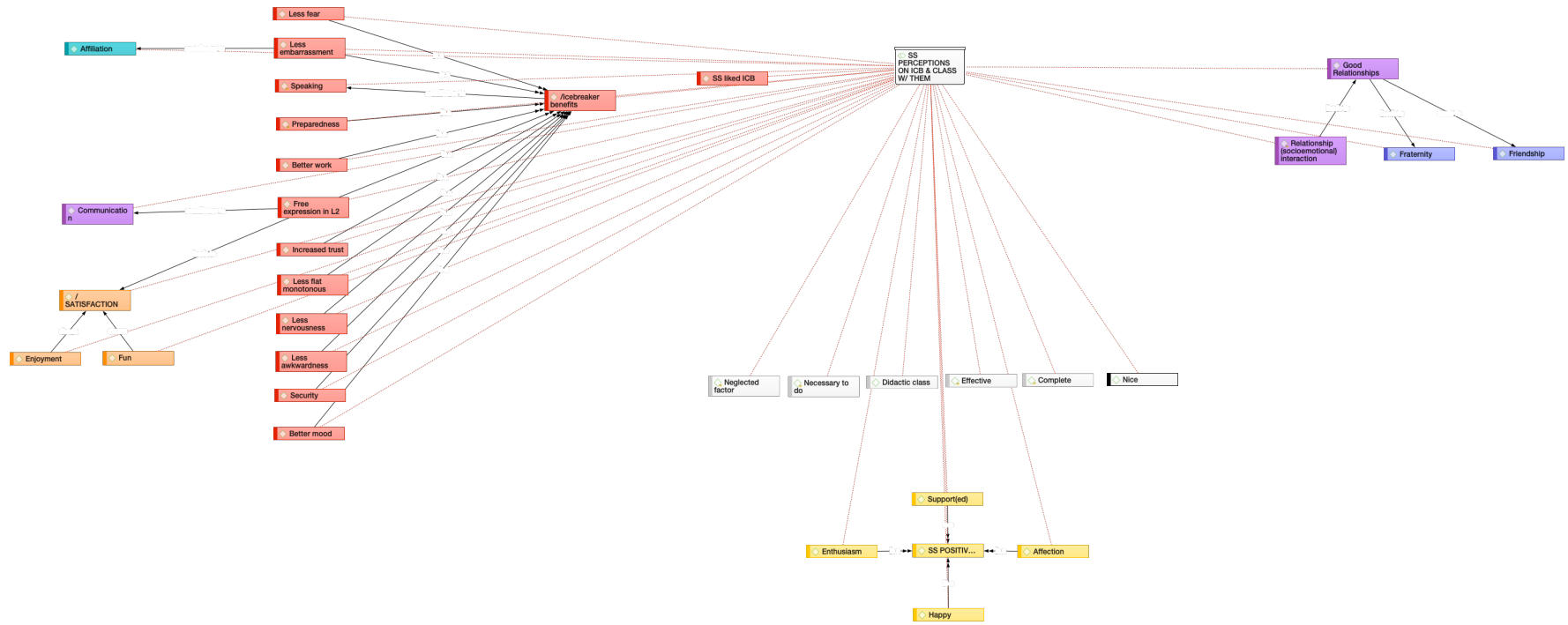
It was also noted in the teacher's diary that students interacted more frequently and easily than in other courses she had previously taught, she could notice students enjoying the activities and the class while learning. She could see the students having fun because they often laughed during icebreakers and during class sessions as well. They did not put up resistance upon grouping with different people every class, unlike other groups she had had before and had at the same time of the study. They even set the seating arrangement before class all by themselves without the teacher having to ask them to do it and talked to each other before starting class.

- As we played, students were laughing so they seemed to enjoy the activity. (Research Diary, August 8th, 2018)

- During this activity I observed students interacted easily and seemed to feel at ease. (Research Diary, September 19th, 2018)

- I arrived at 7 o'clock and students were already arranged in a horseshoe shape sitting peacefully but talking to each other. (Research Diary, July 30th, 2018)

- I explained they had to work cooperatively and they did. This was also a little bit shocking for me comparing to other groups also did the activity because in the other groups after forming new groups with the candy, each person was working alone, not really sharing answers or helping others fill out the song. (Research Diary, September 24th, 2018)

- They looked quite relaxed, having fun, they laughed with some of the answers. I went around to help with vocabulary or structuring sentences. They seemed to enjoy this activity too. Other groups of the same level 3 haven't had so much fun talking to each other. (Research Diary, October 1st, 2018)

- but this time, it was really different. The card mingling strategy had students from these subgroups split. The resulting working groups were really mixed having students from different subgroups talking to each other. (Research Diary, September 19th, 2018)

Students' enjoyment of and participation in the class were also noticed by the external observer in her notes:

- During the activity the students are excited, they are enjoying the game because it is funny, they are happy and show enthusiasm) (Class observation # 2, July, 25th, 2018).

- The students are so happy and are enjoying the activity a lot… (Class observation # 6, August 8th, 2018).

- Some groups are working united and are focused… (Class observation # 6, August 8th, 2018).

- In this activity, the good attitude of the students is evident. (Class observation # 7, August 15th, 2018).

- …better contact with each other and fluency while doing different types of questions to get to know each of their classmates better in each corner but more in the speaking. (Class observation # 8, September 19th, 2018).

Both the observer and the researcher also noticed that usually shy students opened up during the activities. Students' attitudes in general were positive and more open than in previous courses and in other current ones. They worked productively while having fun and socializing with their classmates.

- Some usually shy students were speaking openly and comfortably to others about themselves (Research Diary, October 3rd, 2018).

- Since they had remained in the same groups, I could observe their interaction during the rest of the class. Some students that I had never seen laughing while working with others before because they seemed very shy, were actually really talking and participating during the whole session. (Research Diary, September 19th, 2018)

- I gave them some time to talk to their classmates and find a partner for the presentation had to be in pairs and they needed to find a classmate in their own part of the list. I noticed some students raised their hands up with no shame and said they didn't have a partner, they looked at each other and nodded as indicating they would work together, others approached their pairs immediately, and so on. In other courses, I have observed students don't talk to each other for this activity, even if they don't have a partner to work with, they would rather approach me and ask if I know who doesn't have a group or if they can do it alone. (Research Diary, August 15th, 2018)

- Although at the beginning of the activity the students don't show much enthusiasm, as the dynamics was developed, they were more open, they changed their attitude in a positive way, they gradually became more integrated with the activity carried out, thus achieving emotion and communication between them and more approach. (Class observation # 9, October 1st, 2018)

- Later, they have to describe what their secret friend likes or how their physical appearance is, in order to discover who they are, and share the presents in a dynamic environment. The class is united and the students are sharing together, even the ones who are usually quiet, it's noticeable they are enjoying this space. (Class observation # 12, October 8th, 2018)

Participants highlighted the contrast between other boring, stressful, monotonous courses and this one they described as dynamic, fun, stress-free, relaxing, and highly communicative. Some stated the class even changed their mood positively towards learning when occasionally they came in on a bad day.

- I think this course stands out because the teacher interacts with all the students instead of being just a teacher with a board and that's it. So, I think it's a very dynamic class, a very nice one (End-of-the-semester interview, student 24, November 7th, 2018).*

- Take other courses for example, algebra or arithmetic, they're just a bunch of people standing there, and that's stressful, even boring sometimes (End-of-the-semester interview, student 10, November 7th, 2018).*

- I think this course is different, it's like intended to get out of the monotony of all the other courses that are just theory-based whilst this one is very nice, very stress-relieving and well that feeling-at-ease sensation makes you want to talk in English and make questions because you already feel among friends and if you make a mistake, nothing happens (End-of-the-semester interview, student 23, November 7th, 2018).*

They also identified that the seating arrangement influenced relationships.

- Yes, to be honest I have noticed the difference a lot because well, when I was in level 2 with this same teacher actually, I didn't have any relationship with most of my classmates, there were always the same little groups, I would always sit in the same spot, but here I have practically gone around the whole classroom, I know all of my classmates and I even know them by their names (Midterm-interview, student 5, September 24th, 2018).*

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* Translated from the original interview in Spanish.

- There is a big difference with other courses because… in other subjects […] we always get to the classroom and sit practically in the same spot with the same people, when we are going to do an activity in groups, it's often with the same people. Sometimes if the teacher changes classmates, we go like ¡ayy! That's such a problem because we don't know each other which is unlike this course where we don't have any problem, we're like ¡Oh! I got to work with this person, sure, no problem (Midterm-interview, student 16, September 24th, 2018).*

This was something the researcher also noticed compared to other groups in her experience and noted in her diary:

- I could notice that students were open to make the groups with whoever they were assigned. I was a little surprised by this because unlike other groups that are usually reluctant to mix or to socialize with other students outside of their small group of friends, these students were willing to mingle. (Research Diary, September 24th, 2018)

They were not afraid of interacting even when it came to activities where they were required to share personal information or life anecdotes:

- In this activity, they have to write about their life (how they have changed physically or emotionally) and upload a photo, they show an open attitude about this, they upload pictures of them when they were younger or little. All the class has access so everyone can see other people's posts. (Class observation #12, October 8th, 2018)

Opportunities for improvement

This category emerged mainly from data collected in the midterm and final interviews in which students were asked for suggestions to improve the icebreakers. Students were very excited to provide their insights and make valuable suggestions on new activities to implement

and changes that could be done. This category was labelled opportunities for improvement.

They suggested activities to get to know you better since they had already met each other at first,

activities where they could deepen their knowledge of each other's likes and dislikes. Also, they

thought activities with more movement and cooperation should be added.

- I would like to have, for instance, some icebreakers with movement, I don't know,

activities like puzzles where we must move or touch or do something together, in couples

or in groups, that can make us get to know each other better, bond more (Midterm-

interview, student 16, September 24th, 2018).*

- It is very effective to practice speaking but I'd think that if we want to improve

relationships then we should have more activities where classmates talk about their likes

because they are sometimes very closed about that (Midterm-interview, student 5,

September 24th, 2018).*

- I'm part of the Leadership School here and there are some activities that are quite

effective to allow us to know each other more, to open up to other people and it's for

instance one called the mirror, so you tell the other person an anecdote and at the same

time you can practice speaking, the other person has to imitate you, your gestures, your

movements, what you do and how you do it so that you're reflected (Midterm-interview,

student 25, September 24th, 2018).*

Some acknowledged their own part in the improvement of activities with issues such as

punctuality and shyness:

- Well yes, so far we have worked very well with the group, now it's more about every

person to do his/her… emm, […] to do their bit and chip in as much as they can to the

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* Translated from the original interview in Spanish.

group in some things like punctuality for example, to have everyone arrive as soon as possible to the classroom so that when you get there you start the activity and people are already there in the activity instead of arriving when it's about to finish, which happens quite often. That's it (Midterm-interview, student 20, September 19th, 2018).[*]

- Well, everything seems right to me. Besides, if I was to point something out to improve, it would be as you said, the fact that there are many shy students, including myself. I was afraid of speaking in English, so, have those shy ones participate more, not forcing them because we can't force anyone but doing more dynamic speaking activities (Midterm-interview, student 4, September 19th, 2018).[*]

There was a local cultural tradition to play "the secret santa", people do this in companies or in family or close-friends' groups (notice that the English equivalent is "secret Santa" because this game is usually played in Christmas season, while in Colombia, this is commonly played in September, the month when friendship and love are celebrated). While in a class session, a student asked the teacher if they would do it. This was taken as a suggestion since the others seemed to agree on doing it. Besides, they showed enthusiasm during the time we developed that activity. The bonds made were visible by their esprit de corps.

- A student asks about the secret friend, if they play it in this course, the teacher asks the others, in general they say yes, they seem to hurry to other classes. The teacher tells them ok, for next class. (Class observation #8, September 19th, 2018)

- a person asked if we would play the secret friend tradition of our country to celebrate friendship around this time of year, everyone seemed to agree… (Research Diary, September 19th, 2018)

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[*] Translated from the original interview in Spanish.

- … I was shocked by their enthusiasm. They even asked if we would have a "sweet" session before the date so they would secretly send a little something to their secret friend. They smiled and showed excitement about this. It also seemed like this was motivating them to find out more about their classmates' likes and dislikes for the gift. (Research Diary, September 26th, 2018)

- Students had fun and laughed trying to discover who the others' secret friends were and listening to their descriptions. (Research Diary, October 8th, 2018)

Students' recommendations in the midterm interview were followed for the second part of the semester in the implementation of their ideas for new icebreakers. The researcher could notice the improvement too. They continued laughing, having fun, showing enjoyment, opening up to the group, knowing their peers more deeply and working collaboratively towards the same goals.

- As we did all this, students really listened and paid attention to each other because they laughed when they didn't know a word and had to mix Spanish, they laughed when someone said he or she didn't like something people usually like, or even when someone said he or she didn't like candy but preferred salty snacks instead. When we finished and started taking the ball back to unscramble the web, some students had difficulties remembering what their classmates had said. The others repeated the information nicely. This helped ensure everyone knew other people's' information on likes and dislikes. Students laughed when the ball fell and got even more tangled but they helped each other take it out of the knot and back to the corresponding right hands again, they understood it was everybody's goal to untangle the web. (Research Diary, October 3rd, 2018)

- At the end of this icebreaker, a student -- who had been interviewed and had given the

suggestion of making more fun activities that allowed for them to get to know more

about each other -- told me "more activities like this teacher, it was very nice and fun."

(Research Diary, October 3rd, 2018)

New connections

Another emerging category captured during the implementation was the establishment of

new connections in class. That is to say, how students interacted more and how already set sub

groups or cliques were broken down and opened for a more flexible grouping scheme.

As seen in the previous category, students' interactions in class increased considerably

during icebreakers and during class sessions post icebreakers. Students' observed interactions

were identified through the analysis of the diagrams of seating location the external class observer

drew. The seating location, notes on how groups for group work were organized allowed the

researcher to identify a network of students' interactions along the study using Atlas.ti. Figure 7

below shows the resulting network.

Figure 6.

Students' interactions.
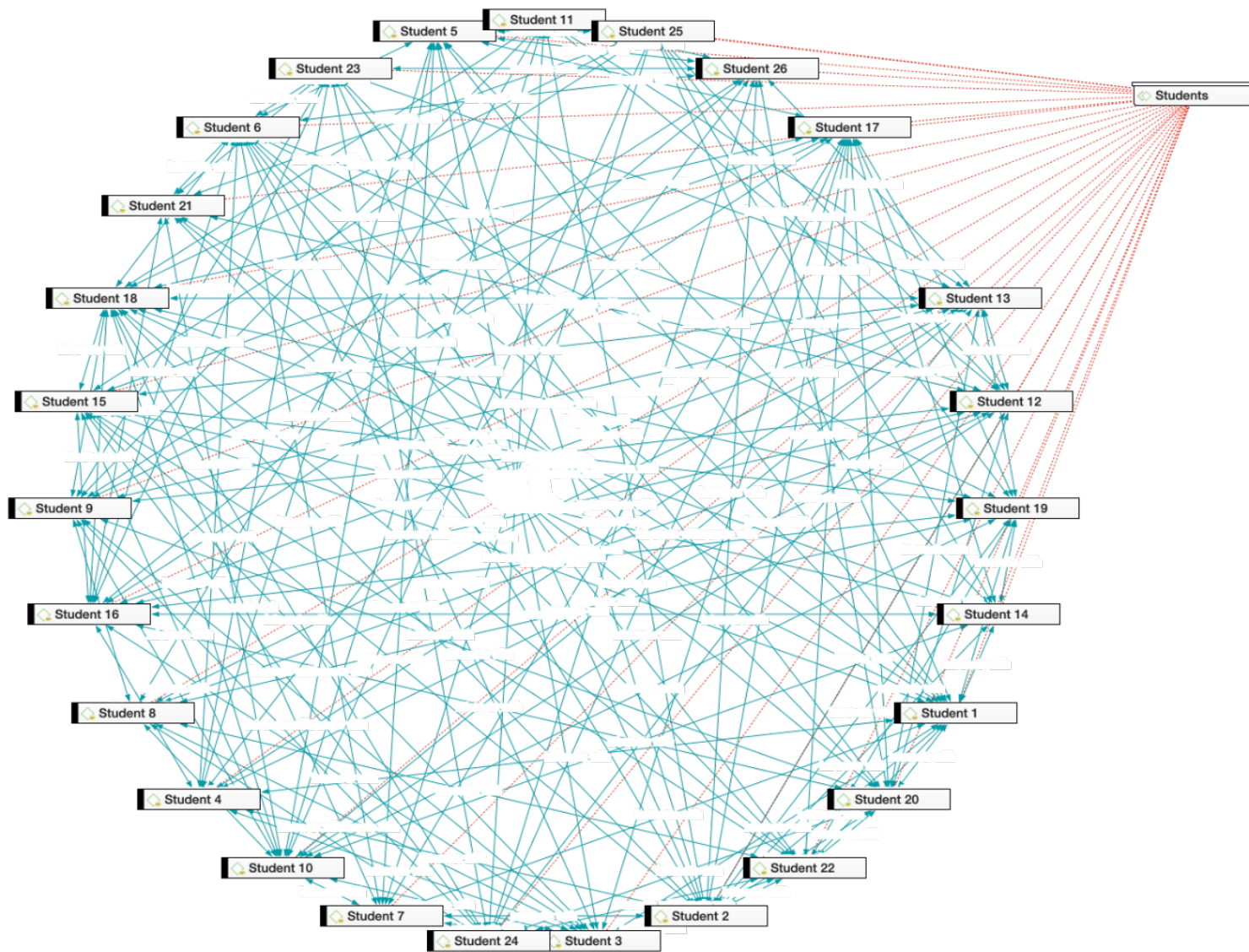
Many new subgroups were formed during the semester as a result of the interactions in the icebreaker activities. The new connections could be seen in observations. The resulting new subgroups were identified in the observer's graphics during analysis and summarized in the following one:

Figure 7.

New subgroups formed during the semester with icebreakers.

In the first sessions, the initial observation revealed the class was divided into 5 subgroups. It was not possible to infer the reasons for that initial grouping, but it can 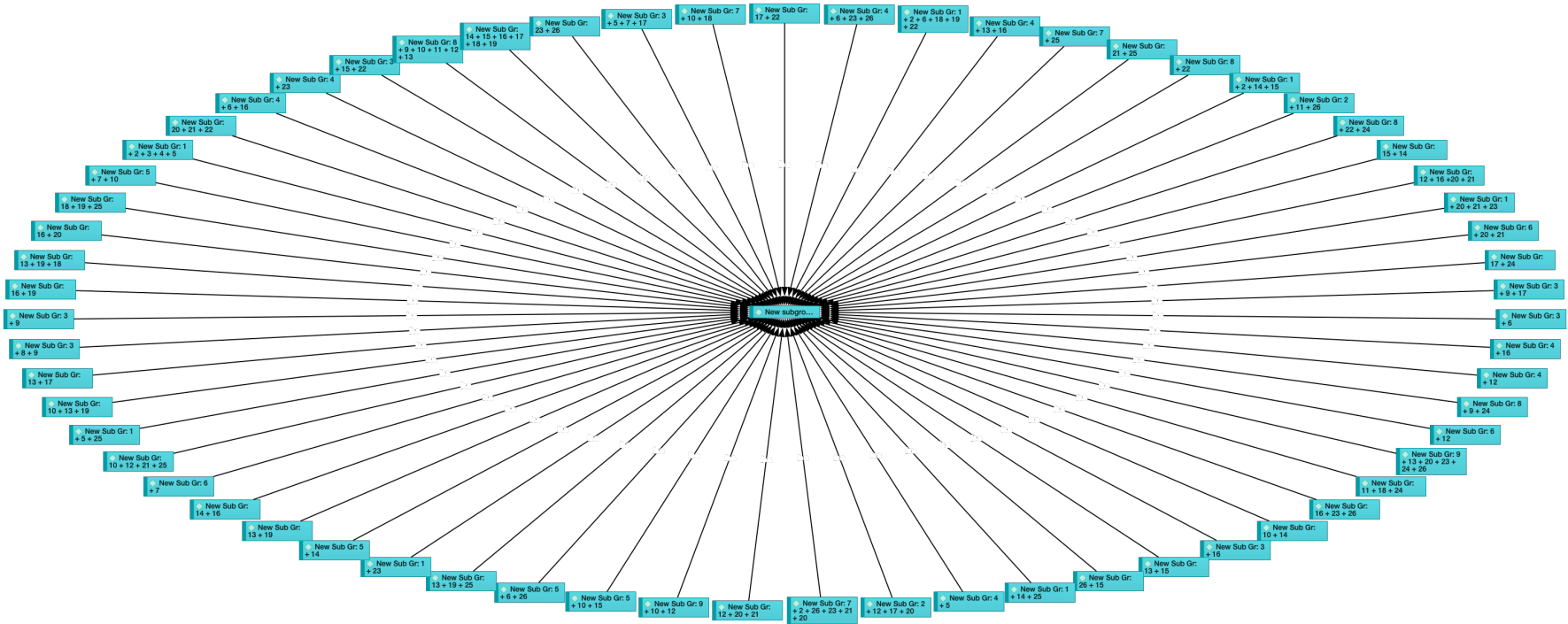be hypothesized that this was the result of familiarity (students probably sat with those that study the same major as them or with those they knew from other courses). However, the different grouping dynamics implemented along the icebreaker activities allowed for the emergence of 64 different combinations of students (figure 7). This implies that each student has at least two or three chances of interacting with another classmate as opposed to the common trend of interacting only with the members of their own and same clique.

End of the semester

In this phase, the final interview to the students and the posttest, the same survey administered at the beginning, were carried out. Since part of the students' final interview was already reported in the previous analysis, this section will focus only on the posttest and its comparison to results in the pretest for both the control and experimental groups. In both groups, only answers from students who took the test at the beginning and at the end were included for accuracy purposes. Table 4 below shows the compared results between pretest and posttest for the experimental group:

Table 4.

Results pretest and posttest in group cohesion for the experimental group.

	SA	A	D	SD	Mean	S.D.

	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The class is made up of individuals who don't know each other well.	15%	17%	70%	39%	15%	26%	0	18%	2	2,4	0,56	0,99
2. Each student knows the other members of the class by their first names.	30%	48%	60%	44%	10%	8%	0	0	3,2	3,4	0,62	0,65
3. Friendships are made among students in this class.	25%	14%	35%	56%	35%	30%	5%	0	2,8	2,8	0,89	0,65
4. Students in this class pay attention to what others are saying.	25%	26%	75%	57%	0	18%	0	0	3,2	3,0	0,44	0,66
5. Students don't have much chance to get to know each other in this class.	5%	4%	15%	9%	45%	30%	35%	57%	3,1	3,4	0,85	0,83
6. It takes a long time to get to know everybody by his/her first name in this class.	10%	4%	45%	39%	40%	30%	5%	27%	2,4	2,8	0,75	0,90
7. Students in this class get to know each other well.	40%	52%	60%	35%	0	8%	0	5%	3,4	3,3	0,50	0,83
8. Students in this class aren't very interested in getting to know other students.	5%	4%	40%	26%	50%	61%	5%	9%	2,5	2,7	0,69	0,68

n=20

Total average=3

Total S. Dev=0,84

In the experimental group, those students exposed systematically to icebreakers during their classes, the table suggests an increase in group cohesion. The total average for the group is now 3 in a scale of 1 to 4 and in 5 out of the 8 items, there is a slight growth in the mean. Hence, in many aspects the perception of the students regarding social ties, bonding, familiarity and proximity among members improved. Disagreement with statement 1 increased, as it did in statement 5, 6 and 8. That is to say, more students disagreed with the idea that the group is made up of individuals who do not know each other, and do not get to know each other (either because of lack of time or interest). However, in the so-called positive statements there was little or no variation in the mean. The idea that the class is an environment in which long-term relationships (friendship) can be built remained stable with a moderate mean of 2,8 out of 4.

Let us look at the results of the control group, a group that was not exposed systematically to icebreakers in their English lessons. Table 5 summarizes the results.

Table 5.

Results pretest and posttest in group cohesion for the control group.

	SA		A		D		SD		Mean		S.D.	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The class is made up of individuals who don't know each other well.	20%	15%	75%	50%	5%	30%	0	5%	1,8	2,2	0,49	0,78

2. Each student knows the other members of the class by their first names.	10%	5%	20%	65%	45%	30%	15%	0	2,1	2,7	0,90	0,55
3. Friendships are made among students in this class.	10%	10%	5%	20%	60%	55%	25%	15%	2	2,2	0,86	0,85
4. Students in this class pay attention to what others are saying.	35%	5%	40%	75%	25%	20%	0	0	3,1	2,8	0,79	0,48
5. Students don't have much chance to get to know each other in this class.	5%	0	15%	15%	55%	65%	25%	20%	3	3	0,79	0,60
6. It takes a long time to get to know everybody by his/her first name in this class.	20%		40%		25%		15%		2,3	2,3	0,99	0,92
7. Students in this class get to know each other well.	30%	20%	55%	40%	15%	30%	0	10%	3,1	2,6	0,67	0,81
8. Students in this class aren't very interested in getting to know other students.	0	0	25%	50%	55%	45%	20%	5%	2,9	2,5	0,69	0,60

n=20

Total mean= 2,5

Total S. Dev= 0,75

The collective results of the posttest for the control group show a slight decrease in the total average for group cohesion (pretest x= 2,6 vs. posttest x= 2,5). Together with a decrease in the

standard deviation, this suggests that the answers in the posttest are more homogeneous and students seemed to agree more in their perceptions of how the group behaves regarding social ties, proximity and familiarity. This is also reflected in the individual statements. Only in 3 out of 8 statements there was an increase in the mean, while the rest remained the same or slightly decreased. Although students disagreed more uniformly with the idea that the group is made up of individuals who don't know each other well, their perception on chances created by the class for them to get to know each other more remained stable from pretest to posttest (statement 5) and their perception.

This descriptive analysis suggests differences in group cohesion between the two groups. Next, these differences are submitted to statistical verification. To determine whether or not there was a significant difference in group cohesion between the two groups in the posttest, an independent sample t-test was run at the 99% reliability level. The following table presents the results:

Table 6.

Results of the independent sample t-test for the posttest comparing means of experimental and control groups.

Group	x	S. D.	d.f	t	p
Experimental	24	3,21	39	3,76	0,001
Control	20,6	2,49			

As seen from the table, the comparison between the two groups through an independent sample t-test shows that there is statistically significant difference between them at the 99%

reliability level. This means that it can be stated that group cohesion is higher in the experimental group when compared to the control group. Since there was no statistically significant difference in the pretest, that is to say, that the groups were not different in group cohesion before the treatment, it can be inferred that the difference is the result of the implementation of icebreakers.

To determine whether or not there was a change in group cohesion from pretest to posttest, a paired-sample t-test was run to compare the means of the experimental group before and after the treatment. Results are shown in table 7.

Table 7.

Results of the paired sample t-test for the pre and posttest of the experimental group.

Test	x	S. D.	d.f	t	p
Pretest	20,55	3,20	19	-4,10	0,001
Posttest	24	3,21			

The table reveals that group cohesion increased from pretest to posttest and that the change was statistically significant, that is, by the end of the treatment the experimental group was more cohesive than at the outset and this change might be attributed to the implementation of icebreakers.

Group cohesion: Qualitative perspective

To complement the quantitative results, group cohesion was also discussed in the end-of term interview along with other aspects students considered affect their learning. All answers in

the interviews pertaining to this point were analyzed in Atlas.ti and the following semantic

network resulted:

Figure 8.

Group cohesion and class environment in the intervened group
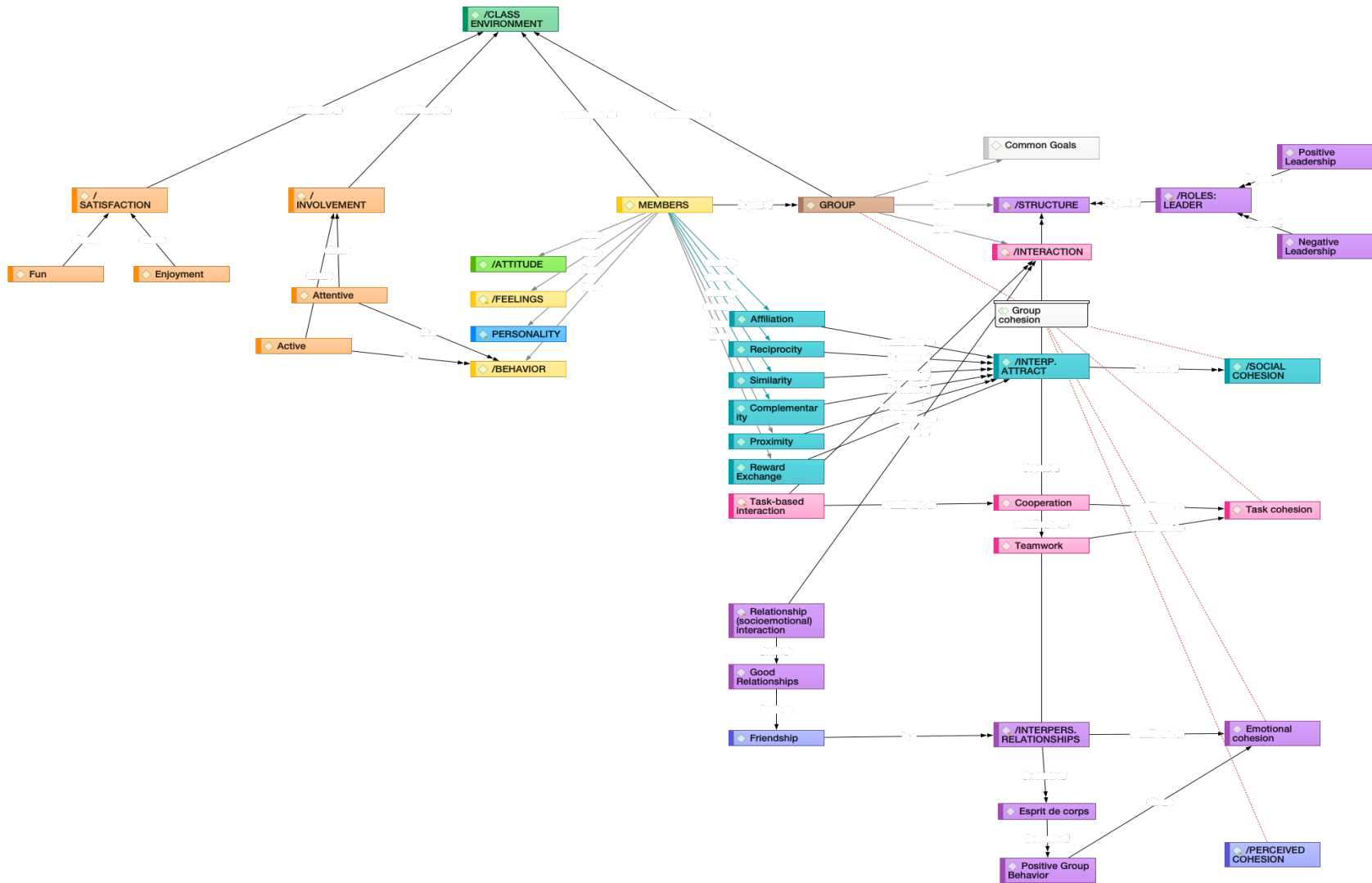
The group and its dynamics are a key part of classroom environment so it influences the latter in the way that group members' attitudes, personality, and relationships contribute to interaction, and interaction contributes to learning. Other aspects of classroom climate involve lighting, room temperature, music or noise, physical structure of the area such as windows and electrical appliances for temperature control and implementation of technological activities, etc.

As a result of all the previous analysis, it was found that participants in this context realized the group indeed affects the class environment. Some other elements they mentioned have an influence in class environment as well included: members, because they form the group, and their involvement and satisfaction. Although members took part in the formation of the group, individually they had attitudes (that could be positive or negative), feelings, personalities and behaviors of their own that also affected their involvement and their satisfaction, therefore the group and the class environment. Because of the use of icebreakers, students' involvement was active and attentive and their satisfaction was improved as they stated to have had fun and enjoyment of the activities and the class.

As we may recall from the theory, the very first step towards group formation and cohesion was the facilitation of affiliation, proximity, similarity, complementarity, reciprocity, task interaction and rewarding exchanges that were observed and acknowledged by the participants as accomplished as a result of icebreakers. These antecedents of group cohesion would, at the same time, lead to the development of interpersonal attraction and task cohesion where, once the group interacted in order to achieve common goals, they felt the willingness to continue working together towards their English practice in the classroom.

Students developed good relationships that turned into friendships in some cases, owing to the relationship or socioemotional interaction facilitated by icebreakers. This led to a positive

group behavior and the development of the esprit de corps that was felt by participants themselves. Thus, showing emotional cohesion and pride to belong in the group since they felt at ease in it and identified as members of it, therefore, proving perceived cohesion.

Group cohesiveness is often a positive aspect of a group or class but it's not only about comfort and good relationships among members; it is also about the engagement towards group success and group norms to achieve that success. Having developed all the components of group cohesion, this group also complied with all three other characteristics of a group. They worked toward common goals, they showed structural patterns when assigned team work, and they had both types of interaction at all times among all members.

VIII.   Conclusions

Overview of the Study

This research was carried out with the aim of determining the effect of icebreakers on group cohesion at a level 3 course of English as a Foreign Language in a private university. Therefore, a level 3 group was chosen and a number of carefully designed icebreakers (Appendix G) were regularly implemented in lessons during a whole semester. Data collection was set into three stages: before, during, and after the semester. Before starting the semester, a group cohesion diagnostic was carried out through a teachers' interview and an initial survey (pre-test) for students. The survey comprised eight statements about involvement, affiliation and relationships among students taken from the Classroom Climate Inventory by B. J. Fraser et al., (1986).

Participants chose their answer in a four-point Likert scale. This survey was administered to two groups, labeled experimental and control differing in whether icebreakers would or would not be implemented in class. Next, during the semester, to keep track of the icebreakers' implementation, class observations were done by an assistant observer. This, along with a research diary, helped record students' interactions and reactions to icebreakers. The icebreakers were chosen to specifically target vital elements of group cohesion such as interpersonal attraction, proximity, similarity, complementarity, and interaction. A detailed record of these icebreakers was also kept as the class sessions were planned.

Besides the above-mentioned data collection methods, during the semester, a mid-term interview with a representative sample of students from the experimental group was carried out as well. After reflection based on this mid-term interview, class observations, and the teacher's diary, some other types of icebreakers were implemented in the second part of the term to help students

bond. At the end of the semester and treatment, both groups took the same survey again (post-test) and another representative group took part in a group interview.

Icebreakers records, class observations, the research diary, and interviews were analyzed with Atlas.ti whilst survey results were processed using the Statistical Package for Social Sciences version 24.

Findings

Findings include the following:

- It was confirmed that the learning group is important and does influence learning.

- The teacher can help integrate members of the group and promote group cohesion. Group formation also depends on students' attitude and willingness to belong to the group for the greater good of learning a second language.

- Teachers were not familiar with the concept of group cohesion but did have an idea of the importance of bonding and establishing good relationships in the classroom.

- Icebreakers were recognized by all participants as a good activity to help students get to know each other.

- In this university and its English courses, icebreakers are mostly only used in the first class session, during the first week or during the first few weeks at the most.

- English teachers in level 3 at University Autónoma are aware of the benefits of icebreakers in the English classroom but very few opt to use them during the semester, for instance, only two of the interviewees admitted using grouping techniques during the semester. Most teachers in this context prefer more traditional methods to mix students since they, as teachers, are the ones to assign work groups.

- In general, students in two courses of the same level showed they did not know each other in the classroom so well at the beginning of the semester, so there was a low level of cohesion established in the pre-test.

- Students showed interest in getting to know each other and the use of icebreakers facilitated the accomplishment of this.

- Students showed an open positive attitude towards icebreakers and towards English learning in class with the use of icebreakers, as evidenced through class observations, students' interviews and research diary records.

- Participants (both interviewed teachers and students) stated that students' fear and inhibition when learning English were reduced due to icebreakers.

- Students asserted that this particular course with icebreakers made the class environment better for English learning.

- All students interacted with and got to know each other more than in other courses.

- The emerging categories from the qualitative analysis showed icebreakers eased task interaction, emotional interaction, proximity, affiliation, similarity and complementarity among members. The main components of group cohesion being task, social, perceived and emotional cohesion, their key antecedents task interaction, interpersonal attraction (facilitated at the by affiliation, proximity, similarity, complementarity, and reciprocity) and emotional interaction, respectively; it was possible to determine that icebreakers enhanced the development of task cohesion, social cohesion, perceived cohesion and emotional cohesion in the group. Thus, group cohesion in this level 3 course at University Autónoma de Occidente.

Implications

Most teachers are familiar with icebreakers and have used them at some point. Traditionally, this is seen as an activity to be implemented in the first class of a course or, often, are confused with only warm-up activities. While most teachers acknowledge the benefits of icebreakers, there is little research confirming that these classroom activities actually have an effect on different aspects of classroom environment and therefore in learning. This study targeted the effects of icebreakers on a particular component of classroom climate or learning environment: group cohesion. The idea of studying group cohesion in an EFL class is relevant. From a cognitive and a sociocultural perspective of language acquisition, interaction is a leading ingredient of learning a new language. If students do not feel at ease with their classmates, if they feel threatened or intimidated, and if they do not work as a real group but are just a number of people sharing a space, interaction is unlikely to happen and language learning is hindered. Icebreakers were selected not only because they are fun, but because they can help build up strong group cohesion.

Group cohesion can be attained through icebreakers, and the results of this action research lend support to this statement. Quantitative results showed that the experimental group's score in group cohesion increased and that the change was statistically significant. Furthermore, when the experimental and control groups were compared, the experimental group had a slightly higher level of group cohesion and this difference was also statistically significant. Qualitative results showed students acknowledge the benefits of icebreakers and that these activities helped them reduce stress, feel more comfortable and learn more from their classmates, making the learning experience an enjoyable one.

Group cohesion was proved to be critical for a group to develop, especially in foreign

languages learning like English. Icebreakers that best serve this purpose were found to be team building besides getting to know you, getting to know you better and self-disclosure. As a consequence, educators who foster a positive classroom environment through the use of icebreakers will likely notice positive results in students' confidence and participation.

The results presented in this study may bring better understanding of group cohesion in foreign language teaching and learning, of group dynamics, of icebreakers and of their effect on language learning and class environment. Therefore, they should not be taken lightly, as optional or just as fun activities but as a pedagogical means to improve students affect and interaction.

Future research in foreign language teaching as well as in other areas should be done with the purpose of analyzing group cohesion in other fields of education and language learning. While there was an early interest in this topic in the 1990s, it seemed to have been abandoned along the years. This is partly due to the fact that the field of language learning has been dominated by an interest in psycholinguistic processes such as attention, memory, rule formation and hypothesis testing (Lowen & Sato, 2019). More recently, the sociocultural turn has shifted that interest to culture, identity and the effects of the social milieu in the process of learning. Affect and more personal aspects of the student remained largely ignored as have socio psychological processes such as group dynamics.

IX. Limitations of the Study

It is important to mention that there were some aspects that may have affected the findings in this research and could be avoided and/or improved in future studies. There were mainly time and size constraints. For instance, it was difficult to schedule students for the group interviews because of the demands from their different programs. Students had to run to a different building to start another class by the time they finished their English class.

Also, it is likely that group cohesion could have been attained at an even higher level if students had had more class sessions to spend together or fewer evaluative activities that restrained the possibility of implementing icebreakers. Since this was an action research project that worked with students in their natural context of learning, the syllabus and program characteristics of UAO were followed and respected. Therefore, all activities, contents and assessment activities in the program were followed. Perhaps, longer class sessions for an extended period of time of more than one semester or having more encounters per week would have been even more beneficial for group cohesion and group formation.

Additionally, needless to say, group size could be reduced in order to have a smaller class. It has been found that classes with smaller groups develop stronger ties and achieve higher social and academic engagement (Finn, Pannozzo, and Achilles 2003, as cited in Forsyth, 2010, p. 124). However, it would be interesting to carry out research on the field at a larger scale, that is, with more groups or classes.

Furthermore, a closer enrollment system where no late comers and cancellations were allowed once the course has started could also contribute to higher stability of membership, therefore in group formation and cohesion. Also, the actual registration policy does not allow for

students to continue their studies together. One semester they are in a group and the next they are

with a high percentage of different unknown classmates. This limits the chances of true groups to

be formed and a stable and supportive classroom environment to be developed.

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Appendices

Appendix A

Diagnostic interview to teachers

Sesión 1: 18 de julio de 2018 (justo antes de iniciar clases oficialmente en el semestre) con tres profesoras hora cátedra y una profesora tiempo completo (otras profesoras no podían unirse a la sesión en el mismo momento y se les hizo la entrevista en otra cita)

Introducción y pregunta 1: Investigadora: Esto ya empezó a grabar, pero para informarles a ustedes el propósito de la entrevista y la investigación, etc.

La investigación es en inglés, se va a titular "Icebreakers implementation in the EFL classroom and their effect on group cohesion or cohesiveness in a level 3 English course at Autónoma University during the second semester of 2018" … ¿Ustedes conocen que es group cohesion?

Profesora J: Pues explícanos un poquito, ¿cierto?

Investigadora: Sí, claro, pues literal, literal es "la unidad grupal", como las relaciones de los miembros del grupo.

Profesora J: Mmm

Algunas profesoras: con mucho gusto

Investigadora: sin embargo, pues yo no puedo influenciar tus respuestas, y de hecho, está grabando para también pues autorizar el uso de la información que ustedes brinden, bajo ningún motivo se les va a revelar el nombre real de ustedes en la transcripción, ni durante la investigación. Esta es una entrevista diagnóstica y no hay respuestas correctas ni incorrectas solamente lo que ustedes hacen en sus prácticas diarias, lo que ustedes consideran y lo que ustedes discutan aquí. Yo tengo nada más unas 4 preguntas si de pronto surgen más preguntas aquí de lo que ustedes digan, pues yo también se las haré o ustedes mismas podrán hablar entre ustedes. Y muchas gracias.

Pregunta 2: Investigadora: A ver, en la opinión de ustedes y en su experiencia como profes de inglés de acá de la Autónoma, ¿ustedes consideran que el grupo es importante para el aprendizaje?

Profesora J2: El grupo de… ¿en que los estudiantes están?

Investigadora: El grupo en el que los estudiantes están en un curso.

Varias profesoras al unísono: Claro que sí.

Investigadora: ¿Si?

Profesora J2: Claro

Investigadora: ¿Por qué?

Profesora J2: Claro, porque, o sea, desde el momento en que los estudiantes conforman un grupo, se van creando relaciones y dependiendo del ambiente que ellos sientan en ese grupo, así mismo va a ser el proceso. O sea, si todos llegan a un punto en que están cómodos los unos con los otros, hay respeto, se entiende que cada uno tiene un proceso diferente, ese nivel de stress que el estudiante tiene el primer día de clase va a ir bajando, obviamente,

claro la relación con el docente también es importante. Pero el 90% del tiempo ellos están trabajando con sus compañeros, entonces si existe una buena relación, si se sienten apoyados, especialmente aquellos estudiantes que, que son unos estudiantes débiles, si ellos sienten que el grupo los apoya, que pueden equivocarse, que pueden cometer errores, que el grupo está allí para apoyarlos, que no se va a burlar de ellos, que no los va a subestimar, entonces el estudiante se siente motivado ahí en esa clase porque sabe que tiene gente con la que se está relacionando y de la cual puede aprender, eso es súper importante.

Profesora J: De pronto como experiencia Pau, el semestre pasado tuve un estudiante, que él no encajó en el grupo, no me preguntes por qué, porque era un niño muy lindo pero a él le costaba mucho hacer presentaciones orales porque él sentía que él no encajaba en el grupo, entonces lo que dice la profe J2, que se iban a burlar, que profe más bien hágamela aparte, entonces, si totalmente de acuerdo con todo eso es importante

Investigadora: Profe N ¿qué piensa?

Profesora N: no, de acuerdo también

Investigadora: ¿de acuerdo con qué exactamente?

Profesora N: Exacto sí, de acuerdo con lo que acaban de decir y… o sea, la importancia del grupo en la parte como de autoestima, es muy importante, me parece que… y más que cuando uno está aprendiendo un idioma, pues uno tiende como que a tener temor, tener miedo, desconfianza, será que lo voy a hacer bien, será que lo voy a hacer mal, entonces es importante el grupo, claro, porque ayuda como a afianzar.

Profesora S: Yo opino también lo mismo que crear buenas relaciones dentro del grupo de estudiantes, eh… de eso también depende que se reduzca la inhibición que sienten los estudiantes al estar estudiando con personas que son extrañas para ellos, entonces a medida que ellos puedan crear como una buena relación de amistad, por así decirlo o simplemente amistad dentro de la clase, hace que esa inhibición se reduzca, o sea no se van a sentir inhibidos, no van a tener ese temor a participar porque generalmente cuando el estudiante se siente como que hay otros compañeros extraños, siempre hay pensamientos en su cabeza como que se van a burlar como dicen ellos, miedo a la crítica, el miedo a hablar en público y eso va a entorpecer su desarrollo académico porque entonces no va a poder producir en inglés y lo que nosotros necesitamos como profesores es que ellos produzcan, si no los escuchamos, de pronto ellos tienen muchos por decir, mucho por participar pero por el miedo a hacer el ridículo, por miedo a que lo critiquen, o al que pueden pensar los otros o de pronto hay un estudiante que habla mas que los demás, entonces ellos piensan que ése es el que va a tener siempre la palabra y ellos no van a tener ese derecho precisamente porque se inhiben.

Pregunta 2: **Investigadora:** Y ustedes, que ustedes han observado esto, ¿ustedes qué estrategias emplean en sus clases para precisamente promover ese ambiente entre los, entre las relaciones de los estudiantes?

Profesora S: ummm, una vez yo lo había comentado, eh… una técnica que yo aprendí hace mucho tiempo en el instituto de investigación de lingüística aplicada fue lo del circuit training, ¿sí? donde se invita a los estudiantes a pasar al frente, todo el grupo completo y hacer dos líneas, entonces, digamos es un grupo de 20 estudiantes, una línea de 10 otra línea de 10, una línea frente a la otra y tienen unas preguntas, que la pregunta generalmente es saludarse, preguntar cosas de información personal, entonces lo hacen con la persona que tienen enfrente, yo les doy un tiempo para que lo hagan para que conversen y luego les digo: cambio o roten o un sonido, y entonces ellos saben que van a rotar yo les digo: bueno de la línea A va a rotar un puesto a la derecha, luego yo hago rotar al de la B, pero la idea es que tengan un tiempo para ir conociéndose con cada uno de sus compañeros y eso les gusta mucho a ellos y ya, de ahí parte que ya puedan conocerse entre todos. El circuit training se llama.

Investigadora: ¿Pero es una actividad que haces solo al principio del semestre o que haces cosas durante el semestre?

Profesora S: Se puede hacer también mas adelante, depende del tema que se vaya a trabajar, pero yo opto por hacerlo al principio precisamente como para que rompan el hielo para que ellos se conozcan.

Profesora J2: Pues en mi caso lo primero que yo hago, cuando yo les hablo de todas las reglas y todo eso, lo primero que yo les digo es que hay dos reglas básicas que yo tengo y es que yo estoy 100% en pro de que nos riamos con el compañero pero que estoy 100% en contra de que nos riamos del compañero, es lo primero que yo les digo. Y que ellos están aquí para aprender y que mi trabajo durante todo este proceso va a ser lograr que ellos tengan ese ambiente que ellos necesitan para poder trabajar, entonces les digo que la idea aquí es que nos respetemos, que se respeten y que cero burlas, cero reírse del otro, que empiezan por un proceso de aprender juntos, entonces es más, incluso esto lo hago antes de empezar a hablarles del programa, del inglés o lo que sea, yo empiezo como con esa parte. Eso lo hago al inicio y generalmente eso siempre crea como, como una respuesta, los estudiantes dicen: "sí profe, eso, eso es muy importante, que no sé qué, porque yo soy remalo, sí" y se empieza a generar y sé empieza a generar como esa discusión entonces como que: "uy sí profe, qué bien que no se qué", eso una cosa que yo hago y la otra es que en las primeras dos clases yo los dejo que ellos escojan con quien trabajar, pero después yo ya los empiezo a colocar a trabajar con otras personas. Al principio, las primeras dos veces "ay profe, no, (y a veces se enojan), que no sé qué" bueno digo yo bueno listo, pero después yo he notado que ya yo después vuelvo otra vez y los dejo que trabajen con quien quieran, y noto que empiezan a trabajar con otras personas, se empiezan a relacionar con otras personas, ¿sí? porque ya han trabajado de esa manera, entonces es algo que aquí me ha funcionado muy bien, o sea el obligarlos entre comillas, bueno obligarlos no, motivarlos a que conozcan a los otros yo siempre los molesto les digo: háganse en parejas para que hagan amistad, para que conversen, pregúntele del novio, pregúntele de su vida así que aproveche para el chisme, a ellos eso les da mucha risa, pero la verdad es que trato de rotarlos así, y en especial yo empiezo como a mirar, eh, lo primero que miro, generalmente nosotros siempre tendemos a mirar a los estudiantes que son débiles, yo empiezo a mirar los estudiantes que son fuertes, porque esos son los estudiantes que yo empiezo a ubicar en esos grupos de débiles, digámoslo así. Entonces tengo tres o un grupo de cinco tengo tres niños o niñas que están como, o que son temerosos, a veces no son débiles en el idioma pero su personalidad lo es, hay personas muy tímidas, que les cuesta mucho hablar, entonces yo pongo el que es fuerte o el que es recochero, el que habla, el que no le da pena, trato como de ubicarlos en esos grupos así, para que vayan como distensionándose en ese aspecto y eso me ha dado muy buenos resultados, ese tipo de actividades las hago durante el semestre. Pero la charla se las doy al principio.

Profesora J: Si igual, igual Pau, digamos que durante el semestre como hace la profe J2, a veces llego y en la entrada los espero a cada uno le doy una fruta, un papelito con una fruta, otra, entonces cuando estoy haciendo una actividad que van a hacer en pareja entonces digo la manzana busca tal para que se emparejen con otros compañeros y no siempre estén con el mismo.

Investigadora: sí, y la profe N iba a decir algo al respecto…

Profesora N: Sí, no, realmente era muy similar a lo que dijo la profe J2. Al principio la primera clase siempre establezco pues ahorita que le llaman bullying, entonces establezco en esta clase cero bullying, vamos a respetarnos, o sea, generando ambiente de respeto siempre, respeto pues primero de mi parte hacia ellos, eso sí y entre ellos. Y lo de las actividades con estudiantes que no se conozcan, ¿exactamente cómo yo lo hago? Yo les digo: Ok en esta clase vamos a trabajar con alguien que nunca hemos trabajado, entonces ellos mismos deciden y sí, como que, a veces como que, bueno no estamos muy seguros, pero les digo, alguien con que ustedes nunca hayan hablado ni trabajado y que no conozcan, entonces eso incentiva pues a que vamos a buscar a alguien que no conozcamos.

Profesora J2: Exactamente y no y a veces y algo que yo he notado es que muchas veces la persona que ellos menos creen que tiene algo en común son las que más tienen en común, yo lo viví por ejemplo el semestre pasado que tuve un grupo muy pequeño, eran 12 y y desde que llegaron estaban muy divididos, de hecho, de hecho, se sentaron, y estaban, o sea, como movidos, o sea, estaba la niña superlinda, súper suavecita, los súper recocheros y había una niña que era súper callada. Entonces al hacer esto me di cuenta, por ejemplo, de que la niña que era súper callada, era súper callada, pero porque le tenía mucho miedo al inglés, pero era súper recochera. Cuando ya empezó a conocerse con el otro pelado que era recochero y con la otra niña, tenían cantidad de cosas en común, les gustaba la misma música, les gustaba no se qué y después uno los escuchaba que no, que ve, que vámonos para tal concierto, que qué vamos hacer ahora y uno veía que salían juntos y yo como que wow, chévere. Eso fue muy chévere para él, entonces ese tipo de cosas surgen, pero pues a veces hay que empujarlos un poquito porque ellos siempre están en la zona de confort y más si tienen el amigo, la amiga, el grupo entonces claro eso, pero sí.

Profesora N: El celular… el celular que ahora distrae pues…

Profesora J2: exacto

Pregunta 3: Investigadora: Pero normalmente, aunque ustedes observan que hay algunos. como tú dices, el amigo, la amiga, ¿normalmente ustedes consideran que los grupos son de muchos estudiantes que ya se conocen o de estudiantes muy mezclados o grupos muy heterogéneos que no se conocen entre ellos?

Profesora J: No necesariamente se conocen, ¿sí? uno que puede tener una combinación de que vienen… por ejemplo, el semestre pasado yo tuve un grupito y venían 4 amiguitas del pasado nivel, de antes. Claro, ya venían éstas, pero los otros no se conocían, otros sí, entonces si había una combinación

Profesora J2: En general son heterogéneos

Investigadora: en general

Profesora J2: Este fue… la verdad me sorprendió porque de los semestres que yo llevo aquí, creo que fue la primera vez que vi esos esos grupos tan sintonizados o sea desde que llegaron se notaba la diferencia, o sea, y ellos lo hicieron aún más evidente hasta en la forma en que se sentaron, todos cada uno se sentaron en un espacio y había sillas de por medio entre ellos y distancia y yo bueno ¿y aquí que? Yo: ¡no, no, no, a ver! vamos a mezclarnos, así como el salpicón, entonces a ellos les dio mucha risa, entonces el uno se corrió, pero todos se corrían iguales todos en fila, quedaron pegados, pero en las filitas y ya al final cuando veníamos al laboratorio y todo, a mí me daba mucha risa porque empezaban ¡hey mira! Que no sé qué. Así que ya los veía todos mezclados, ya tú no podías decir quién era quién pero todos estaban mezclados y todos se hablaban y hablaban de cantidades de cosas y se recochaban eso me pareció muy chévere, ese fue el grupo que yo mas recuerdo porque hubo un cambio y en ese grupo como será que que yo hablo de eso tengo dos ejemplos precisamente, hubo un muchacho que también, o sea no no hacia caló en el grupo, eh pero era por su actitud porque era un muchacho que no tenía un buen nivel pero todo el tiempo era bastante prepotente con una serie de cometarios muy tenaces y, al mismo tiempo, había una niña que también tenía el mismo nivel bajo y yo vi como el pelado de acá no mejoró pero la niña sí, ¿por qué? Porque la actitud del grupo frente a ella era totalmente diferente, o sea ellos la arroparon de una manera y cuando ella salía eran: vos podés, Natalia, dale y no sé qué… le gritaban: bravo mami, una cantidad y una recocha, y ella me decía como que "uy profe ¿lo hice bien?" Y yo: ¡super!, pero uno los veía, o sea y ellos la motivaron todo el tiempo y la niñita de cuando entró a cuando salió tuvo un gran proceso, no te voy a decir que uff, o sea en términos de, del inglés sí pero en términos de su personalidad o sea ya a la mitad del semestre a ella no le daba pena hablar, así, exacto, yo la veía que me miraba y era con una cara pues y sudaba y "profe yo no, profe no" le daba pena pero después de un tiempo ella sí levantaba la mano y participaba. Pero fue eso la manera en que ellos la trataban, yo la veía y siempre le decían: no, sentate aquí, sentate aquí, o sea ella estaba en todos los grupos, en cambio el otro no, por allá, siempre era allá, y de hecho para trabajar y todo uno lo notaba, yo tenía que forzarlo para que trabajara ese muchacho. Ese paradigma yo lo viví, es súper importante.

Pregunta 4: Investigadora: pues yo tengo una última pregunta con respecto precisamente a lo que dice la profesora J2, de características como del grupo, ¿ustedes qué tipos de grupo o de grupos han tenido o qué han observado ustedes en su experiencia que son por ejemplo a veces ustedes dicen tengo un buen grupo entre comillas o tengo un mal grupo, qué características han observado que son o que tienen esos grupos?

Profesora J: es muy gracioso porque uno siente como que se atraen. Por ejemplo, el semestre pasado yo tuve un grupo de 2 a 3:30, un grupo calladito pero eran todos responsables, trabajaban pero como que uno a veces como que, como que le hace falta la bullita de ellos, mientras que por ejemplo el otro grupo de los martes eran muy bullosos, eran de todo pero muy, trabajaban mucho, o sea que uno se encuentra con los grupos que de pronto, de pronto que tienen, eh… ciertos son muy buenos para el idioma pero hay otros que no, entonces ahí uno encuentra una combinación o encuentra uno el grupo que es muy pasivo o encuentra uno el grupo que es muy bulloso y alborotado pero que trabajan mucho, o sea que uno encuentra variedad digámoslo así.

Profesora S: en la materia pues del inglés, en un grupo pues cuando son subgrupos siempre es como muy evidente, ¿no? los que saben más inglés y los que hablan más y participan más y los que son más callados, más pasivos, que participan poco. Pero también dentro de esos grupos hay como los que, no sé si llamarlos los influenciadores, los que influencian, que pueden ser para bien o para mal, ¿sí? porque hay estudiantes que son como tóxicos, digámoslo así, nocivos que de pronto son buenos en inglés pero tienen malas actitudes entonces pueden de pronto si los demás les copian pueden dañar el ambiente de toda la clase y los pueden arrastrar a de pronto bajar académicamente ¿me entiendes? pero hay otros que son todo lo contrario, que son digamos así como los monitores, que le ayudan a los demás, que están pendientes, que están dispuestos a corregirle los errores a los compañeros, a generar ideas pero si siempre se ven muchos, según la personalidad ¿no?, según la personalidad, según los contextos, por ejemplo aquí en la universidad, pues tenemos según las carreras, ¿no? entonces también se arman los grupitos según las carreras que ellos están estudiando. Eh… qué otra cosa, qué otra cosa, qué otra cosa jejeje tenía algo más en mente, pero se me fue.

Profesora N: yo he tenido, pues, creo que, como todas, cursos diferentes, ¿no? pero entonces aquí, pensando y reflexionando, recuerdo que uno tiene estudiantes buenos activos ¿cierto? y estudiantes buenos pasivos, se encuentra uno en subgrupos ¿no? Eh… también estudiantes flojos activos, y que, o sea, que digamos no son muy buenos académicamente, pero tienen toda la actitud, la disposición, las ganas, todo y estudiantes flojos pasivos que digamos ese es, esa es la situación más crítica. El semestre pasado tuve un grupo donde tenía los siguientes estudiantes, tenia un grupo de estudiantes que estudiaban todos la misma carrera eran amigos de salir o sea pues a hacer sus actividades pues ya de entretenimiento y eran buenos, todos en ese grupo eran más o menos unos ocho y eran buenos. Pero ellos qué hacían, a pesar de que eran amigos y ya tenían un grupo establecido que divinamente se podían hacer en un espacio y ya, no, ellos no se sentaban juntos juntos, sino que se sentaban donde cayera, entonces llegaban y ah aquí hay una silla me siento acá, otro por acá y siempre noté que ellos interactuaban con el de acá y con el de acá fuera su amigo, lo conociera, no lo conociera y los ayudaban y además de eso, así estuvieran separados se preguntaban entre ellos, las… se hacían las preguntas, las respuestas, ve cuál es la respuesta para ésta, que pongo aquí, el verbo cómo va en pasado… entonces eso hizo que el grupo, los de buen nivel eran ellos y el resto del grupo de nivel pues… era un grupo de nivel… digamos aceptable, pues intermedio, pero ellos con su actitud, tenían buena actitud y buen nivel hacían que los que estaban alrededor participaran, se integraran, y ellos motivaban porque claro, hablaban y ven ven yo te ayudo, entonces pues una característica del grupo

Profesora J2: sí, así como lo explico, pues no sé también si es por lo que aparte yo soy comunicadora social pero digamos que mi percepción va mas allá de que sean buenos en el idioma, como decía la profesora N, hay estudiantes o hay grupos que son muy buenos en el idioma pero tienen una mala actitud y para mí, ese es un mal grupo y es un grupo que no quiere ir mas allá, un grupo que cree que lo sabe todo, es un grupo con su actitud te desmotiva porque todo lo que les dices ay todo les parece jarto, no hay nada que que o sea no se quieren dejar sorprender porque ellos creen que… que no hay nada más para aprender y hay grupos en donde quizás no tienen el mejor nivel pero tienen muy buena actitud entonces son los estudiantes que te dicen sí a todo, que te siguen la corriente en lo que tú quieras hacer, que están dispuestos a aprender, a tratar, a sorprenderse. Es que ese tipo de grupos para mí son buenos grupos aunque académicamente no lo puedan reflejar, digamos, o los otros, pues… les lleven la delantera, pero ese es un grupo en donde para mí como docente me siento motivada ¿sí? a sentarme en el computador a pensar bueno qué más les puedo enseñar, cómo lo puedo hacer, o sea crear diferentes estrategias para que realmente ellos aprendan y que nos están diciendo queremos aprender ¿sí? y ese es el mensaje que están dando: nos interesa esta clase profe, queremos dar lo mejor mientras que los otros están diciendo como que no, esta clase no nos importa, estamos aquí… y a veces con su actitud, es que ni siquiera hace falta que lo verbalicen, es decir, sus gestos, la misma actitud que tienen, como se sientan, los gestos que hacen, la manera en que hacen sus tareas, o hacen las actividades, todo allí a medio hacer, como por cumplir, todas esas cosas te dicen como que no les importa esa clase, entonces de cierta manera, claro uno trata de dar lo mejor, pero no creas hay una diferencia, yo no voy a mentir, hay una diferencia entre la forma en que uno asume a ese grupo que está dispuesto a darlo todo a ese grupo que le da lo mismo si tú viniste, si no viniste, o sea les da lo mismo cualquier cosa que los pongas a hacer. Entonces yo pienso también que es como la característica. El grupo ideal para mí pienso que como lo dijo la profe N es… ese grupo que es bueno académicamente pero que también tiene una actitud maravillosa, o sea que está dispuesto a aprender, que piensa que puede aprender algo más, ¿sí? que piensa que esta clase le puede aportar algo para para su vida, que no sé sí me hago entender, que piensa que no es una clase de relleno, que no es una

clase que porque esta en el pénsum, sino que es algo que verdaderamente es importante ¿sí? que le hace sentir que realmente esta clase tiene el mismo valor que tienen cualquiera de las asignaturas que ellos ven, que le da como ese status el status que este este clase se merece ese es como el grupo ideal para mí o el grupo en el que yo me siento muy feliz, igual como dicen por ahí, la actitud lo es todo, para mí lo es todo.

Pregunta 5: Investigadora: ¿y ustedes creen que las actividades como las que mencionaba la profe S de circuit training? que a mí me suena como a speed dating en esa película de Hitch por ejemplo, ese tipo de actividades son conocidos como icebreakers. ¿Ustedes creen que esas actividades pueden contribuir a cambiar, por ejemplo, la actitud de un grupo negativo o de pronto a mejorar la actitud grupal o a mejorar las relaciones entre ellos o de pronto cómo influye en el aprendizaje que uno haga ese tipo de actividades como profesor?

Profesora J2: pues yo pienso que influyen siempre y cuando, lo que yo te digo, siempre y cuando la actitud del grupo sea una actitud porque tienen miedo o inseguridad frente a la clase, entonces que la actitud apática es por que nos da miedo hablar, porque nos da lo que decía la profe N nos da miedo meter la pata o hacer el oso como yo les digo a ellos. Obviamente sí, la actitud cambia en la medida en que ellos empiezan a conocerse, empiezan a tener más confianza entre ellos, ¿sí? ya saben un poquito del otro, ya saben, ya se dan cuenta que bueno que no soy el único al que le cuesta hablar, que fulanita y fulanito también o cuando yo siento que me voy haciendo amigo de esa persona que tiene un mejor nivel y esa persona como lo decía la profe N esa persona me ayuda me dice: dale, dale, yo te ayudo; entonces me siento respaldado a hablar y me siento respaldado por esa persona. Pero cuando no hay una motivación o simplemente el estudiante no cree que estos materiales le van a portar nada y cuando infortunadamente es una generalidad, o sea el grupo como tal siente que no le va aportar nada, yo te digo que no hay nada que tú puedas hacer, sí o sea, yo siempre les digo yo me puedo parar en la cabeza y es algo que siempre les digo el primer día, o sea ese un trabajo en equipo, yo doy el cincuenta y ustedes dan el cincuenta, yo me puedo parar aquí en la cabeza, ¿sí? yo les puedo hacer monerías, lo que ustedes quieran y ellos se ponen a reír, yo les dije yo les puedo gritar: hello my friend y ellos se ríen, pero si ustedes no están motivados, no trabajan conmigo, no hay nada que pueda hacer porque yo no les puedo enseñar algo que ustedes no quieran aprender, entonces yo pienso que es eso, o sea que tengan la intención de aprender porque hay dos tipos de apatía: la apatía que genera el miedo, ¿sí? la apatía que genera el no sentirse seguro y la apatía que genera el concepto de que tú lo sabes todo, y que esa clase no sirve, que esa clase exactamente es un relleno, o sea lo que yo te digo o sea subcategorizar inglés como que es la de relleno, es la que nos toca ver pero no nos sirve para nada eso podría ser, digo yo.

Profesora J: sí, el icebreaker totalmente de acuerdo con la profe J2, uno se puede parar patas arriba y si no quieren cambiar pues no. Pero el icebreaker permite que el ambiente en el salón cambie de cierta manera, digamos que cuando uno inicia con un icebreaker, como que siente como que el ambiente como que fiuuu (respira) entonces uno ya entra con el tema que va a presentar y como que siente algo diferente. A veces uno no lo hace siempre, hay clases que uno llega y uno de una empieza con el tema y tal y uno nota el cambio, entonces sí permite que el ambiente del salón cambie y quizás el estudiante se sienta un poco más tranquilo, le da una seguridad para enfrentar ese nuevo tema que va a iniciar.

Investigadora: ¿profe N piensa lo mismo?

Profesora N: sí, sí, sí, igual. A

Investigadora: ¿y la profe S?

Profesora S: que la disposición del estudiante es como la partida para poder saber qué es lo que se puede hacer como docente. Cuando uno tiene un grupo con disposición, digamos si tiene un grupo 1 que tiene muy buen ánimo, un buen sentido del humor, que siempre está ese estudiante que trae el chiste y el buen ambiente a la clase, le facilita mucho el trabajo al docente y el docente tiene muchas actividades también por hacer. Pero cuando no es asi, eh… digamos que tiene buena disposición pero es el grupo pasivo como el que mencionó la profe N, entonces es ahí cuando nosotros como docentes tenemos el papel o el rol de crear estrategias y en este caso sería como implementar juegos de icebreaker para que ellos puedan tener un mejor ambiente, ¿sí? una buena relación en el grupo y así pueda haber esa disposición a participar y también a aprender ¿no? porque si no está la disposición, está el temor, digamos cosas negativas como son el temor, la no disposición entonces esas, esos factores negativos van

a hacer también que no haya disposición para aprender o para avanzar académicamente y son muchos los factores que pueden incidir en eso, también, la organización de la clase, si el salón no se presta para poder hacer actividades en la clase, sino que las sillas están ya fijas de cierta forma que no se pueden ni mover entonces eso también es un factor que va a incidir mucho ¿no? pero como nosotros, de nosotros como docentes depende que podamos, digamos, hacer cambios cuando el grupo no es tan challenging en cuanto a la disposición pero sí depende de nosotros poder traer esas estrategias al salón para ver qué pasa, cómo podemos cambiar, cómo hacer que los estudiantes se sientan cómodos dentro de la clase para poder aprender

Investigadora: Bueno muchas gracias, finalmente yo les solicito que digan al micrófono su nombre, eh… qué niveles han enseñado y cuánto tiempo llevan trabajando acá y si son de planta o cátedra.

Profesora S: Mi nombre es SPR, he estado enseñando en nivel 5 por 2 años aquí en la universidad y hora cátedra.

Mi nombre es JC ya llevo en nivel 3 un año y medio, anteriormente enseñé otros niveles, yo creo que he pasado por todos menos por nivel 5 creo… y soy tiempo completo

Mi nombre es MJO llevo trabajando aquí, alrededor de 4 años, inicié con nivel 5 y ahora estoy dictando nivel 3

Ok Mi nombre es NC he estado aquí en la universidad por 4 años y medio y he estado en nivel 1, 3, 4 y 5, no he estado en nivel 2, nivel 2 no

Investigadora: Bueno muchas gracias, les agradezco demasiado.

Entrevista diagnóstica sesión 2: 18 de julio de 2018 (justo antes de iniciar clases oficialmente en el semestre) con docente hora cátedra (ya que se hizo otra con las otras profesoras y no podían unirse a la sesión en el mismo momento)

Investigadora: Buenas noches profe CV, muchas gracias por esta entrevista. La entrevista tiene un propósito únicamente diagnóstico sobre la necesidad de implementar actividades de integración o rompehielos en los grupos de la universidad. Sin embargo, como es diagnóstica, estamos entrevistando personas con gran experiencia docente, que hayan analizado o de pronto identificado determinadas situaciones en sus grupos y que de pronto empleen estrategias para esto. Yo tengo nada más 4 preguntas, si de pronto surgen más, pues se las haré en el curso de la entrevista, sin embargo, es de anotar que en este momento usted autoriza el uso de la información suministrada pero que nunca se va a utilizar su nombre verdadero ni tiene más propósitos que investigativos.

Profesora CV: ok

Pregunta 1 (presentación de la entrevistada) Investigadora: ¿cuánto tiempo lleva usted enseñando en general?

Profesora CV: Issss, wow, yo llevo unos 13, 14 años, mal contados

Pregunta 2 (presentación de la entrevistada) Investigadora: Y ¿cuánto tiempo lleva aquí en la universidad Autónoma?

Profesora CV: Ya con este semestre completo mi segundo año.

Pregunta 1 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista) Investigadora: Usted en general en toda su experiencia de sus 13, 14 años ¿ha identificado si el grupo de clase influye en el aprendizaje individual?

Profesora CV: claro que sí

Pregunta aclaratoria espontánea: Investigadora: ¿en qué sentido?

Profesora CV: mira, lo que pasa es que cada grupo tiene diferentes características, ¿no? Porque… o sea uno no puede encontrar un grupo igual al otro, cada grupo tiene diferentes necesidades, intereses, algunos encuentran, dentro del

grupo algunos estudiantes encuentran más afinidad con otros, hay otros que son muy independientes, ¿sí? Entonces eso influye muchísimo.

Pregunta 2 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista) Investigadora: Las características que usted dice, en cuanto a las relaciones interpersonales de los estudiantes, ¿cómo identificaría usted o cuál diría usted que son las características de un buen grupo o de un grupo unido?

Profesora CV: bueno, cuando… cuando el grupo trabaja como equipo como tal, ¿no? por ejemplo, acá en la universidad nosotros tenemos la oportunidad de hacer trabajos en equipo en el nivel 5 que es donde yo tengo experiencia, ¿sí? cuando el grupo trabaja como grupo entonces cada uno es una unidad independiente y trabaja por lo suyo pero uno encuentra grupos que trabajan como equipo, entonces sale un líder que propone y los otros apoyan, los otros cada uno hace como su parte fundamental dentro de ese engranaje y logra sacar a flote un bien común, se… se apoyan unos entre otros, uno ve que por ejemplo, algunos crean grupos en WhatsApp, y se apoyan, si alguno no entiende el otro le explica, si alguno tiene una necesidad o faltó, el otro le comunica. Esos grupos de apoyo son importantes, sobre todo en los grupos de las noches, por ejemplo, que tenemos gente que trabaja y algunos a veces llegan en algún momento tarde o tienen dificultades para acceder a la clase, ahí es donde se ve más como la camaradería y el trabajo en equipo.

Pregunta 3 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista) Investigadora: y entonces tú, ¿qué estrategias tú como docente implementas para de pronto como tú dices, crear ese engranaje del que hablas?

Profesora CV: bueno, actividades que me parecen muy importantes… por ejemplo cuando se dice que uno tiene el primer de día clase como hoy, yo acabo de venir de mi primer día de clase, entonces hacer que los estudiantes identifiquen a esas personas que tienen como los mismos gustos, los mismos intereses que ellos porque allí se empieza a crear como esa serie de camaradería y compañerismo. El primer día de clase es fundamental, esos chicos que no van al primer día porque piensan que no se hace nada, se pierden de muchísimo por que esa actividad que uno hace el primer día de clase en donde va como a romper esa tensión que hay del primer día con el docente pero no sólo con el docente sino también con los compañeros que uno se va a encontrar, a mí me parece que es fundamental, ¿sí? por ejemplo la actividad que tuvimos hoy que era como un icebreaker, ellos tenían que encontrar, primero responder una serie de preguntas y luego encontrar las personas que tuvieran esas mismas respuestas que ellos, como el día de tu cumpleaños, el mes de tu cumpleaños, cuántos hermanos tienes, si tiene alguien… que tenga el mismo número de hermanos, si tienes un perro o un gato, ¿sí? entre esas preguntas estaba, "¿Qué carrera estudias?" y ahí entonces uno empieza como: ahh a tí te gusta tal canción… a mí también y ahí empiezan a crearse lazos dentro del grupo, cuando ya se crean esos lazos dentro del grupo, ya hay camaradería y entonces ya se empieza a hacer un buen trabajo en equipo.

Pregunta aclaratoria espontánea: Investigadora: ¿y qué podría hacer uno después de la primera clase para los que no vinieron o para integrar esos que no vinieron a los que sí vinieron la primera clase?

Profesora CV: Bueno, habría que hacer otra actividad parecida a la que se hizo la primera clase como para continuar con ese conocimiento, ese "getting to know each other" que es donde vamos a identificar quién es como mi alma gemela académica de cierta manera, ¿sí? y con quién veo que tengo cosas en común y que puedo trabajar chévere. Porque es que no es que trabaje con el que me toque o sea uno a veces tiene que trabajar con alguien que sí, que le toque porque uno también crea grupos con los grouping techniques, crea grupos porque siempre también no va a ser los mismos ¿no? y eso ayuda a que se conozcan con los otros, ¿sí? entonces ellos empiezan a encontrar sus afinidades, sus gustos y como los intereses. Esos grouping techniques también son muy importantes porque si uno les dice háganse en grupos de tres y los deja que ellos solos lo hagan pues entonces se van a quedar con los dos primeros que vio el primer día de clase o los que se le sentaron al lado y fueron con los que charlaron y ya, no, hay que permitirles a ellos, de cierta manera, manejándolos como docentes, que ellos trabajen con otros para que puedan conocerse entre ellos.

Investigadora: Bueno profe, muchas gracias.

Profesora CV: con muchísimo gusto

Entrevista diagnóstica sesión 3: 23 de julio de 2018 (justo antes de iniciar clases oficialmente en el semestre) con docente tiempo completo (ya que se hizo otra con las otras profesoras y no podían unirse a la sesión en el mismo momento)

Investigadora: Buenos días profe R

Profesora R: Buenos días.

Introducción y presentación de la entrevistada. Investigadora: la Profe R es coordinadora de nivel y de laboratorios de la universidad. Profe R esto es una entrevista para la investigación de la maestría en estudios interlinguisticos e interculturales, no hay respuestas correctas ni incorrectas y tus datos nunca van a ser revelados ni compartidos, solamente pues hicimos la presentación como para rastreo de la entrevista, pero ni siquiera tu nombre va aparecer real. La investigación se llama Icebreakers implementation in the EFL classroom and their effect in group cohesion or cohesiveness in a level 3 English course at Autónoma University during the second semester of 2018. Group cohesion se refiere a la unidad grupal en español como a las relaciones que los estudiantes desarrollan entre sí.

Pregunta 1 (presentación de la entrevistada)

Investigadora: ¿Profesora R, tú cuántos años llevas trabajando como profesora?

Profesora R: Como profe como desde el 2009, es decir ya casi 10 años.

Pregunta 2 (presentación de la entrevistada)

Investigadora: ¿Y aquí en la Autónoma?

Profesora R: Como 5 años, este es mi quinto año.

Pregunta 3 (presentación de la entrevistada)

Investigadora: ¿Entonces este es tu 5 año, tú has ensenado todos los niveles…? ¿cuáles niveles has enseñado?

Profesora R: Pues aquí en la Autónoma en realidad sí he rotado por todos los niveles, cuando empecé inicié con nivel 5, con nivel 2, con cursos administrativos de EPAS, con cursos de extensión que son también de todos los niveles, pero ya según el marco común europeo, entonces desde A1 hasta B2, ya luego estuve en nivel 4 más tiempo, luego nivel 3 pero en realidad el único nivel que no he trabajo todo un semestre ha sido nivel 1, pero sí he hecho varios reemplazos de nivel 1, entonces eh… igualmente he hecho las electivas que es la que va después de B1, nivel 5 que es B1, la electiva libre que es B2.1 esa también la he enseñado, he enseñado también inglés de negocios con los grupos de dual, mmm, creo que la verdad no se me ha escapado nada, en realidad he tenido como la oportunidad de estar en todos y eso me gusta porque siento que he tenido como una perspectiva cuando estoy en el uno como en el otro de no ver las comunidades aisladas, sino ya de ver un proceso que es lo que necesita el estudiante en un proceso en el cual soy parte.

Pregunta 1 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: ¿Entonces precisamente como has tenido diferentes grupos de todos los niveles y todas las áreas, entonces en todos esos grupos que tú has tenido no solo aquí en la universidad sino también general en tu vida, tú crees que el grupo es importante para el aprendizaje?

Profesora R: ¿Qué este unido o integrado?

Pregunta 1 (aclaratoria de diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: ¿El grupo en el cual se desarrolla un curso influye en el aprendizaje de los individuos?

Profesora R: Sí, yo creo que cada grupo tiene una personalidad digámoslo así, cada grupo pues es totalmente diferente, tiene un ritmo, unas características muy puntuales por más que uno tenga siempre un mismo programa el grupo siempre le va a dar una variable, porque algunos son de pronto más tímidos, otros ya trabajan, otros son súper inquietos, entonces siempre va haber algo que va hacer que uno tenga que adaptar de alguna manera el programa que uno ya tiene establecido para que obviamente haya un beneficio del programa, porque lo que aprenden unos en una manera más visual a otros no le gusta, entonces hay que ponerles más audio, de pronto estos son más quieticos, ponerlos a moverse, pero para mí es muy importante que ellos se integren y pues como desde la primera clase que se tengan confianza, que ya se sientan como en casa como para que no les de pena interactuar sobre todo.

Pregunta 1 (aclaratoria de diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: ¿Tú dices que es muy importante que se sintieran en confianza desde el principio, o sea que tú crees que las relaciones grupales, es decir las relaciones entre ellos mismos influyen en el aprendizaje?

Profesora R: Sí, influye bastante, por ejemplo, si hay individuos en el grupo que tratan de mantenerse aislados puede generarse como una polarización de grupo, es decir, pueden existir algunos individuos que van a tender como a molestarlos o tal vez a burlarse y ellos a retraerse más de actividades, de participar, entonces la verdad no permito que eso pase, generalmente trato de integrarlos ya sea con actividades grupales o con bromas, a veces me preocupa un poquito porque puedo tener el humor muy negro pero trato como de medirlo, pero la idea es que ellos se sientan felices, que si la profe puede hacer el ridículo y no le da pena, bueno, aquí no pasa nada, yo siempre les digo a los cursos que son como las Vegas, we're in Vegas, what happens in Vegas, stays in Vegas (lo que pasa en las Vegas se queda en las Vegas), (risas), yo les digo así, entonces tranquilos que lo que va a pasar aquí que se quede aquí, así que no pasa nada, nos equivocamos, nos caímos, listo pero todos juntos, apoyémonos nosotros aquí juntos y trato como de combinarlos, que no sea que trabajen siempre los mismos, entonces si veo algunos como con más fortalezas, que vean que yo ya identifiqué que veo que ellos tienen esas fortalezas y que yo los estoy utilizando como de apoyo, por ejemplo, por qué no le ayudas a Juliana, mira que tu con tu habilidad para esto puedes… Que se sientan como empoderados, como fuertes y qué rico pues que ayuden a su compañero ya también los otros como qué bueno mira, tú tienes que mejorar esto, vamos a mejorar esto, tenemos que pegarnos de un árbol que nos de buena sombra y que de pronto podamos copiar ese modelo que sea algo positivo y no al contrario que los que tienen más debilidades con los que tienen más debilidad y no los más fuertes con los que son más fuertes porque se desbalancea el curso. Sí, al principio pues las actividades son esas, los primeros días de clase, generalmente los pongo, pues primero una actividad que era con la bolita, deben hacer un circulo y que digan algo qué les gusta, algo que no les gusta y luego tratar de recordar todas esas cosas allí con la dinámica de la bolita, recuerdo perfectamente que no decimos nombres todavía, únicamente empanada, pizza, Burger y cualquier cosa, ya cuando llega el nombre casi que no queda marcado, ellos se acuerdan es de la comida y duran como unas 4 clases más o menos (jajaja Burger) y eso como que genera un ambiente como más relajado porque se ríen (Ah, jaja, Valentina Empanada) (Juanito Burger), esa es la primera y la otra que es la que voy hacer este semestre es como que dibujan, que están en parejitas, la estoy pensando diferente por lo que voy a tener dos estudiantes de inclusión, entonces tengo una idea con una niña con parálisis en un grupo que no habla entonces estoy tratando de evitar y me ha costado trabajo porque tengo muchas actividades en las que me gusta ponerlos a moverse, pero entonces quiero que ella no se sienta excluida porque no se va poder mover igual, entonces estoy tratando de re pensar en esas actividades que se puedan hacer allí en el puesto y que ella pueda participar casi que de la misma manera, entonces esta vez será diferente, en parejitas, que uno de ellos dibuje lo que los otros dicen, pero que solo uno dibuje. Que hagan dos círculos que entonces en la intersección haya que ver elementos en común para que puedan compartir un poquito y luego nos compartan con el grupo para ver si tienen muchas cosas en común o muy pocas cosas en común y ya bueno nos vamos presentando. ¡Qué otra cosa, ¡ah! También tengo un niño con dificultad visual en otro grupo, voy a tenerlo en otro grupo, entonces mejor dicho me va tocar sacar un montón de estrategias del baúl porque sí, no puedo decir: ¡Ay! ¡Súper! ¡Chévere! ¡qué fácil! porque tengo susto porque pienso que es un reto y lo que me da

susto es porque tengo un reto con ellos dos, lo que me da susto es que me vaya a desmandar tanto en tiempo con ellos que no le preste atención al resto, ese el miedo que yo tengo, que de pronto me enfoque tanto en ellos que se me olviden los otros, es como el temor que tengo ahorita y que tengo que equilibrar, ¿no? es como cuando uno va a tener un hijo y ya va a tener el otro, entonces que uno dice no, no, no nos vamos a enfocar tanto en este para que fulanito no se sienta mal y resulta que pasa todo lo contrario (jajaja).

Pregunta 2 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: ¿Y estas actividades de las peloticas o el dibujo, qué tipo de actividades son?

Profesora R: No pues como warm up, yo lo tomo como actividades de warm up porque estoy tratando con ellos de que en la clase de inducción estén como… bueno… prestos a dar su información en inglés de alguna manera pero para mí también es un diagnóstico, o sea yo trato de que no sea un diagnostico con tanto papel, sino que para mí es un diagnóstico porque si la persona es capaz de dar su información espontáneamente como de hablar e interactuar allí, luego como escribir esas cositas de alguna manera yo estoy midiendo como esa capacidad que ellos tienen y espontáneamente no como tan dirigida de que complete aquí, complete allá, de pronto no buscando lo que su memoria no pueda traer puntualmente con respecto a aspectos gramaticales, no, trato es de identificar lo que verdaderamente tienen a la hora de poner en práctica lo que sea que tengan en sus cabezas, términos conceptuales así no te podría decir, yo soy teacher empírica y he venido aprendiendo como con el tiempo y he aprendido como a interiorizar conceptos pero yo te lo digo que en realidad todo ha sido más práctica, práctica desde mi propia experiencia como estudiante, pienso que soy una persona que lee mucho y me fijo mucho en el comportamiento de las personas y con eso como que los absorbo para tratar de que me cambien la carita por acá, de que generen otra emoción, porque voy es como trabajando con lo que ellos me dan con su actuar, como mamá también, entonces la paciencia.

Pregunta 2 (aclaratoria diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: ¿Entonces tu consideras que tus actividades son warm up?

Profesora R: Sí, para mí es un calentamiento para que estén relajados, para que se relajen o que ya se articulen cuando se juntan con otros porque las características de los profes de inglés es que tenemos todas las carreras allí, es muy raro que de pronto tengamos muchachos parejitos, que se matriculen juntos, pero generalmente no se van a conocer todos.

Pregunta 3 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: Y para ti, ¿qué sería una actividad rompehielo?

Profesora R: Esa, esa por ejemplo sería un icebreaker como tratar que ellos estén como en confianza, actividades que no los pongan a pensar a ellos en lo que saben o en lo que no saben de inglés, sino que simplemente a través de la lúdica ellos puedan sin darse cuenta soltar ese conocimiento, entonces uno los puede poner a moverse, a cantar, como utilizar más la motricidad diría yo de pronto ya sea fina, ya sea gruesa pero que ellos tengan que hacer eso pero en inglés, entonces ellos no van a estar pensando en cómo se dice esto, lo otro, sino que van a estar enfocados en el movimiento o en pintar esto, que sencillamente eso sale, el cerebro les da la información que necesitan.

Pregunta 4 (diagnóstica, sobre el tema de la investigación, protocolo de entrevista)

Investigadora: Y finalmente, tú en los tipos de grupos que has observado, que has tenido, porque dices que cada grupo tiene una personalidad, para ti cuáles serían las características de un buen grupo entre comillas, los buenos grupos que has tenido, qué has observado, ¿en qué se caracterizan, por qué?

Profesora R: Bueno, pues yo pienso que un buen grupo sería ese que de verdad le exige a uno más, que son comprometidos con su propio aprendizaje porque yo creo que uno transmite, que uno es como una herramienta, ni siquiera pienso que uno transmite conocimiento, simplemente uno les muestra de ciertas experiencias de la vida, les muestra como un panorama como una perspectiva, pero cada individuo decide tomarlo o no para su propio uso, entonces yo pienso que somos más motivadores en realidad, que si llegamos a motivarlos lo suficiente podríamos lograr que ellos tomen ese conocimiento y que lo empiecen a aplicar, para mí el grupo bueno sería ese, un grupo que de verdad se motive fácilmente, que tenga claros sus objetivos y sus metas y que vean la necesidad de este idioma y antes le exijan a uno más, que no se conformen con la actividad que ya está allí, que le pidan a uno más, que pregunten, que se cuestionen, será que al otro lado del planeta lo dicen así?, como que no se quedaran allí como quietos, para mí un grupo bueno no es el que simplemente no me hagan bulla, estese calladito que perfecto, que yo termine de dar la clase y diga, que tan lindos no se movieron (risas), no hablaron, no respiraron, ¿estarían despiertos? Para mí no, puede ser un grupo fácil, cómodo para uno como teacher y ya, pero en realidad eso no es un buen grupo para mí, para mí un buen grupo, sería un grupo que demande que ellos mismos casi como que proponen, que también proponen otras dinámicas, estrategias y que en verdad uno los ve con ganas de aprender, ese para mí si sería el grupo, que ni siquiera se sienten aprendiendo sino que lo están gozando, que lo están ejerciendo en su vida real, que lo están aplicando en su contexto.

Investigadora: **Bueno profesora R, muchas gracias.**

Appendix B

Survey

Encuesta sobre el ambiente universitario de clase

El propósito de este cuestionario es conocer sus opiniones acerca del ambiente de clase en el curso de inglés 3 al que estuvo asistiendo este semestre.

Este formulario está diseñado para el uso de recolección de opiniones sobre las clases.

Este formato valora su opinión sobre la realidad de la clase. Indique su opinión sobre cada afirmación del cuestionario seleccionando una de las opciones que se brindan a continuación.

*Obligatorio

1. Correo *

    _____

    Información   Para propósitos investigativos, por favor responda:

2. ¿En qué programa se encuentra matriculado(a)? *

    _____

3. ¿En qué semestre se encuentra en este momento? *

    _____

4. Seleccione su género *

    Marca solo un óvalo.

    ( ) Mujer

    ( ) Hombre

5. ¿Qué edad tiene? *

Selecciona todos los que correspondan.

- ☐ 15-17
- ☐ 18-21
- ☐ 22-24
- ☐ Más de 25

Enunciados de opinión

Por favor seleccione la opción que más se adapta a su opinión sobre el enunciado (muy de acuerdo, de acuerdo, desacuerdo, muy en desacuerdo)

6. Lea cada frase con atención y seleccione su opinión al respecto *

Marca solo un óvalo por fila.

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
La clase está compuesta por personas que no se conocen entre sí	⬭	⬭	⬭	⬭
Todos en el salón conocemos al menos el nombre de los demás compañeros	⬭	⬭	⬭	⬭
En esta clase todos somos amigos	⬭	⬭	⬭	⬭
Los estudiantes de este salón prestan atención a lo que los demás dicen	⬭	⬭	⬭	⬭
En esta clase no tenemos muchas oportunidades para conocernos unos a otros	⬭	⬭	⬭	⬭
Toma mucho tiempo conocer los nombres de todos los miembros de este salón	⬭	⬭	⬭	⬭
Los estudiantes de este salón pueden llegar a conocerse muy bien	⬭	⬭	⬭	⬭
Los estudiantes de este salón no están interesados en conocerse unos a otros	⬭	⬭	⬭	⬭

Appendix C

Observations

Observation No. 1

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°1

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: July, 23rd 2018
Time: 7:00 am – 8:30am
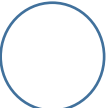*Total time of observation: 90 minutes*

Time	Description
7:03 am 7:09	The class starts with a great greeting, teacher explains to the SS about the level III, she has for them some activities, but first she presents herself, they have to complete an information, she speaks a little in Spanish because she needs the students to understand the format for completing, (The students: 15 and 24 are a little distracted with some words in English)
7:13	She explains her studies, she says where she studied and has worked, she talks about her family, her hobbies and her favorites (The students are so concentrated, they are listening to her)
7:23 7:39	Now the students have to introduce themselves and talk with their classmates about them, their names, their studies. Some of them are talking with different people, but there are 3 who aren't making friends.

7:47	The teacher explains the activity, she is going to select one student, she says a fruit and one student has to introduce his classmate of the right, but if the teacher says "half (fruit)" so the student introduces his classmate of the left, (there are some students who have difficulties with English grammar)
	When the activity finishes the class repeats all the names.
	The teacher asks them in Spanish if they liked the activity, because for her it is very important that the students know each other, next the teacher explains her master's research and she hands the consent out to them because she is going to take some pictures and videos.
8:06	She explains her class will be only in english, plagiarism is not permitted, punctuality is very important, she talks about the absences because they have to present valid
8:21	excuses, the cellphone is only for the academic, if the students want, they can take notes because maybe in the future they will need them for tests, then a student explains what the clubs are about, next the teacher talks about the tutoring sessions, it is important for students to know "moodle sig@" very well, after she explains her evaluation system and the students are concentrated.
	The students go to the laboratory and begin to do the survey about the master's research (the teacher is explaining how they have to access for doing it)
	Some students finish the survey very fast, they leave the class and the class is finishing.

STUDENTS´ RELATIONSHIPS BEFORE AND AFTER THE ACTIVITY

Students´ relationships before the activity

Students´ relationships after the activity
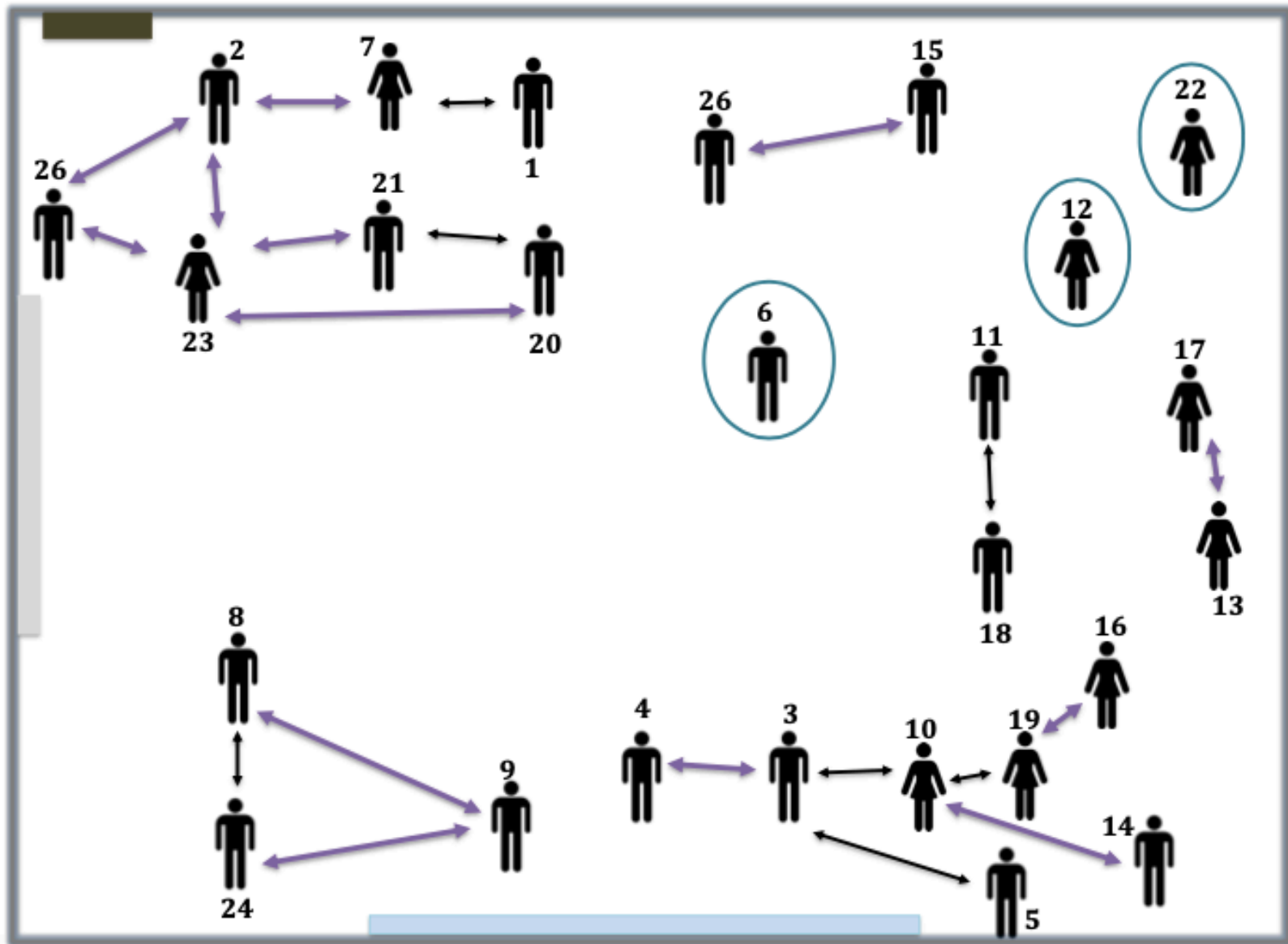
Students that did not interact

➢ WINDOW   ➢ DOOR   ➢ BOARD

Figure 1. Students behavior before and after the activity.

Observation No. 2

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°2

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: July, 25th 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	Description
7:00 am	The class starts with an activity, it is about getting to know each other, the students have to say their name and something they like, there are some minutes for doing the activity.
7:08 am	The activity begins, if the teacher says "lemon" the person who has the ball, has to say his/her classmate´s name to the right and the thing that he/she likes, but if the teacher says "half lemon" the students have to say his/her classmate´s name to the left and the thing that he/she likes. (During the activity the students are excited, they are enjoying the game because it is funny, they are happy and show enthusiasm).
7:22 am	The teacher asks them where they want to travel in the future, then the teacher talks about an activity that will be a graded speaking presentation in two or three weeks, the students have to describe the country simulating a tourist fair. After, the teacher hands a piece of paper with a drawing out to the students, and the students that have the same picture, make a group and choose a place for describing, the teacher shows them a video and only one person of each group has to write a sentence on the board about the country´s description from the video. for example: "Philippines: you can do many activities like surfing, diving and the people are very special"

7:39 am	All the groups finish their sentences, the teacher checks the sentences and teacher asks them if they know some words called "adjectives" and also she talks about the words called "adverbs" like: very, extremely, really, too, pretty and she says the difference between "too" added at the end and "too" as an adverb.
7: 52am	The teacher gives them a piece of paper with a word, they put it on their chests and they have to position themselves to make a sentence using the adjectives and the adverbs. (the students are socializing)
8:23 am	The teacher tells them, they are going to have to check their email waiting for sig@ to be activated and the class finishes.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE COUNTRY´S ACTIVITY

THE STUDENTS ARE QUIET AND NOT SOCIALIZE.

THE STUDENTS HAVE WITH THE CELLPHONE IN THEIR HANDS.

THE STUDENTS ARE SOCIALIZING AND TALK WITH THEIR CLASSMATES ABOUT OTHER TOPICS.

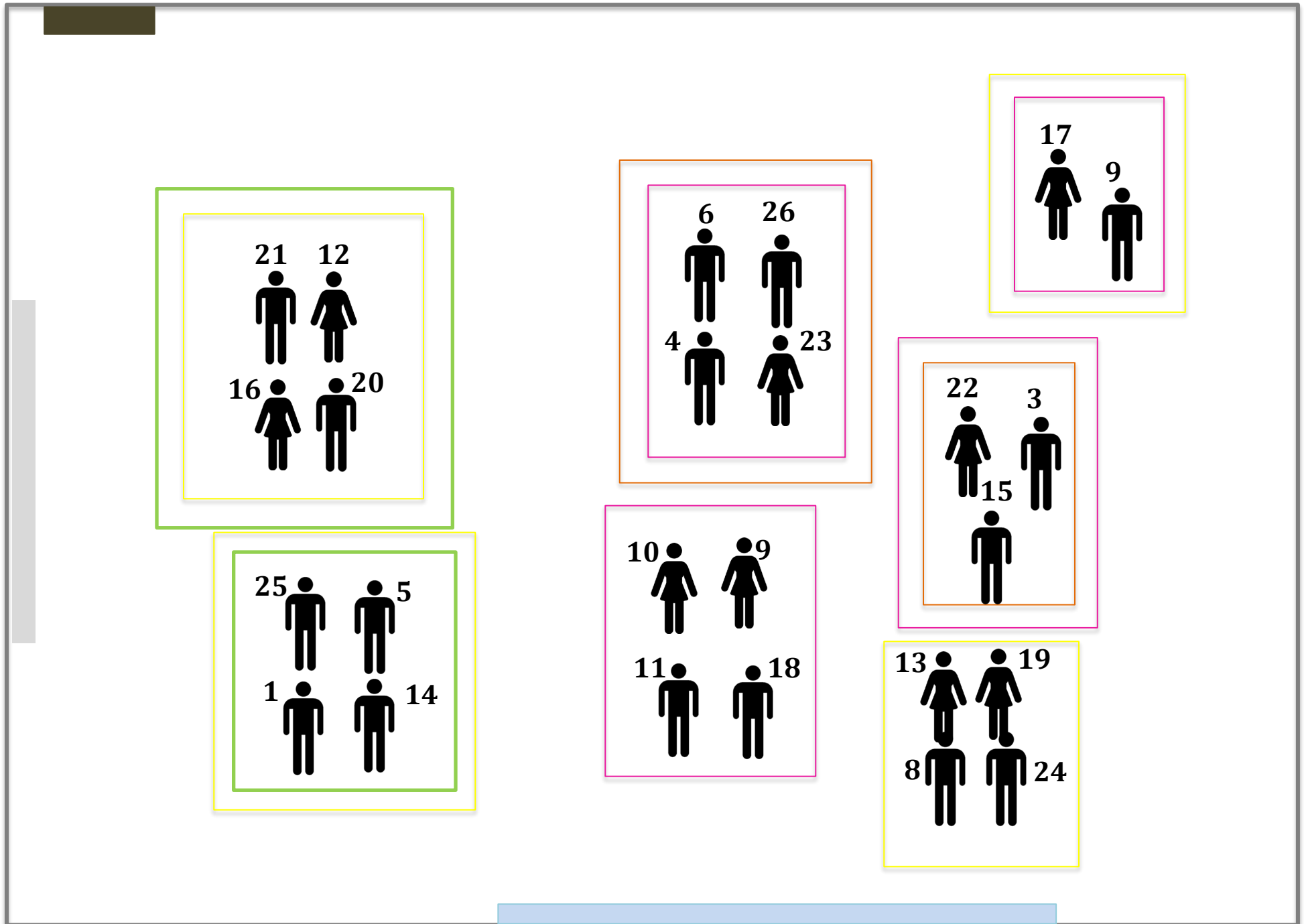THE STUDENTS ARE VERY UNITED ONLY FOR DOING THE ACTIVITY

➢ WINDOW   ➢ DOOR   ➢ BOARD

Figure 1. Students behavior during the activity.

Observation No. 3

<p align="center">*Universidad del Valle – Escuela de Ciencias del Lenguaje*
Masters in interlinguistics and Intercultural Studies</p>

<p align="center">CLASS OBSERVATION N°3</p>

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: July, 30ᵗʰ 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	*Description*
7:00 am	The teacher starts the class asking to the students about their weekend, because they are going to talk about it. Then, she asks them to come to the front. They stand up and make two circles, a student in front of another student, one person has to talk with one person. After, they rotate to the left and talk with a different classmate, they do this activity during 20 minutes (the students are talking and socializing a lot about their last weekend in English)
7:21 am	The teacher tells them they are going to review the last class´ activity, so she hands the past papers with words out to the students and they make sentences with the adjectives again, after each round the teacher checks and corrects it (they are socializing and laughing more than the last class, although there are some students that are not participating).
7:33	The activity finishes and the students give the paper back to the teacher, then she gives some students a marker to write some examples about the homework or something that they remember. Next the teacher explains the topic "comparatives and superlatives", in the superlatives there is "the short adjective + est or most + long adjective" and in the comparatives there is "the short adjective + er or more + long adjective".
7:53 am	The teacher does a new activity, in this new activity the students say different animal names and the students who have the same animal, make a group, then the teacher

8:07 am 8:24 am	explains the activity, they have to organize and make sentences with the papers which the teacher gives them. The students begin to write some sentences on the board (in general during the activity the students are focused, they are trying to make good sentences). The teacher checks and corrects the sentences, next the students give the papers back to the teacher and the class finishes.

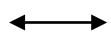## STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE COMPARATIVE AND SUPERLATIVE´S ACTIVITY

☐   THE STUDENTS ARE QUIET AND DO NOT SOCIALIZE.

☐   THE STUDENTS HAVE THE CELLPHONE IN THEIR HANDS.

⟵⟶   THE STUDENTS ARE SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE ACTIVITY AND OTHER TOPICS.
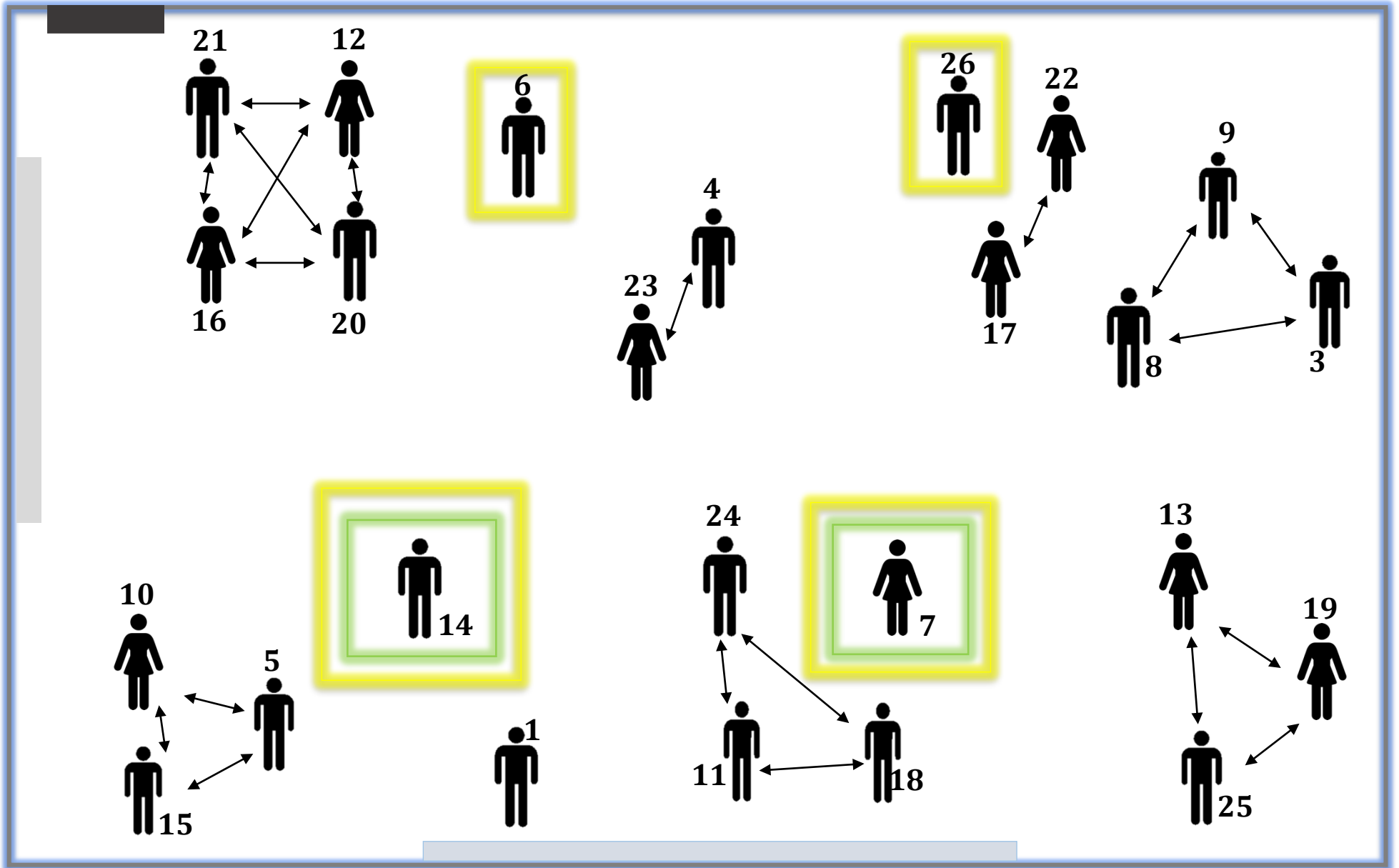
➢   WINDOW   ➢   DOOR   ➢   BOARD

Figure 1. Students behavior during the activity.

Observation No. 4

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°4

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: August, 1ᵗʰ 2018
Time: 7:00 am – 8:30am
*Total time of observation: 90 minutes*

Time	*Description*
7:05 am	The teacher begins the class handing some papers with a different color out to the students, the students who have the same color, make a group and have to draw a diagram, into the diagram they have to write the different and common activities that they do or have (the students speak very little in English but all the students are discussing about their activities and hobbies).
7:23 am	The teacher asks them if they have more things in common or differences. Next the teacher receives the diagrams and tells them that they have to remember their classmate or group for the next class because she is going to hand the diagram out to them again.
7:28 am	The next activity is about listening a podcast but for understanding the activity, they have to know the vocabulary like: (Beach, desert, mountain, river, etc.), so for this reason the teacher shows them a picture for completing and organizing with the past words (but only 3 students participate in the vocabulary´s activity).
7:46 am	The listening activity has two points for developing, the first is about completing and the second is about finding a mistake. Then, some students go to the board and complete the exercises.
	In the next activity the students have to choose a city from Colombia, and have to offer it using the adjectives, adverbs, modal verbs, also they have 10 minutes for preparing the activity and the teacher is going to choose in each group the person who will talk.

8:02 am 8:20 am	The teacher chooses the group which is going to talk first. The first group talks about Cartagena; the second group talks about Medellin, the third group talks about Guatapé, it is a town near Medellin; the fourth group talks about Pasto, the fifth group talks about Buenaventura, the sixth group talks about Cali, the seventh group talks about Cali again. The eighth group talks about Cali again. The teacher tells them that in two weeks they are going to be evaluated, and they cannot read and make mistakes, they are going to do the oral presentation and the paragraph. Also, the teacher reminds them that they have to speak in English, because they will learn more and the next week, they are going to do a writing practice and finally the class finishes.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE ACTIVITY OF OFFERING A CITY FROM COLOMBIA

THE SS ARE QUIET AND DO NOT SOCIALIZE ABOUT OTHER TOPICS.
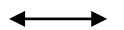
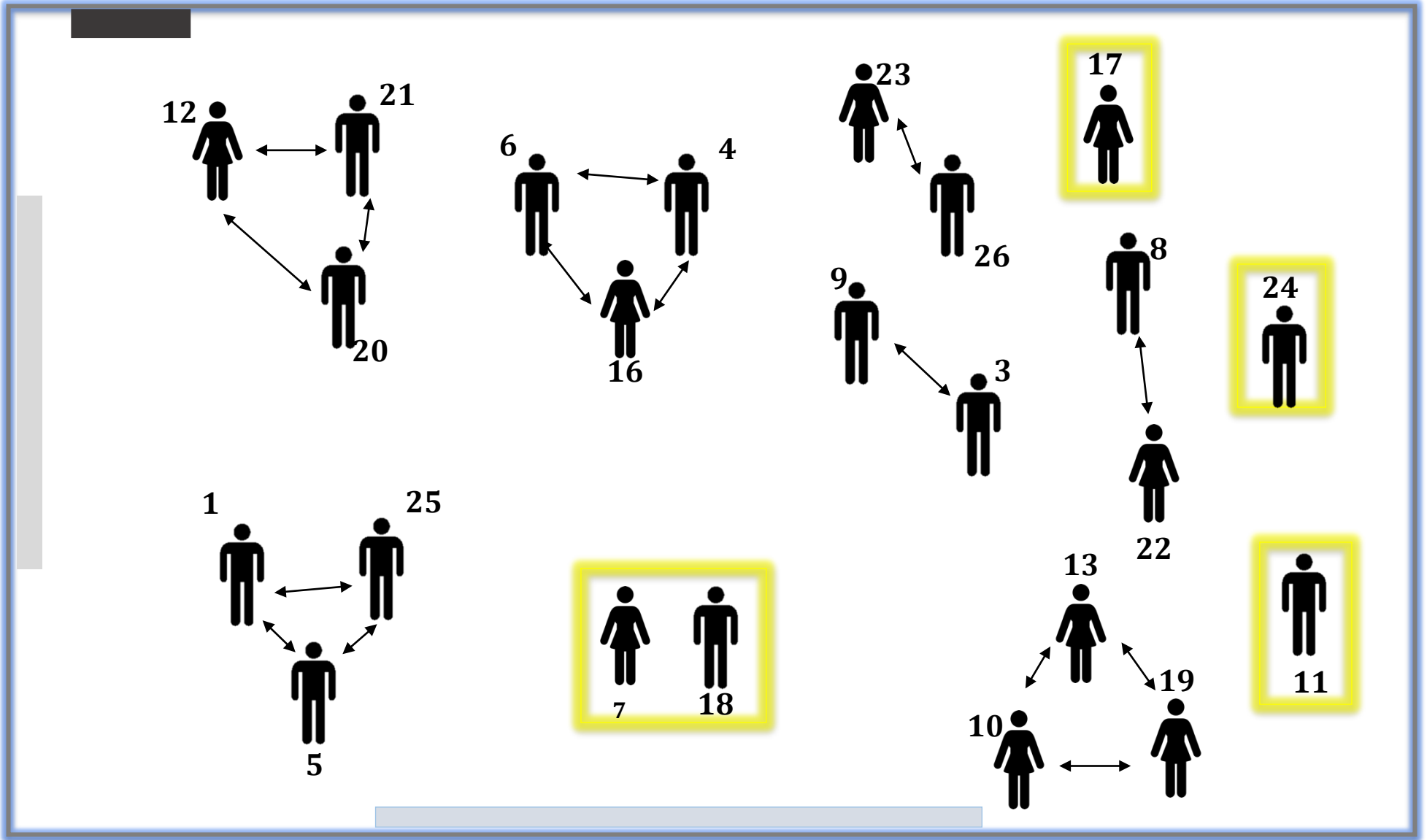THE SS ARE SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE ACTIVITY AND OTHER TOPICS.

Figure 1. Students behavior during the activity.

Observation No. 5

CLASS OBSERVATION N°5

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: August, 6th 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	Description
7:03 am	The teacher begins the class asking to the students about their weekend and tells them that they have to make the past groups, she gives a paper with a question to each group, so they have to socialize, remember their common things and discuss about the question in the paper. (only some students are speaking in English and doing the activity).
7:20 am	One random person from each group socializes to the class the things that they have in common like: to watch tv, to listen to music, to go to the gym, to play basketball, to eat, etc.
7:29 am	The teacher tells them that they are going to practice and review the paragraph and the paragraph´s parts so she shows some information and a video about the descriptive paragraph, what they can use (like: adjectives, adverbs), how they can build it (first: the topic, second: the details and finally: the conclusion).
7:37 am	The video finishes and the teacher explains the next activity. Students have to organize some sentences to form a paragraph, then identify the topic sentence, the supporting details and the closing sentence. (all the students are very focused and trying to do the activity while the teacher checks each group but there is a student that is sleeping).
7:50 am	The teacher explains in detail the paragraph´s parts, gives examples and shows the corrected organized paragraphs from the previous activity.
8:09 AM	

8:20 am	The teacher asks them if they have access to sig@ already but not yet, so she gives them a link for accessing sig@, while the students access the teacher receives the pieces of papers with the sentences of the paragraph. The teacher tells them that she is going to send a format for Wednesday and they are going to work in stations with it, the activity will be about choosing a country and making a descriptive paragraph about it and the class finishes.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE ACTIVITY OF SOCIALIZING AND SHARING THE THINGS IN COMMON

THE STUDENTS ARE QUIET AND DO NOT SOCIALIZE ABOUT OTHER TOPICS.
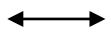
THE STUDENTS ARE SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE ACTIVITY AND OTHER TOPICS.
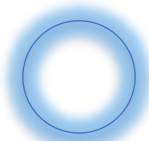
THE STUDENTS ARE NOT DOING THE ACTIVITY.

➢ WINDOW   ➢ DOOR

THE STUDENTS ARE SPEAKING IN ENGLISH

➢ BOARD

Figure 1. Students behavior during the socialization.

Observation No. 6

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°6

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English class level III
Date: August, 8th 2018
Time: 7:00 am – 8:30am
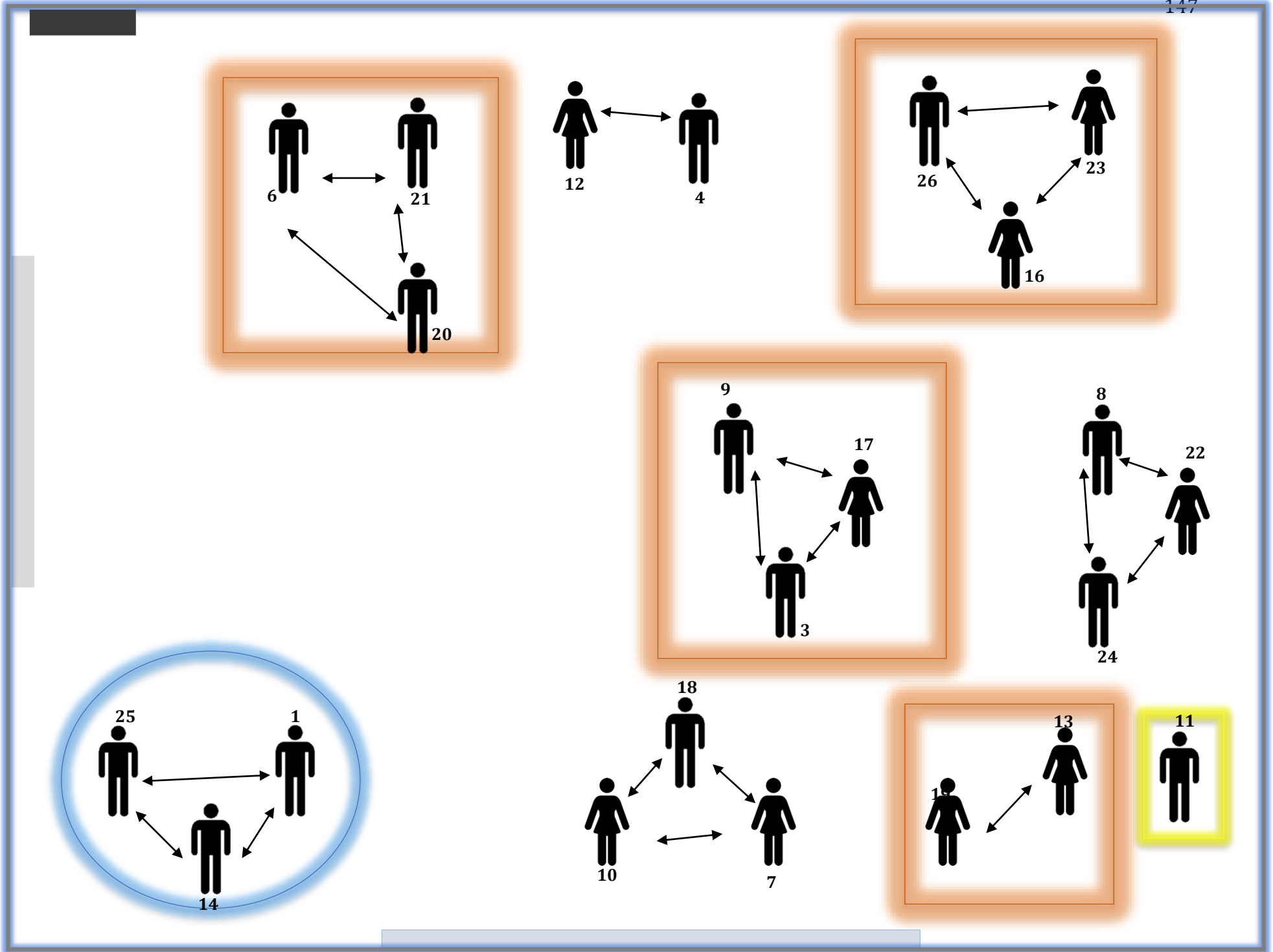*Total time of observation: 90 minutes*

Time	*Description*
7:03 am	The class starts and the teacher explains what they are going to do, first it begins with an activity about making a question in a piece of paper for the students to know each other, they have to make a question like: where do you live?... when is your birthday?... what is your favorite singer?... etc. then they are going to do the programed activity (to practice the paragraph).
7:14 am	For the first activity, the teacher says that she has a phone call for the person who has a specific thing, so the people who have the condition need to move to a different desk, the teacher throws the ball to the last person to sit and this person has to answer a question from the ball, (The ball can disassemble in two parts, so the questions are into it) for example: The teacher says" I have a phone call for the people who wear the red t-shirt" or "I have a phone call for the tall students"
7:36 am	(the students are so happy and are enjoying the activity a lot)
	The activity finishes and the teacher explains the next activity, the students have to make one paragraph by group, but all the students have to write in their format, next the teacher says and explains what they have to do in the paragraph, (first the topic sentence, then, in the supporting details they have to choose three pieces of papers from each bag like: adjectives, connectors and adverbs, finally the closing sentence).
7: 43 am	

8:05 am 8:25 am	The students begin to make the groups and choose the country they will write about; they are going to make the paragraph. (Some groups are working united and are focused) the teacher gives the instruction of rotating) while the students are making the paragraph the teacher is checking it. The class finishes and the teacher says to the students that the next class will be in the laboratory, and they are going to do this same activity (the paragraph) but it will be evaluated.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE ACTIVITY OF MAKING THE PARAGRAPH

THE SS ARE QUIET, DO NOT DO THE ACTIVITY AND SOCIALIZE ABOUT OTHER TOPICS.
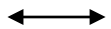
THE SS ARE SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE ACTIVITY AND OTHER TOPICS.

THE SEPARATE GROUPS. (GROUPS DO NOT WORK UNITED AND EACH S DOES THE ACTIVITY ALONE)

THE UNITED GROUPS.

➢ WINDOW   ➢ DOOR   ➢ BOARD

Figure 1. Students behavior during the paragraph.

Observation No. 7

<div align="center">

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°7

</div>

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: August, 15th 2018
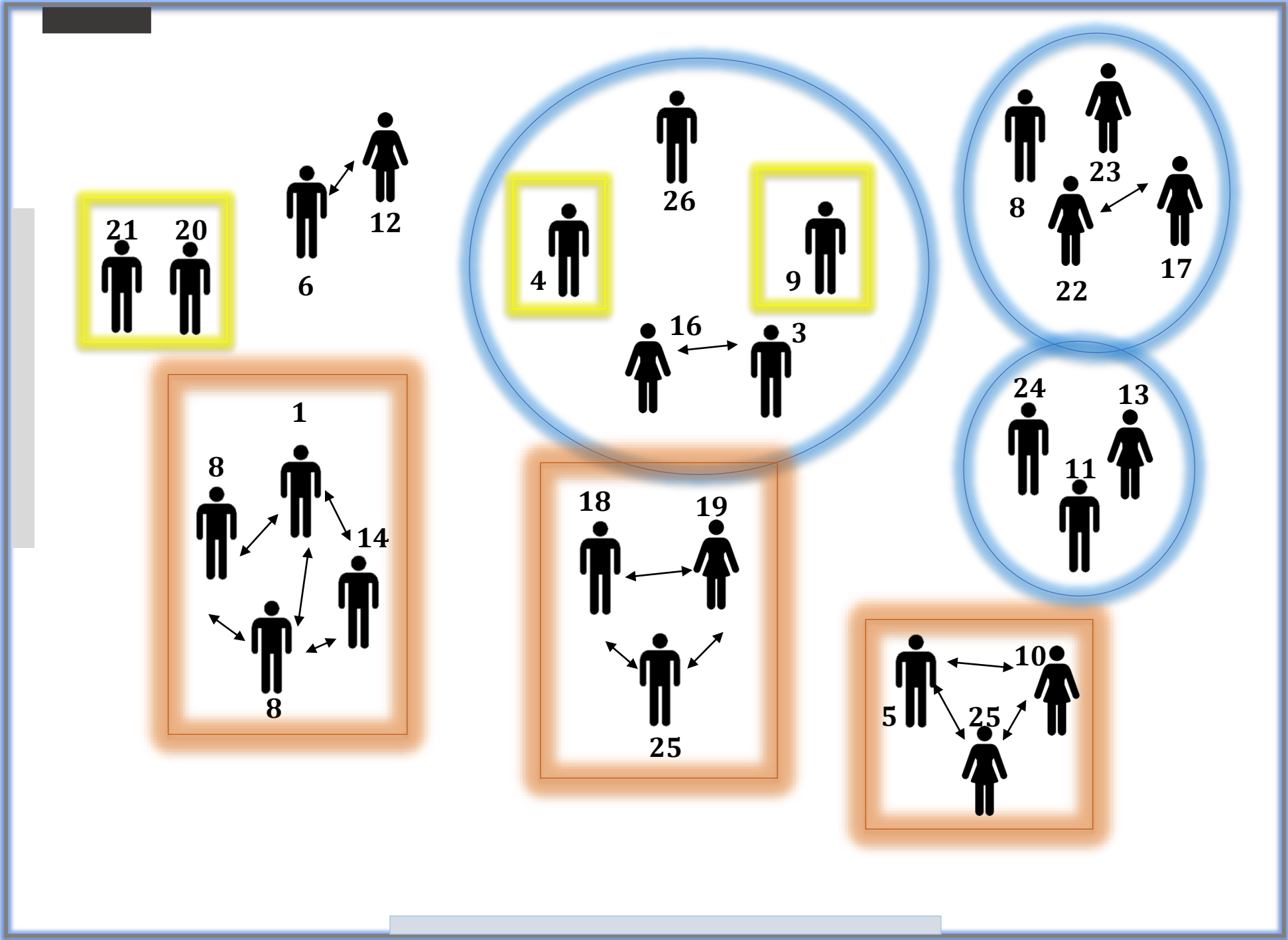*Time: 7:00 am – 8:30am*
Total time of observation: 90 minutes

Time	Description
7:03 am	The class starts and the teacher explains what they are going to do. First, it begins with making a coordinated activity (hello) in which, when a song sounds, the students walk greeting their classmates and, when the music stops, they make groups with the number of members the teacher says; then, they have to make the "hello" (Coordinated movements that the groups create with teacher indications and it must be different for each one) of the group that the teacher says; in this activity, the good attitude of the students is evident.
7:30 am	After, the teacher asks the difference between 2 phrases (about immediate and distant future), the students answer because they made a previous reading in SIGA about the topic.
7:38 am	Following that, the class sees a video about tourist places 2 times and, make a socialization and a classification (What activities you can do… -on weekend? – on vacation?) while the teacher writes the summary on the board. The students talk with their partners about the previous classification meanwhile the teacher is passing through the room checking the activity.
7:45 am	When the activity finishes, the teacher explains the theory for using the future's auxiliaries (will or going to) and the behavior of the students during this, is visible in figure 1.
8:05 am	As evident in the graphic, some of the students were distracted during the explanation, but in the practice (use the auxiliaries in phrases), the group participated in general paying attention and contributing, with the exception of 2 students who regularly used their cellphones. The activity finishes, and the teacher explains the work that is available in SIGA (until Saturday), for practicing

8:15 am 8:30 am	what is seen in class, the students pay attention and clarify the doubts about their independent work. At the same time, the class was divided into 2 groups, students must choose a classmate to make a presentation on Wednesday August 22nd. To do this, they must select the best place (national or international) to go on vacation; the group 1 will be the travel agents and group 2 the visitors. The class finishes and the teacher says that for the next class they must handing the workshop on the seen topic.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE TEACHERS EXPLANATION

➢ THE STUDENT IS NOT PAYING ATTENTION.

➢ THE STUDENT IS SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE CLASS THEME AND OTHER TOPICS.

➢ THE STUDENT IS PAYING ATTENTION AND HAS A RESPONSIVE AND OPEN ATTITUDE.

TEACHER.   OBSERVER.

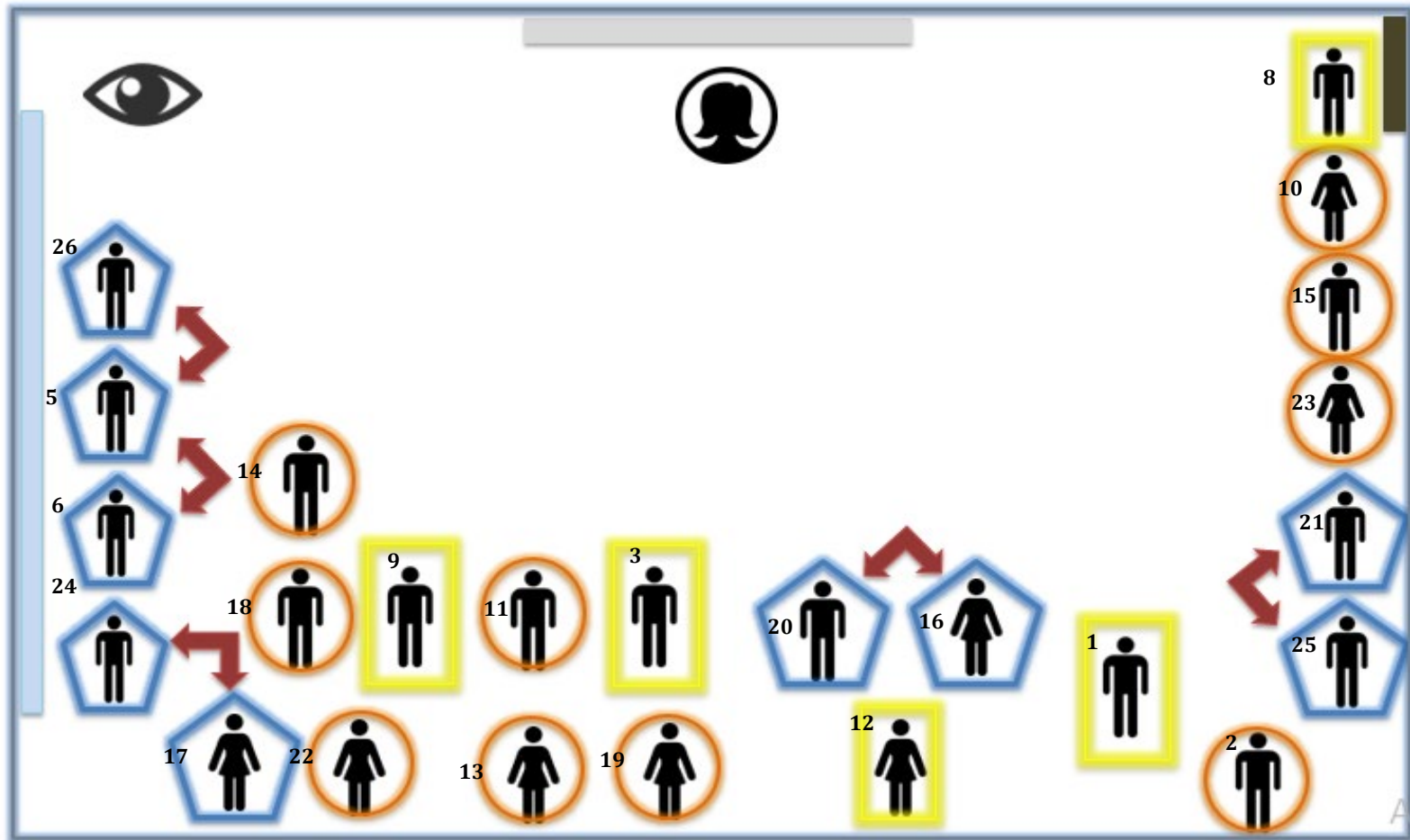THE STUDENT IS SOCIALIZATING WITH.   WINDOW   DOOR   BOARD

Figure 1. Students behavior during teacher's explanation.

Observation No. 8

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°8

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: September, 19th 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	*Description*
7:05 am 7:30 am 7:45 am	The class starts after 7 am sharp that is the start time of classes due to traffic this day because it is a bit congested and the teacher explains what they are going to do. First, the students stand up in the middle of the room in a circle and the teacher counts while they take as many candy as they want from a bag rotating in one sense of the circle and a card from another bag in the opposite sense of the circle. They have to finish before the teacher stops counting at 30. With the cards they make groups (diamonds with diamonds, hearts with hearts, swords with swords and clovers with clovers); the amount of candy that the students take was the number of questions that they had to answer in each group about any topic, it could be personal.
	Next, the already formed groups have different corners with different activities, in each corner they practice their skills in past simple (Grammar, writing, reading and speaking) and rotate to the right for making the other activities. As evident in the graphic of the previous activity, the students participated in general paying attention and contributing in exception of some people that spoke less than the others. However it is to observe that everyone laughed, it was possible to get better contact with each other and fluency while doing different types of questions to get to know each of their classmates better in each corner but more in the speaking.

8:25 am	The activity finishes, and the teacher explains that in the next week they are going to see a new topic that is the present perfect, and recommend to practice it, also, the teacher reminds them of the work that is available in the SIGA platform (until Saturday). A student asks about the secret friend, if they play it in this class, the teacher asks the others, in general they say yes, they seem to hurry to other classes. The teacher tells them ok, for next class.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE TEACHERS EXPLANATION

➢ THE GROUP IS UNITED, HAS A GOOD ATTITUDE AND EVERYBODY IS SOCIALIZING.

➢ THE STUDENT IS SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE CLASS AND OTHER TOPICS.

➢ THE STUDENT IS PAYING ATTENTION, HAS A RESPONSIVE AND OPEN ATTITUDE.

➢ TEACHER.

➢ OBSERVER.

➢ GRAMMAR ACTIVITY.

➢ READING ACTIVITY.

➢ LISTENING ACTIVITY.

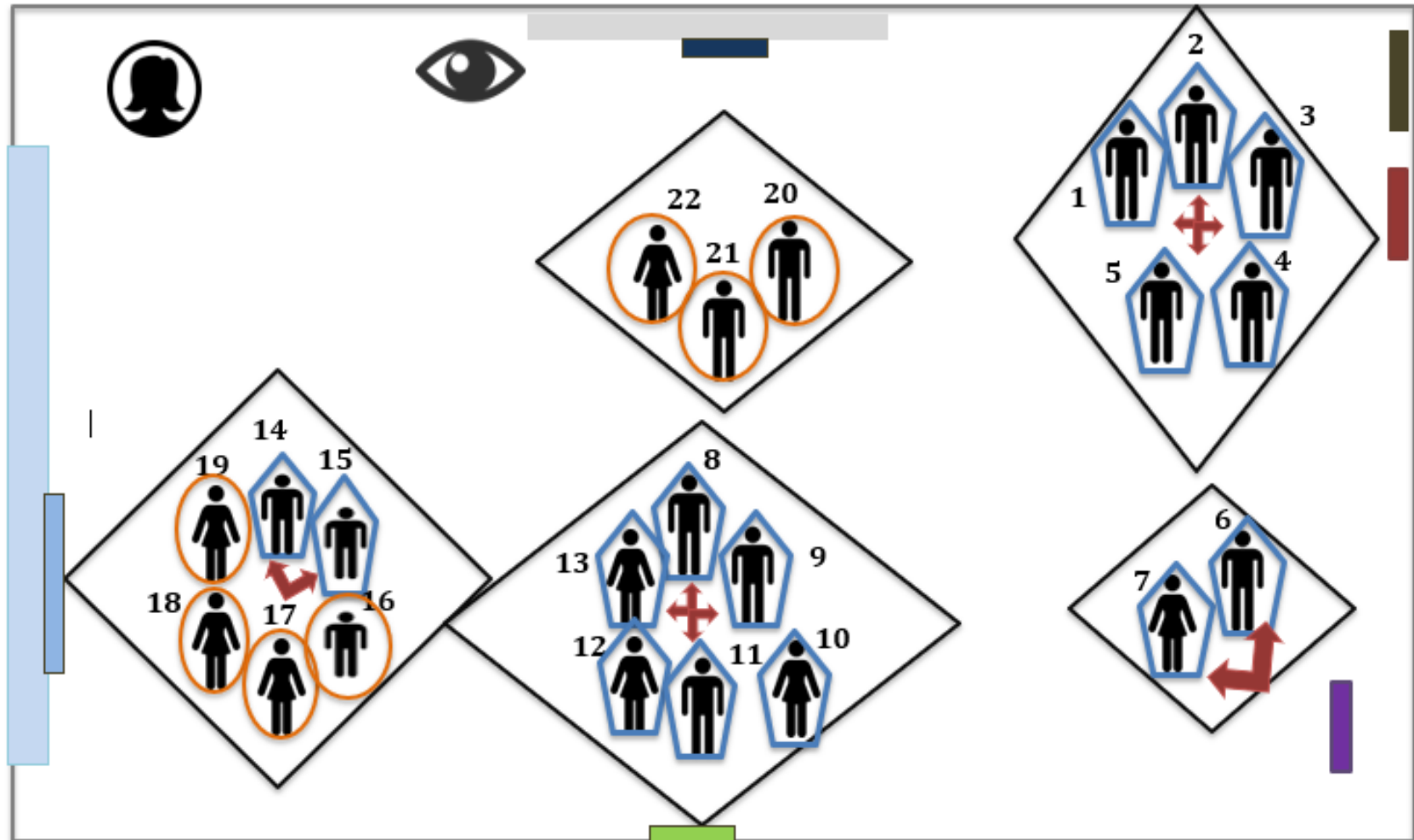➢ SPEAKING ACTIVITY.

➢ ACTIVITY TO COMPLETE WRITING

Figure 1. Students behavior after making the groups.

Observation No. 9

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°9

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: September, 24th 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	Description
7:03 am 7:30 am	Everyone enters the room and the class starts. The teacher explains what they are going to do. First, the teacher begins indicating today they are going to work in the topic of the past. After, she asks them to come and explains how they need to organize. The students stand up in the middle of the room making two circles (one into the other) and they are back to back, they must talk with the person that is behind them and the outer circle should rotate to their left. Students laugh a lot because they have don't hear each other very well so they keep saying what? What? And repeating but it is possible to see most making an effort to help the other hear better by speaking louder or turning their heads. However, the teacher goes around and tells them they shouldn't turn around. Ending, the teacher asks them their opinion about the activity. They mention that it was fun but difficult because of communication. The teacher makes the contrast between this activity and one made before where the students were talking face to face, highlighting the importance of good communication regardless of language, in this case the students show a receptive and attentive attitude. The teacher is very clear at the moment of detailing the importance of the assertiveness for an optimal communication, to know how to listen and to emanate respect, empathy, tolerance when we are communicating with

7:40 am	one or more people and how this helps the classroom interaction. Students nod and agree. It then becomes a large circle rotating a bag with candy, students take one and are divided into 5 groups according to the colors of candy. In this activity each group must complete the song "The only one" from Sebastian Yatra with the infinitive verbs in the chair that is near the board while the song is playing. Two students who knew the song work as monitors of the other groups. Next, the class makes the correction seeing the lyrics video of the song and analyzing the verbs tenses. All the students participate in a dynamic way, it is evident that they are enjoying the activity, they help each other, there is good disposition, they improve the communication and they work as a team to fulfill the activity carried out during the class, they do not present any objection when working with different colleagues, that is to say, with those students they have had little interaction with, the teacher is integrated from the beginning in a very active and didactic way.
8:30 am	The activity finishes, and the teacher explains that in the next class they are going to see a new topic that is the present perfect, so, the teacher uploaded a video in the SIGA platform for practicing before the Wednesday class.

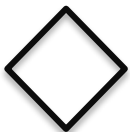## STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE TEACHERS EXPLANATION

➢ TEACHER.

➢ OBSERVER.

➢ ASSISTANTS.

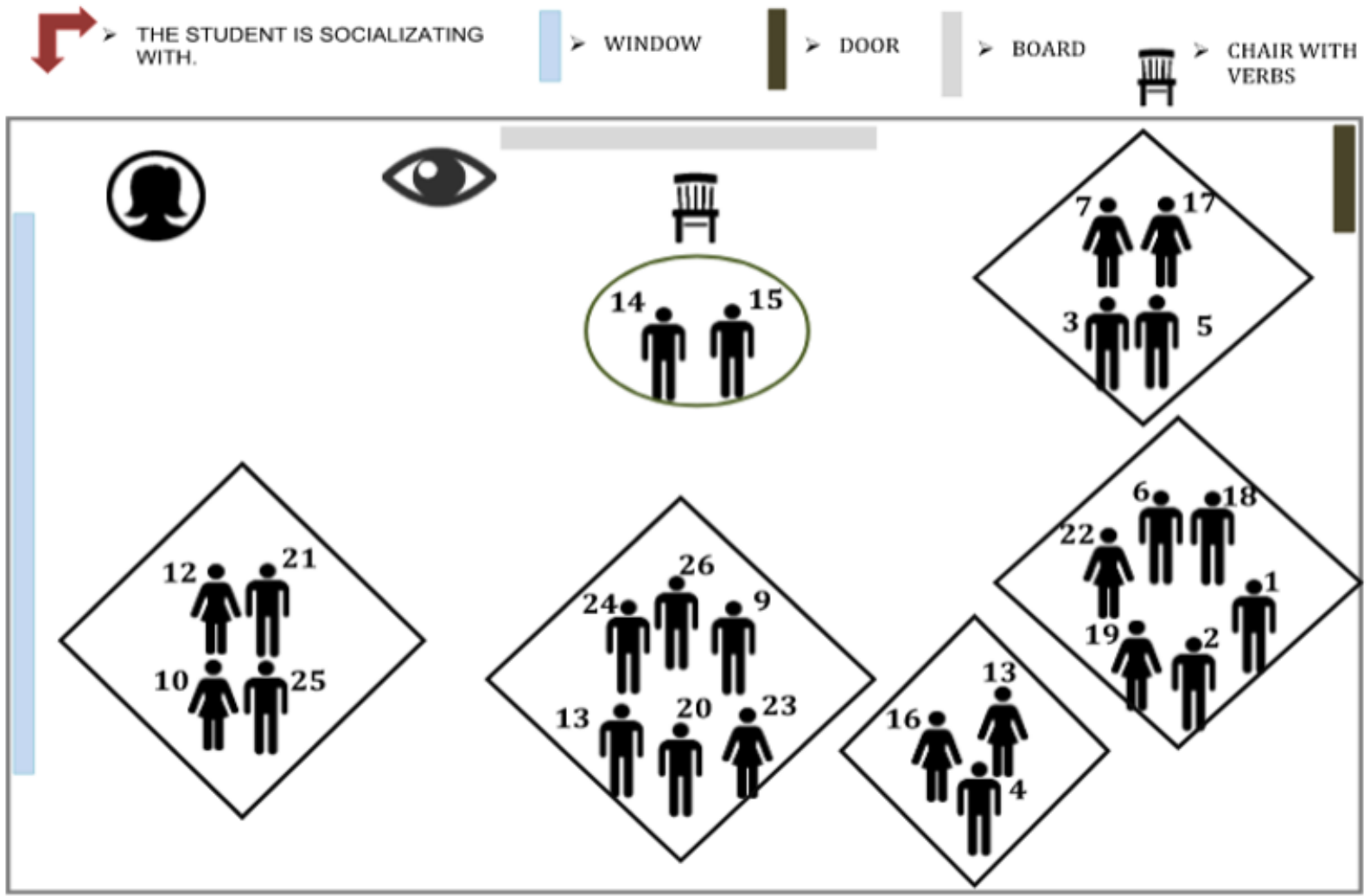➢ THE GROUP IS UNITED, HAS A GOOD ATTITUDE AND EVERYBODY IS SOCIALIZING.

Figure 1. Students behavior after making the groups.

Observation No. 10

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°10

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: October, 1ˢᵗ 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	*Description*
7:05 am 7:30 am	The class starts and the teacher explains what they are going to do. First, the teacher begins giving the "secret friends" pieces of paper to two students who were not in the last class where pieces of paper with all of the students names were put into a bag and distributed randomly without seeing so they get a "secret friend" they need to give some candy as a sweet present. After, the students walk through the room mixing with their classmates at different speeds (1 to 4, being 1 is slower and 4 is fastest), they form groups (the number of members is the same of the last speed) and play "rock scissors paper", the loser or losers have to answer the questions about what they like and what they don't like. This activity is to know their classmates and to describe what their secret friend likes when they will give the presents. Although at the beginning of the activity the students don't show much enthusiasm, as the dynamics was developed, they were more open, they changed their attitude in a positive way, they gradually became more integrated with the activity carried out, thus achieving emotion and communication between them and more approach. Later, the teacher explains the present perfect and its main function (connect the past with the present) with theory and giving examples and she reminds them that they should have seen a previous video before starting the class that spoke of the perfect present

8:00 am	and done the activities that were in it. The students have a receptive attitude excepting two who are using their cellphones.
8:30 am	Now, the students play a board game using a coin as dice to move, heads to move two spaces and tails to move three and when a small group finishes, the teacher gives candies to the student who won. The class finishes and teacher tells the students that in the next class they are going to see the present perfect but emphasizing in "the live changes", also she reminds them that they must do independent laboratory work in their free time and to bring the present for their secret friend.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE TEACHERS EXPLANATIO

➢ TEACHER

➢ OBSERVER.

➢ THE STUDENT IS NOT PAYING ATTENTION.

➢ THE STUDENT IS SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE CLASS AND OTHER TOPICS.

➢ THE STUDENT IS PAYING ATTENTION, HAS A RESPONSIVE AND OPEN ATTITUDE.

Figure 1. Students behavior during the activity.

Observation No. 11

<center>

Universidad del Valle – Escuela de Ciencias del Lenguaje

Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°11

</center>

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: October, 3rd 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	Description
7:05 am 7:35 am	The class starts and everybody puts a little present in a bag (like different candies). This to start sharing with their secret friends and preparing them for the final big discover who their secret friend is the next Monday. As usually, the teacher explains what they are going to do in the icebreaker activity. Next, the class makes a circle in the middle of the room and rotates a ball of yarn, the person who catches the ball say what his/her favorite candy is and when everyone has already participated, they return the ball in order and each student must say the candies they don't like; this with the intention that they share finding out their likes and dislikes to get to know more about each other and for the secret friend. After the icebreaker activity, the teacher introduces the topic class that is "changes" (physical, personal or emotional changes and important events) giving vocabulary and examples. After this, the students have 5 minutes for making groups to write and speak with their partners about their life changes. In this activity, the students show an open and participating attitude talking nicely, including the ones who are usually quiet and doesn't share too much with the class.

8:00 am	Later, for making a general socialization of the previous activity, the teacher closes her eyes and while she says "go, go, go" the students rotate the ball of yarn, when she stops the one with the ball must talk about a change in his/her classmate's life, and this for all the groups.
8:20 am	For finishing the class, the teacher gives to the students two options of activities and they must choose one as the last activity for reinforcing their knowledge of the past simple and present perfect. The students choose a kahoot game and they play it in pairs.
8:30 am	The class finishes and the teacher reminds to the students that in the next class they are going to the laboratory and finally discover who their secret friend is to share gifts.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE SOCIALIZATION

➢ TEACHER.

➢ OBSERVER.

➢ THE STUDENT IS PAYING ATTENTION, HAS A RESPONSIVE AND OPEN ATTITUDE.

➢ THE GROUP IS UNITED, HAS A GOOD ATTITUDE AND EVERYBODY IS SOCIALIZING.

➢ THE STUDENT IS SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE CLASS AND OTHER TOPICS.

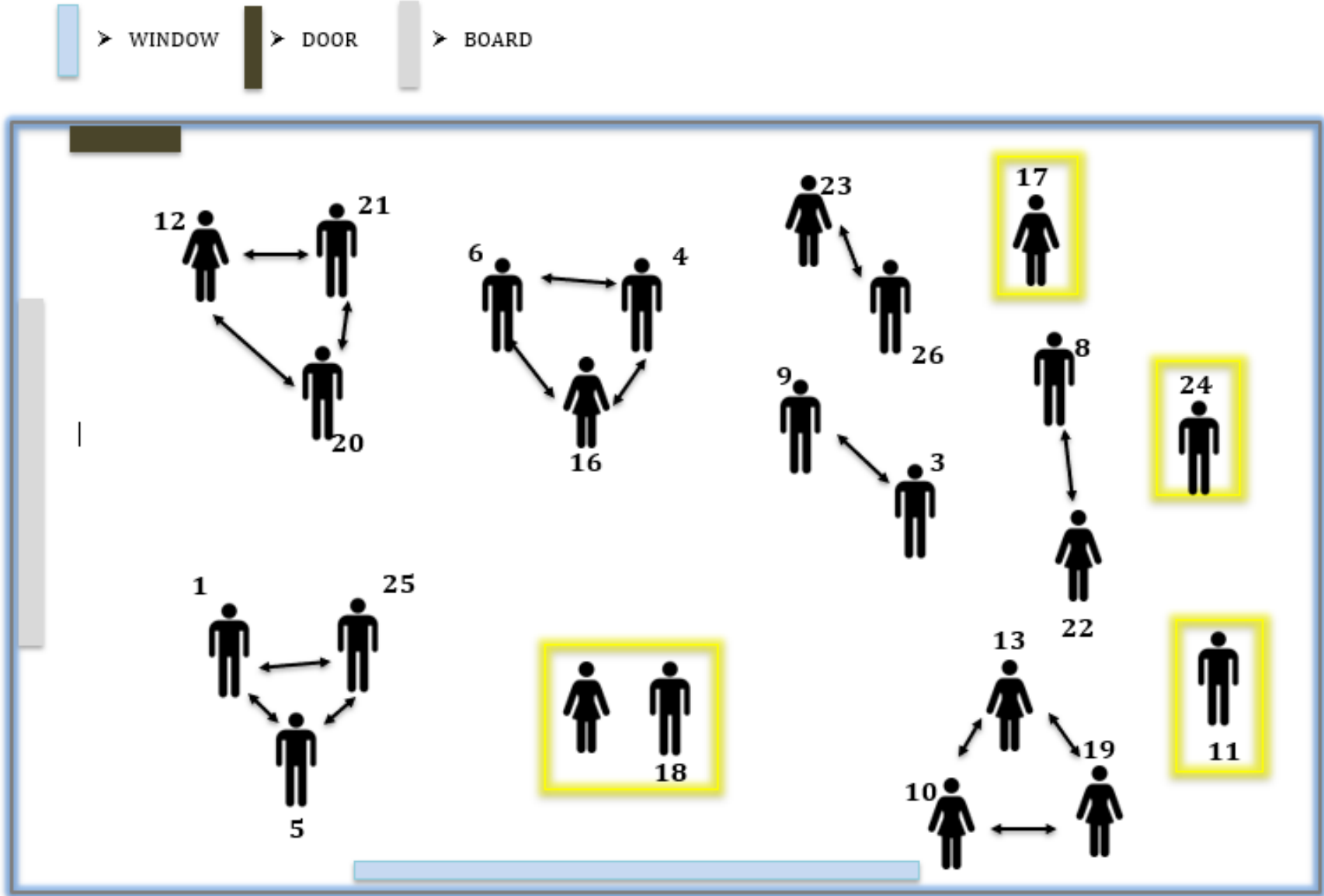> THE STUDENT IS SOCIALIZATING WITH.

> WINDOW

> DOOR

> BOARD
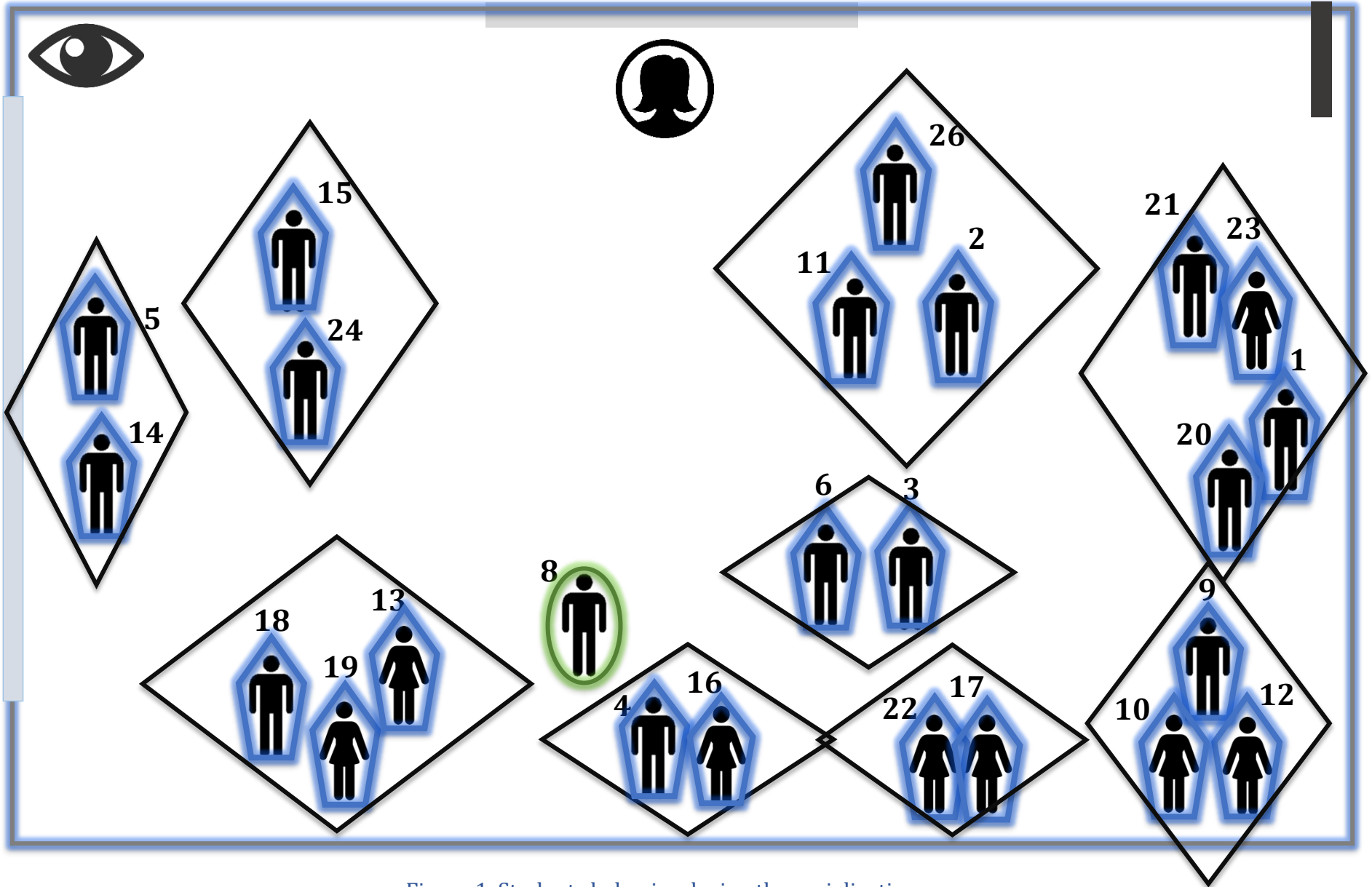
Figure 1. Students behavior during the socialization.

Observation No. 12

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°12

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: October, 8th 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	Description
7:00 am 7:05 am	The class starts and the teacher explains what they are going to do and the dynamic of the secret friend. First, the class makes a circle in the laboratory for making the activity of "the secret friend" and everyone has to say one bakery's product that maybe his/her secret friend likes, with the condition that the first letter of the product has to correspond to the initial letter of the person's name.
7:20 am	Later, they have to describe what their secret friend likes or how their physical appearance is, in order to discover who they are and share the presents in a dynamic environment. The class is united and the students are sharing together, even the ones who are usually quiet, it's noticeable they are enjoying this space.
7:40 am	After the activity, the students must access to the SIGA platform and work in a website named padlet in an activity called "my life writing practice". In this activity, they have to write about their life (how they have changed physically or

8:30 am	emotionally) and upload a photo, they show an open attitude about this, they upload pictures of them when they were younger or little. All the class has access so everyone can see other people's posts. The class finishes and teacher says to the students that in the next class they will meet in the classroom.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE TEACHERS EXPLANATION

TEACHER

OBSERVER.

THE STUDENT IS SOCIALIZING AND TALKING WITH THEIR CLASSMATES ABOUT THE CLASS AND OTHER TOPICS
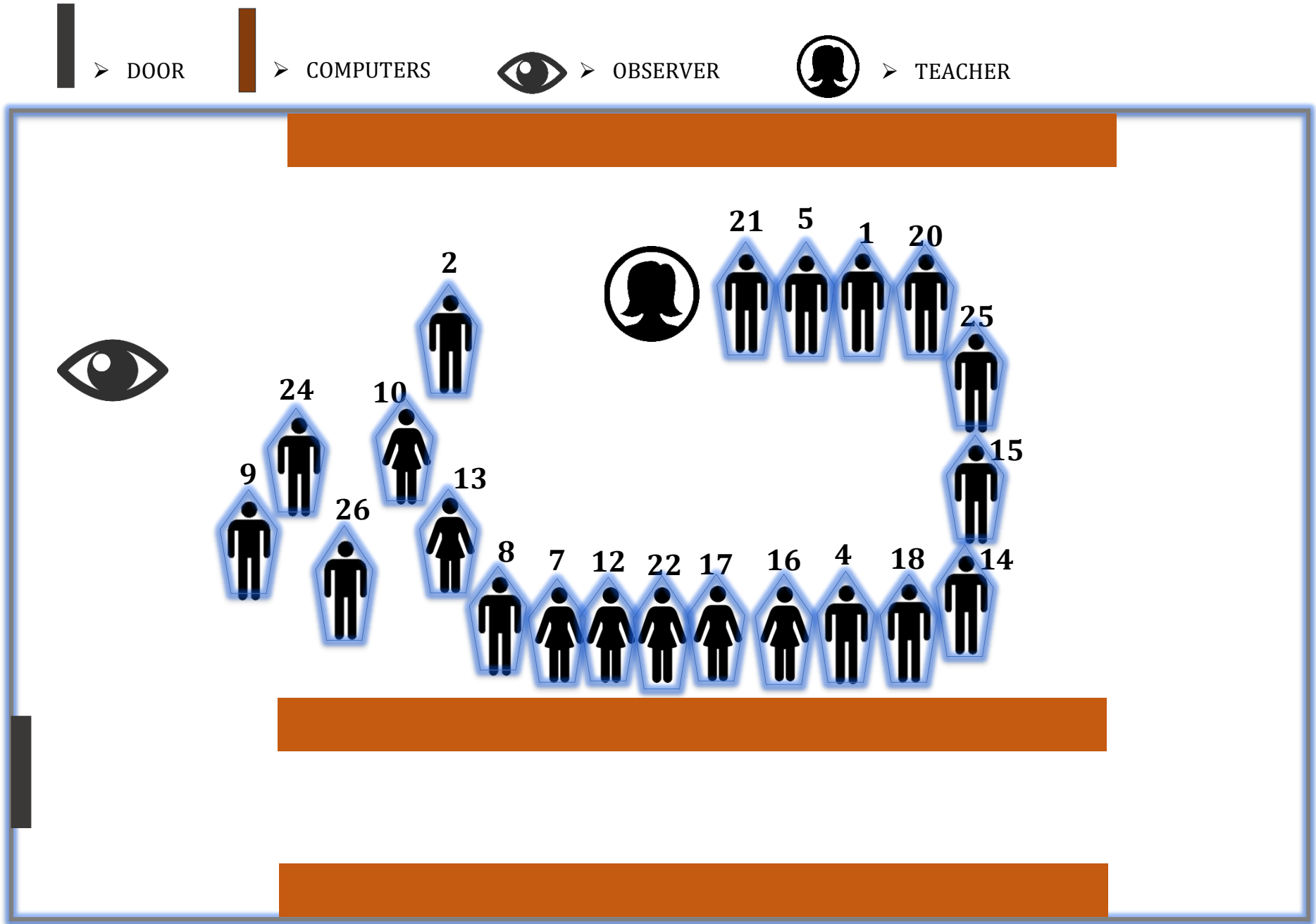
Figure 1. Students behavior during the secret friend.

Observation No. 13

Universidad del Valle – Escuela de Ciencias del Lenguaje
Masters in interlinguistics and Intercultural Studies

CLASS OBSERVATION N°13

Observer: Dayan Natalia Delgado Giraldo
Place: Universidad Autónoma de Occidente
Class observed: English Class level III
Date: October, 10th 2018
Time: 7:00 am – 8:30am
Total time of observation: 90 minutes

Time	*Description*
7:05 am	The class starts and the teacher explains what they are going to do. Today the students will practice "speaking" which will help in preparation for the oral presentation on week 14. Students make two rows of 6 people each (facing each other) and every student should look very well at his/her classmate in front, the teacher asks one row to close their eyes while students in the other row change something in their appearance then, those who had their eyes closed open their eyes and try to notice what were the things that changed in the other student's appearance. After this, they exchange and now the second row closes their eyes and do the same.
7:30 am	Later, with the same students they stayed they are going to play "mirror telling". The activity consists of a person telling his/her story of life changes while using body language and his/her classmate listens and then imitates him/her, next they exchange. After the activity the teacher explains the missing activities according to the calendar, like: quizzes, progress checks and speaking presentations.
8:00 am	The class finishes and teacher says to the students that in the next class they will have the paragraph and they must bring a photo.

STUDENTS´ BEHAVIOR AND ATTITUDE DURING THE SPEAKING

➢ TEACHER.

➢ OBSERVER.

THE STUDENT IS SOCIALIZATING WITH.

WINDOW

DOOR

BOARD

Figure 1. Students behavior during the "speaking".

Appendix D

Research Diary

Research Diary
Paula Andrea Rojas Giraldo

UAO Level 3
Group 7
7am-8:30am

Monday, July 23rd, 2018
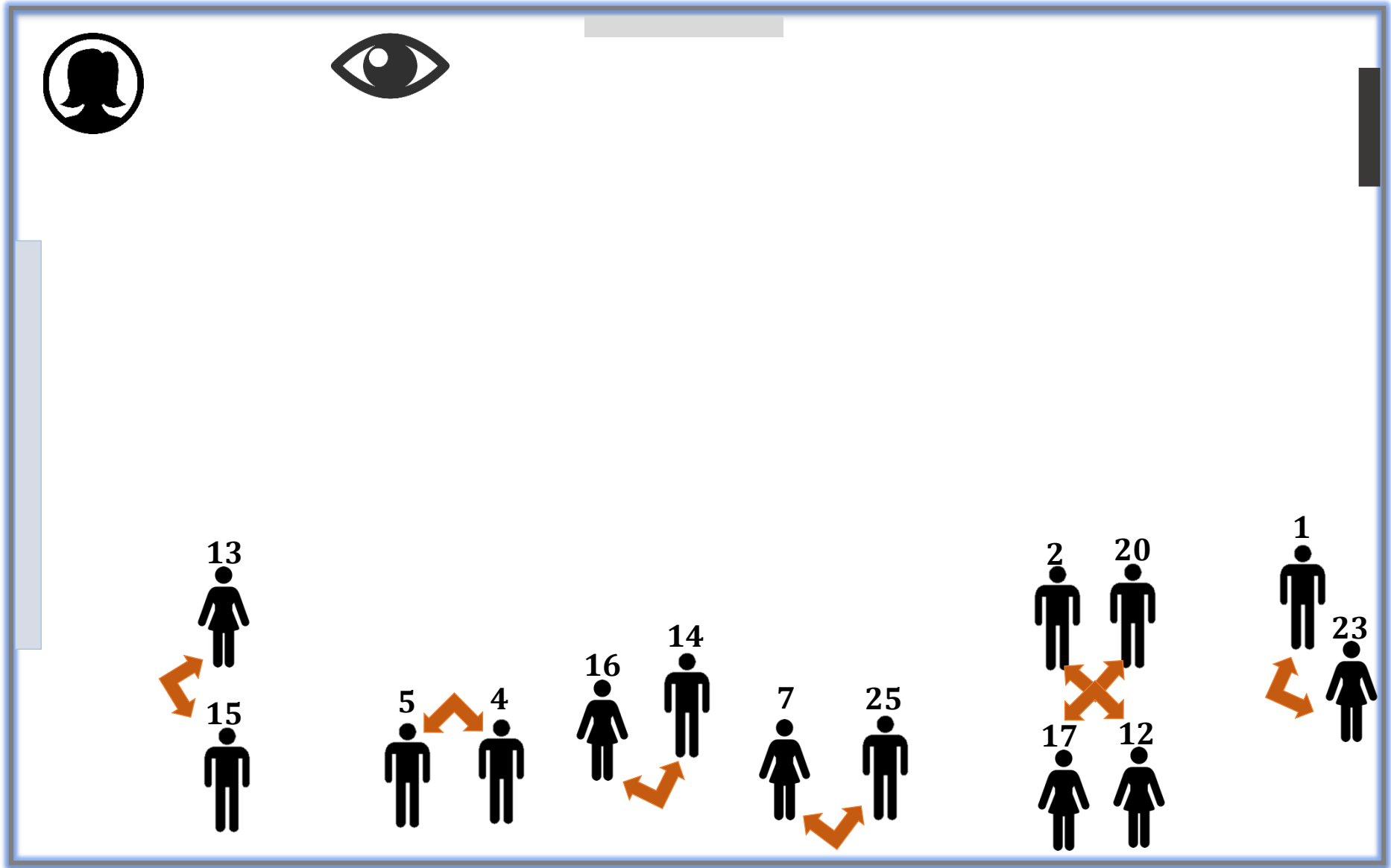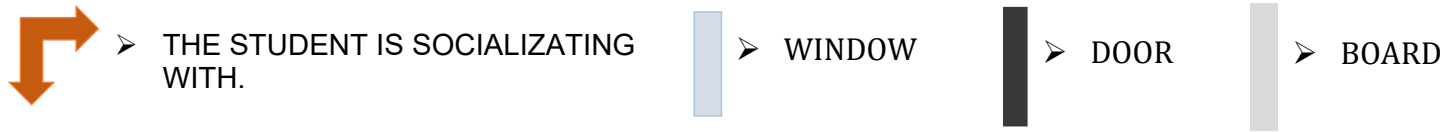
Class started at 7am o'clock, all students were there already. Most arrived before the class established time to start. This is unusual in 7am courses. I had organized the chairs in a horseshoe before most arrived. Some who were already there helped me arrange too. As I started the class, I had little changes from the original plan since I had planned to start with the Icebreaker directly at 7am but I had a short PowerPoint to introduce myself first instead. I thought in the spot that this might also help break the ice because they could see me and know some personal information about me. After this, I continued with the lesson plan. They were given some minutes (5 minutes) to interact with as many people as possible to find out their names. Then, they were asked to stand up and make a circle. I explained the activity: when I pointed out at a student and said "lemon", he/she had to introduce the person to his/her right to the rest of the class. When "half lemon", the person to his/her left. When "lemonade" they would have to go around the classroom and mix to stand up in a different position. I did it like that several times, they changed positions, and I also started to use the opportunity to review names in the circle by asking them if they could remember everybody's names. In general, students responded very well, they seemed to enjoy the activity despite some reluctant attitudes with slow walking or bored faces or comments such as "this class is just like 'desarrollo personal'" which is a personal development class they have to take and usually don't enjoy because they see it as just a filler. After this Icebreaker finished, I asked them to sit down. Then I warned about Spanish use, I don't usually do it and this would be the first and last time they would listen to so much Spanish from me since I need extreme clarity about the research consent to participate and the class rules, methodology and evaluation system. I also asked them if they had liked the activity, how they had felt while doing it. They replied positively with their voices mixed. I explained about my masters research, handed out the consent, read it out loud and stated if they didn't

return it signed I would understand they were not willing to participate. They all returned the format signed. Then I guided them to the lab, sent a mail with the link to the initial survey about class environment at the university, and helped some who had difficulties accessing their mail or typing the @ sign. Finally, they left the lab randomly as they finished filling out the survey.

Wednesday, July 25th, 2018

The class starts at 7am. Students start with the icebreaker activity. Students are asked to talk to each other telling one thing they like. They must talk to as many people as possible in 5 minutes. Then I ask them to stand up in a circle in the middle of the classroom. Next, I explain they will play hot potato by tossing around the ball as I say "apple" but when they listen to "lemon" the person with the ball has to stop and say the name of the classmate to his/her right plus one thing the person likes. Also, I explain that as they hear "half lemon" they will tell everybody the name of the person to his/her left plus one thing they like. Finally, as they hear "salpicón" they will change positions and as they settle the person with the ball will introduce both people to his/her sides. Students are reluctant at the beginning, they say "en serio?" (Really? in Spanish) and play the game slowly and without enthusiasm at first. Then, as they play more, they seem to enjoy it more. In a "salpicón" round I take a seat so one student is left out without a place and has to stand up. The student says "ay no profe" (oh no teacher) but I tell him "oh yes, yes you do". He does it for a short time, then another "salpicón" round happens and another student remains standing up. She does the "lemon", "half lemon" so fast that students only have the opportunity to pass the ball to one person only. The activity continues and when she says "salpicón" I say this is the last one and students go back to their original seats. However, this is not how they'll remain. I give them small pieces of paper with drawings, then ask them to find the other classmates with the same drawing. They make groups according to their symbol, I review some of the things they like and emphasize neither mentioned whether they liked to travel, so I ask them if they do, they say yes, I ask where, they reply with some countries, then I explain they are going to choose a country from the ones I will show pictures of, watch the video and write sentences to describe them. When they finish this, I explain some new vocabulary, I ask if they know the name for some words I circled on their sentences as they wrote them on the board (adjectives), a shy voice says "characteristics", I reinforce and explain characteristics in grammar are called "adjectives". Next, I circle "very" and read their example sentence twice, one without "very", one with it. I ask them if it's the same, they say no, I ask what the difference is. They say it's a different level, I take it from there saying it indicates different levels of intensity, then I introduce other adverbs for different degrees of intensity. I draw a scale on the board and give examples for each. Finally, I ask them to paste a piece of paper with words (verbs, adjectives, countries or cities, adverbs and conjunctions) on their chests, they must make sentences when the music I play stops. They do it, they make some sentences despite some difficulties in organization or number of words, they laugh, the class ends and I give them homework (some links for the next topic about comparatives) will be sent to their mails.

Monday, July 30th, 2018

I was rushing for the class because I had to print and cut out some pieces of paper for an activity. So, I arrived at 7am o'clock and students were already arranged in a horseshoe shape sitting peacefully but talking to each other. I ran to turn on the pc and get YouTube ready to play some music. As soon as I let a video ready, I started to explain the icebreaker activity. I said "how many are you today" as I counted them with my hand, I counted 24 students, so I said 12 are going to form a circle here facing out and the other 12 are going to surround them facing in so that each student faces another. As I explained I mimed the positions they would have to adopt in the inside and outside

circles. When I finished, students were just staring and didn't move. I gestured they had to stand up and come. They came reluctantly and didn't seem to know what to do as they stood there so I had to help them organize the circles by indicating again and moving them sometimes. the arrangement was not perfect because when I was helping them organize, more students arrived and they were an impair number so not every student was facing another. I explained that as they the music played, they would have to rotate. I asked them to talk to each other and find out how their weekend was, what they did during the weekend, I saw some faces indicating there wasn't anything interesting to share, so I joked about it and said they had minimum taken a shower or eaten. They laughed and started talking. Then I played the music, then stopped and they only looked at me like not knowing what to do. I told them «Rotate, rotate and talk, keep talking, go, go" as I gestured with my hands the direction to which they had to turn (right). After a few rounds, I noticed time was not enough to continue until the circles had completely turned over until the same point where they had started. I called it at around 7:20am and distributed the pieces of paper from the last class' activity to make sentences describing places with adjectives, adverbs, verbs, places, and conjunctions. Although they had liked it last time, they didn't seem to enjoy it this one. I did two rounds of this activity and by the third one they were already asking me to stop. I told them just a third and final time and they reluctantly did it. After this, I distributed markers as they were standing up, asked them to sit down and once sat, told them they had gotten an e-mail with some information about comparatives in English so that people with the marker had to come to the board and share something they remembered or had retained or copied in their notebooks about comparisons. They took a few minutes at first but they did it. After a short while, they had written formulas and examples on the board I used to review the topic reinforcing and checking their understanding. When I finished explaining, I asked the first 7 to my right to tell me names of different animals. I asked the eighth to repeat the first animal and so on. Then when they all had the seven animals, I told them to make groups by animal for the next activity. When they formed the groups, I distributed sets of pieces of paper containing adjectives and comparative and superlative particles as "-er", "-est","-ier", "-iest", "more", "most", and "the". I explained they would have to form the correct form of the comparative or superlative of a determined adjective I stated aloud. Then make a sentence with it. I said "number one: expensive comparative." Then, I went around the groups to check how they formed it and although I had explained some blank pieces of paper were to be used as "jokers" to fill out for the missing letters that were necessary to complete the comparative or superlative form, they started writing the full sentence on these pieces of paper. As I went around each group, I answered questions, explained what the blank papers were really for, sometimes in Spanish, and corrected their sentences. Finally, I asked them to write their sentences on the board. They wrote them and I indicated they were all correct and gave each group points for them. I repeated this twice more with two more adjectives and ended the class session reminding them of next week's activities on the institutional platform Moodle Sig@ so that it was necessary for them to check they had access to it.

Wednesday, August 1st, 2018

The class starts at 7:02 am, I passed on the list and gave students small pieces of paper inside a bag for them to take out and make groups by color. Although students complained a little for being separated from their favorite peers, they took a paper and made the groups (each had 3 people). Coincidentally, some students were left together with their friends and they were happier. I explained they would receive a sheet of paper and a marker per group, they had to draw a Venn diagram writing things they had in common in the shared space between the circles and their differences outside the shared space but inside the circles. They would have 5 minutes to do this. They ended up having like 10 or so because every time I said they had to finish, they would complain. I supposed they liked the activity because of this reaction so I went around and asked each group if they had found more similarities or more differences. And as I went around, I heard they were speaking Spanish in most groups. They gave the same answer to my question: most groups had found the same number of differences and similarities. I told them the activity was finished for today but we would continue socializing their diagrams next class. I did this because of time, the activity had already taken 20 minutes. Then I presented the class objectives with a PowerPoint presentation, they had to listen to a podcast about countries and tourism but before that, they needed to work on a very short matching activity about geography vocabulary that was important to understand the listening. They did it correctly, then the

listening activity, they requested for repetition to answer the questions so I played it three times. Then, I left the markers on the board's border and told them they could take them and write the answer. Some students stood up just as they did with the vocabulary activity and answered on the board. I helped them by correcting some little mistakes. Afterwards, I told them now it would be their turn, I showed the slides from the PowerPoint Presentation with instructions to choose a city and promote tourism in that city. I told them to work in the groups they had made and that they would have 10 minutes to prepare, then I would choose the representative that would go out to the front. I set a timer on the screen, 10 minutes passed by. I opened an online fortune wheel to choose the groups and numbered them. I spinned the wheel several times to choose the group and I ruffled the presenter by asking them to select a number from 1 to… I wrote on my cell phone. The chosen student from each group went to the front when their turn came but in two or three groups I didn't ruffle it because they had a very bad attitude so I chose the students who were reluctant to speak English or to participate in this activity. Finally, after all the groups presented, I explained this was a simulation exercise for an oral presentation they would have to do on week 4. I also told them it was necessary to speak more English in class because they needed to practice more, to ask other students from different groups so their teachers used strategies to have them speak only English and penalize Spanish in the classroom and I wouldn't like to start using this with them. After some more institutional announcements (about the platform and next week's activities), the class finished.

Monday, August 6th, 2018

Most students were early, before 7am but others arrived just rushing o'clock and a few arrived late. Those arriving late took me some time to re-arrange the groups to continue the previous class icebreaker since they didn't come last class. I asked students if they remembered the groups they had formed the previous class, most said yes so I asked them to get together with the same people, then some tried to cheat and got together with different classmates (I don't know if they didn't like the people they were working with or they were lazy to move but from their gestures when I told them that was not the same group from last class I could tell they didn't want to get together with the same people they were before) so I had to insist for them to go to the right groups by making a sad face and telling them the others were alone, etc. So they finally did it, not very willingly, though; and I made a new group with the ones that hadn't come to the previous session. I distributed a piece of paper with a conversation topic (all the pieces of paper had "last vacation" questions to discuss such as "what did you do last vacation?", "what did you like the most about last vacation?", "do you regret having done something last vacation?", etc). I said they didn't have to share in public what they discussed about vacation but only what they found in common from the pending point from last class' activity. Even though I explained that, some groups started to call me and ask me to repeat the instruction because they didn't understand. Because of this, I wrote both instructions on the board separately. I also passed by each group explaining there were two separate activities: first the one pending from last class about finding things they had in common that would be the one to be socialized later and second the topic or question from the piece of paper they wouldn't have to share in public. Some seemed relieved since they had already started taking notes on their notebooks to talk about their last vacation and as soon as I said that, they stopped writing. After 10 minutes or so, I told them we would share only what they found they had in common, I passed by each group again and assigned a number for each and also for each student. I opened an online fortune wheel tool for 8 options (number of groups) and an online dice set for 3 (number of students per group), this way I raffled both. Each group shared what they had in common and as they finished I asked everybody if they liked the same things. Sometimes they said yes, sometimes fewer said yes, I encouraged an applause after each intervention. After this, I used the same groups for the next activity. When I started presenting the class objectives, I noticed they didn't move to go back to their original positions as usually happens in other groups after you scramble them. I explained today we would work on the descriptive paragraph to be prepared for next class' practice and for week 3's evaluated paragraph online. I told them what a descriptive paragraph is, asked if they remembered its parts (those coming from level 2), some replied with the correct information so I reinforced this with the explanation from the slides and told them we would watch a video to check this "hamburger" style paragraph writing. I played the video, some students took notes, then I stopped the video at a specific minute when they show someone organizing some sentences to form the paragraph. Before showing the right order from the video, I asked them what they thought it

was. They mentioned a specific organization and then played it again to check. They got it right, so I gave the pieces of paper per group to arrange some paragraphs that were disorganized. There were two different paragraphs and I set 7 groups. After some minutes I passed by each group checking and telling them when it was not the best order. They reviewed and changed it. Some could do it correctly, some others didn't and realized their mistakes when I showed the correct version of each paragraph. I highlighted the importance and information to include on each part of it by analyzing through the slides each part of the paragraphs they had. Next, I asked them about Sig@ (the institutional platform for courses support since they are b-learning courses). They said they have access but aren't enrolled in Level 3 just yet. There was an institutional survey they had to fill out during week 1 or 2, the link to access to it was in Sig@ and I was waiting for Sig@ to be opened so that I could have them fill it out in class and also show them how to find the new Interactive Content for Independent Work that will replace the old Rosetta they had to do weekly. However, since the platform was open but I there was no content for us to see, I had to use another option the coordinator gave that was a QR code for them to scan and have access to the survey. After they did it, I told them about the upcoming activities for the next 2 weeks. I also told them it was necessary they printed a format for next class activity. The class was dismissed.

Wednesday, August 8th, 2018

Few students were on time for the class but I needed the activity to start punctually so I started with them. I asked whether they remembered having played "llegó carta" when they were little, only one said he did but the rest didn't know the game so I explained since they didn't know the game in Spanish and probably didn't know what a letter or mailman was, we would play with the sentence "I have a phone call" which would be complemented with characteristics of students such as "for those who wear bracelets", "for those who have black sneakers" and so on. Everytime I finished one of these sentences, students having those characteristics had to stand up and change positions with those others who had stood up too. The last one to sit had to take a question and answer it. Before actually playing, I had students write down information questions on pieces of paper they would then put inside a round container. As we played, students were laughing so they seemed to enjoy the activity. Nevertheless, there was a point when some students were the last to sit for the second or third time and there was a change in their attitude, they took different seats they moved to open more space or even my own seat so that there was nobody left without a seat or sitting last. Some wouldn't want to answer the questions or to stand up in front of others but at the end they did it anyway. After a few rounds, I said the activity was finished. Then every student went back to his/her original seat. Next, I explained the corners activity to practice organized "hamburger style" writing of a descriptive paragraph. Students were animated, talked to each other and made jokes. There were very few quiet students who may not socialize much in their groups. As I gave the signal, groups rotated but when they had to, they complained a little. When all groups completed all 5 stations, I called it off, told them about homework (study, review) since for following classes they would write the paragraph individually.

Monday, August 13th, 2018

No icebreaker or group dynamics activity were carried out since they had an evaluated paragraph (first draft or first version) to write individually at the computer lab plus an online comparatives/superlatives workshop.

Wednesday August 15th, 2018

Class started with a creative greetings icebreaker where students had to go around the classroom greeting each other as music played, when the song stopped the Teacher said a number out loud, students had to make groups according to this number. Each group was instructed to create a greeting with their bodies. First it was free, groups created funny greetings, they were laughing and having fun but speaking Spanish to do this. Another round of music came, more groups were formed and they created a second "hello". Even though group members mixed and changed, students were talking and laughing again. They came up with the second greeting. More rounds of music and grouping were done without new "hellos" creations, students also seemed to enjoy making groups.

Students were grouped differently again and asked to repeat "hello 1" and "hello 2" many times. I asked students to applaud and end the activity sitting down in their desks. As I said that, students were saying "ohhh" sadly. As they sat down, I joked about it saying I didn't understand them because when we were starting activities they would complain and didn't want to stand up, then they enjoyed the activity and at the end they were always sad to finish it. Now the class topics started, they had received a video list about ways to express the future in English to their mails through the Sig@ institutional platform, I had told them this was homework so they had to watch them at home and take notes in their notebooks. I showed two questions about future plans, they had to tell me the difference between both since they asked about the same thing but using different structures. Students were actively participating after I said they could explain in Spanish. After they explained, I showed another video about leisure activities, students had to take notes and classify them into activities you do at the weekend and activities you do on vacation. After the first time, they didn't take notes and didn't remember, they asked for repetition. They watched it again and I asked them to talk about the activities they would do on the weekend and on vacation. I showed more examples and differences between will, going to, and present continuous for the future. Most students were paying attention and participating when I asked questions or to orally complete examples. After this, I announced I would post a workshop for homework on the topic on the Sig@ forum and reminded them of the weekly work they must do. I also gave them some time to go over the instructions PowerPoint for next week's evaluated speaking presentations, I clarified some doubts repeating the instructions from the slides differently, students were in awe because they had understood differently, I also explained the calendar I posted because being such a numerous group they were divided into two sessions according to the list. I gave them some time to talk to their classmates and find a partner for the presentation had to be in pairs and they needed to find a classmate in their own part of the list. I noticed some students raised their hands up with no shame and said they didn't have a partner, they looked at each other and nodded as indicating they would work together, others approached their pairs immediately, and so on. In other groups I have observed students don't talk to each other for this activity, even if they don't have a partner to work with, they would rather approach me and ask if I know who doesn't have a group or if they can do it alone.

Monday, August 20th, 2018

Holiday

Wednesday, August 22nd, 2018

No icebreaker or group dynamics activity were carried out since they had an evaluated oral presentation and time was too short to listen to all 30 students, half the group presented as travel agents and the other half walked around the stands as visitors listening to the presenters. However, it was possible to see students going around speaking to each other, showing interest, not so much shyness and mockery as in other groups.

Monday, August 27th, 2018

No icebreaker or group dynamics activity were carried out since they had the second session of an evaluated oral presentation and time was too short to listen to all 30 students, half the group, who had been visitors before, presented as travel agents this time and the other half, who had already presented the previous session, walked around the stands as visitors listening to the presenters. However, it was possible to see students going around speaking to each other, showing interest, not so much shyness and mockery as in other groups.

Wednesday, August 29th, 2018

No icebreaker or group dynamics activity were carried out because students had to write the second version of the evaluated paragraph they had written on August 13th.

Monday, September 3rd, 2018

No icebreaker or group dynamics activity were carried out because students had an online Progress Check in the Sig@ platform. Progress Checks are evaluated activities of different types that can be about reading, speaking, writing, listening, grammar or all of them mixed. They can be done face to face, in paper or online in the institutional platform. They have the 5% of the course grade each.

Wednesday, September 5th, 2018

No icebreaker or group dynamics activity were carried out since students had to take their midterm test speaking session one. Speaking sessions for the tests (midterm and end) are scheduled in two sessions due to the number of students and time. Therefore, each session has 15 students evaluated in 85 or 90 minutes.

Monday, September 10th, 2018

No icebreaker or group dynamics activity were carried out because students had to take their second midterm test speaking session.

Wednesday, September 12th, 2018

No icebreaker or group dynamics activity were carried out since students had to take their midterm test at the laboratory in another platform that is only used for evaluation sessions. This one had use of language (grammar and vocabulary), listening, reading, and writing.

Monday, September 17th, 2018

No icebreaker or group dynamics activity were carried out since the session was exclusively set to do the course midterm qualitative co-evaluation and socialize grades with students.

Wednesday, September 19th, 2018

The class started a little bit late because traffic is heavy in this zone and at 7 a.m. There were only 7 students in the classroom. Officially I have instructions to start classes at 7 a.m. O'clock because all classes have to start always punctually. However, for the research activity (icebreaker) it was necessary to have more students. Therefore, I waited. It had been a little bit long since we last had icebreakers, it had been like a month because when students have evaluative activities or tests, they need all the time of the class for those processes.

At 7:15 there were many students so I started the class. First we had the co-evaluation activity in Spanish. Then the Icebreaker began. The classroom had been previously arranged into five different corners, each of which had a different activity. All the activities focused on reviewing writing, speaking, listening, reading about past events, plus one corner with grammar practice for the past simple. Although for the class activities students had to work in those groups of 6 students and as they arrived, they sat in the circles of the groups, I had the Icebreaker to mix them. So, I asked them to stand up to the middle, then I counted from 1 to 30 and tossed two bags around the big circle. I told them they had to take 1 card from one of the bags and as many candy as they wanted from the other bag. I told them they had to finish tossing the two bags around before I finished counting. When I finished counting and opened my eyes, I realized they hadn't finished but it was okay, I gave them more time to finish. Now I explained that they had to find other people with the same deck as theirs, for example all the clovers had to be together, all the diamonds, all the swords and all the hearts. As they found their partners, they sat in the corresponding circles and I explained the amount of candy they had taken was the number of questions we had to answer. This way if they had 3 candy, the group had to ask them 3 questions. I also told them the topic was free, I recommended to ask personal or information questions about anything. I gave them 5 or 10 minutes and observed their interaction. In previous activities I had tried very hard to split some of the subgroups that were already formed in the classroom, mostly because I already knew they knew each other before starting the course. Unfortunately sometimes people from these subgroups kept getting together again but this time, it was really different. The card mingling strategy had students from these subgroups split. The resulting working groups were really mixed having students from different subgroups talking to each other. During this activity I observed students interacted easily and seemed feel at ease. After 5 or 10 minutes, I told students now the class would start. I explained the five corners activities. On each corner, there was a poster with a QR code. Students had to download a QR scanner so they could scan the codes and read the instructions for each activity. After 10 minutes them to rotate to the next station and do the same. Since they had remained same groups I could observe their interaction during the rest of the class. Some students that I had never seen laughing while working with others before because they seemed very shy, were actually really talking and participating for the whole session. Groups rotated five times, then I announced the coming topics and activities for the rest of the semester. a person asked if we would play the secret friend tradition of our country to celebrate frienship around this time of year, everyone seemed to agree, so I said I would prepare it for next class, and I finished the   class.

Monday, September 24th, 2018

Today students would work in a song to review all tenses they should be able to manage by now like present simple, present continuous, past simple, and Future. Before this activity, we had our Icebreaker.

Today's activity was very similar to the circuit training speed dating type we had done before. This time, students had to make two circles, an inner circle with students facing in and an Outer Circle with students facing out. This way, students were back to back. I told them we had to talk to the person behind them. There was no specific topic, they had to talk about anything they wanted. After a few minutes, they would have to change or rotate to the left.

As they started talking, they realized it was very difficult to listen to the other person and also to be heard. Although they started complaining about this and tried to turn around or to move their head in order to listen or to speak, I monitored the circles and told them to stay in the original position. As they kept complaining saying they didn't listen to their classmates and their classmates didn't listen to them, I reassured them by reminding them it was okay and that was the fun part of the activity. We continued rotating and after some minutes and rounds, I told them the activity was finished but I asked them not to sit. Instead, they had to stay up but in that big circle all together. I asked them what they thought about the activity, how they felt and if they enjoyed it. They said it was fun but difficult because they couldn't listen to each other. I told them what was the objective of the activity. They were shocked by that. They asked if the objective of the activity was not to understand each other and I explained this was to show them the importance of good communication, the importance of really listening to each other despite of the language they used to communicate.

Next, for the song activity I gave them different candy hidden in a bag. They had to make groups according to the color of candy they had taken. I could notice that students were open to make the groups with whoever they were assigned. I was a little surprised by this because unlike other groups that are usually reluctant to mix or to socialize with other students outside of their small group of friends, these students were willing to mingle. After they made the groups, I gave them instructions on a PowerPoint about the song activity. First they had to look for unknown vocabulary using an online dictionary, then they listened to the song and took the verbs to fill it out that were in infinitive forms written on small pieces of paper onto a chair. Finally they listened the song again as many times as needed to complete the song with the correct form of the verbs. I explained they had to work collaboratively and they did. This was also a little bit shocking for me comparing to other groups also did the activity because in the other groups after forming new groups with the candy, each person was working alone, not really sharing answers or helping others fill out the song.

To finish the class I explained interactive video they had for homework.

Wednesday, September 26th, 2018

No icebreaker or group dynamics activity was carried out because students had a really long online graded activity in the Sig@ platform at the laboratory. Nevertheless, as one of them proposed and others agreed, I think it is also good that as part of the group building activities, a secret friend game is planned to be played on October 8th. After all it is a tradition to play it to celebrate friendship in our country. Hence, today students took a piece of paper with the name of their "secret friend" from a bag. I set a low limit for the price of the gift so they were relieved. Also, a few who didn't remember very well their classmates' names or weren't sure had my support to show them who their friend was. I had thought they wouldn't like the activity or would be reluctant but once again I was shocked by their enthusiasm. They even asked if we would have a "sweet" session before the date so they would secretly send a little something to their secret friend. They smiled and showed excitement about this. It also seemed like this was motivating them to find out more about their classmates' likes and dislikes for the gift.

Monday, October 1st, 2018

I start the class by telling students who hadn't come the previous session they have to take a secret friend. After this, I explained how today's dynamic (icebreaker) would work as follows: students walk randomly in the center of the classroom. They do so according to the speed I say from 1 being the slowest to 4 being the fastest. When students heard me clapping, they had to stop and form groups with the amount of members according to the last speed they were walking at. Then, in the groups, they played rock, scissors, paper. The loser or losers had to talk about themselves and answer questions from the other or others. This was intended to allow students to know more about each other so they could find out more information about their secret friend. Students were lazy at the beginning but then they enjoyed the activity as it got more exciting with different speeds and groups. They laughed, had fun and approached their classmates even more. After this, the class topic started. Students had to inform themselves previously about the present perfect through a video and activities included in it. We socialized this information on the board with examples. Then, students played a board game. This was shown on the screen. They used coins as dice: heads they moved forward 2 spaces, tails 1 space. They made free groups to play because this was a speaking game and some of the questions were about past experiences. They look quite relaxed, having fun, they laugh with some of the answers. I go around to help with vocabulary or structuring sentences. They seem to enjoy this activity too. Other groups haven't had so much fun talking to each other. I finished the class by reminding them of the secret friend activity for next week, a little candy for next class to start "sweetening up" their friend, and next class' activity about life changes.

Wednesday, October 3rd, 2018

We started the class with an activity to share a small candy with their secret friend. They had to put a little something marked with the secret friend's name inside a big bag. After they did, I played "Santa Claus" and distributed the presents. Then we started the icebreaker for this session. We made a circle standing up in the middle of the classroom. I tossed a ball of yarn across the circle. As we tossed it, a web was woven. When a student received the ball, they had to talk about candy they liked and candy they didn't like. This way they would know more about each other's likes and dislikes. When everybody had gotten the ball, we started taking it back and students had to repeat what the classmate in front of them had said she or he liked. As we did all this, students really listened and paid attention to each other because they laughed when they didn't know a word and had to mix spanish, they laughed when someone said he or she didn't like something people usually like, or even when someone said he or she didn't like candy but prefered salty snacks instead. When we finished and started taking the ball back to unscramble the web, some students had difficulties remembering what their classmates had said. The others repeated the information nicely. This helped ensure everyone knew other people's' information on likes and dislikes. Students laughed when the ball fell and got even more tangled but they helped each other take it out of the knot and back to the corresponding right hands again, they understood it was everybody's goal to untangle the web. At the end of this icebreaker, a student -- who had been interviewed and had given the suggestion of making more fun activities that allowed for them to get to know more about each other -- told me "more activities like this teacher, it was very nice and fun".

After that, I introduced the class topic "life changes". I showed students vocabulary through examples talking about physical appearance and personality. Then, they had 5 minutes to talk to the classmate next to them about their own changes. Some usually shy students were speaking openly and comfortably to others about themselves. Time is up and we play hot potato with the ball of yarn, the person who keeps the ball when I say "stop" has to share some information about his or her classmate's changes with the rest of the class. After having had everyone's participation, to finish the class session I let students choose between a drill exercise or a kahoot to practice the use of past simple and present perfect. They chose the kahoot game so we played it and they had a lot of fun.

Before leaving, I reminded them that next class we will have the secret friend discovery and we will go to the lab.

Monday, October 8th, 2018 (lab, secret friend)

It's a rainy day and many students were late for class. I was sad we couldn't do the secret friend discovery sharing outside because of both the rain and the time to move in and out of the lab. I started with the students who were already there. The secret friend sharing was the icebreaker this time since it helped bonding and it was at the same time a common activity of this month in our country, they all knew it, had played it some time in their lives, and liked it (everyone likes to get candy from time to time). Nevertheless, I also included another icebreaker to help us discover who their secret friends were in a kind of guessing game dynamic. This icebreaker was suggested by one of the interviewees in the mid-term group interview. Students had to describe their secret friends' physical appearance completing this by finishing the sentence "when in the bakery, my secret friend likes…" on the condition that the element with which they completed the sentence had to start with the initial letter of the secret friend's name. When we guessed who the person was, students were allowed to give this person his or her present. Students had fun and laughed trying to discover who the others' secret friends were and listening to their descriptions. However, I found the activity too long and sometimes repetitively boring for an icebreaker. I think that just by having done the personal or physical description, it would have been enough.

Late comers kept arriving and since we had already listened to their description, they just took their gifts. Some others who had been mentioned, didn't come that day at all. This was a bummer for the activity too.

After all this, we started the class. Students had to access Padlet. A board with the title "My Life Changes" awaited for them. They added their texts and pictures there. Everyone could see each other's posts. They laughed but didn't show any reluctancy like other students in other groups.

The class finished and I told them we would meet in the classroom next class.

Wednesday, October 10th, 2018 (Classroom review. Last activity)

The class must start with only a few students because there's a national education strike today and classes are not mandatory. Our last icebreaker is to spot the differences, to pay more attention to everyday small details in their classmates. Students made two rows facing each other. There were only 12 students in total. They had to look at each other carefully. Then, a row closed their eyes while the others changed something in their appearance. The first ones opened their eyes and identified what had changed in their classmates. Then we did it backwards. Students laughed both when they couldn't easily find out what had changed in others and when others had it difficult to discover what had changed in them. After this, our last class activity is "mirror your partner". This builds trust for each other and the self since they talk while the other mimes his/her gestures and repeats his/her words, then they exchange. They practice this using their life changes stories.

Once they finished mirroring, I explained the evaluative processes to come. For the following month we would have different evaluative activities with different percentages weights in their grades including the final exam.

Monday, October 15th, 2018 (holiday)

Wednesday, October 17th, 2018

No icebreaker (group dynamics activity) was carried out since they had to work on the second evaluated paragraph (second version) to write individually at the computer lab.

Monday, October 22nd, 2018

No icebreaker or group dynamics activity was carried out since we had an evaluated oral presentation about life changes and time was exact to listen to 15 presentations and videos. However, I could notice their openness and

extraversion when presenting their pictures and personal information concerning their changes. Usually, students are shy and closed about this and actually, this time students from other groups were like this too but this group where the intervention took place, was all the opposite.

Wednesday, October 24th, 2018

No icebreaker (group dynamics activity) was carried out since students had to work on some quizzes that hadn't been done because of the session the day of the strike that was not of mandatory attendance. Therefore, this was a whole quizzes recovery session.

Monday, October 29th, 2018

No icebreaker (group dynamics activity) was carried out since we had to continue on the Life Changes Presentations for the second part of the group. I was still amazed that even though usually, students are shy and closed in this activity, actually, this time students from other groups were like this too but this group where the intervention took place, was all the opposite. I didn't have to insist or beg them to start or choose randomly (like forced) in the list, there were orderly volunteering and showed pictures of themselves and everything.

Wednesday, October 31st, 2019

No icebreaker (group dynamics activity) was carried out since we had to the Final speaking test for half of the group.

Monday, November 5th, 2018 (holiday)

This was a national holiday.

Wednesday, November 7th, 2018

No icebreaker (group dynamics activity) was carried out since students had a graded lab review.

Monday, November 12th, 2018 (holiday)

This was a national holiday.

Wednesday, November 14th, 2018

No icebreaker (group dynamics activity) was carried out since we had to the Final speaking test for the other half of the group.

Monday, November 19th, 2018

No icebreaker (group dynamics activity) was carried out since we had to the Final test.
Wednesday, November 21st, 2018

No icebreaker (group dynamics activity) was carried out since we had the socialization of grades for the last term (end of the semester).

Appendix E

Interviews to students

Entrevista 1 mitad de semestre (intermedia): 19 de septiembre de 2018

Primera sesión con 3 estudiantes (porque no todos los 6 para la muestra podían reunirse el mismo día)

Investigadora: Bueno obviamente es en español chicos buenos días, (buenos días). Estamos acá con la mitad de la muestra (de la) seleccionada para la entrevista de la población del grupo en el que se está aplicando la investigación de "icebreakers implementation in a level 3 group at Autónoma University and its effect in group cohesiveness", la entrevista… se les ha anunciado previamente la temática de la entrevista porque estamos en la semana 8 que es la mitad del semestre, la mitad de la investigación vamos hasta la semana 16 con la intervención, vamos cada uno a decir el nombre en el micrófono para identificar la voz durante la entrevista.

Entrevistados:

Entrevistada 1: Estudiante 7 (mujer)

Entrevistado 2: Estudiante 4 (hombre)

Entrevistado 3: Estudiante 20 (hombre)

Pregunta 1: Investigadora: Y bueno la investigadora y entrevistadora Paula Andrea Rojas. Chicos, básicamente quisiera preguntarles cómo se han sentido con las actividades rompe hielo que se hacen al principio de clase.

Entrevistada 1: Bueno, pues para mí, a mí me pareció que han sido muy importantes porque a pesar de que uno normalmente, digamos, intenta matricular materias con amigos y todo eso, pues es importante ehh tener contacto con los demás compañeros por lo que hay veces en las que sí hay que hacer actividades como tal de la temática de la clase en grupo y no sentirse incómodo o que cada uno trabaje por su parte sino que ir cogiendo como esa confianza con cada uno, sabérsele los nombres, o sea hacer como un tipo de fraternidad, tomarles un poco de cariño por así decirlo para que las clases sean más amenas y haya muchísima más confianza y no sea una clase plana por así decirlo de simplemente de la profesora hablando sino que todos interactuemos entre nosotros y nos riamos y así.

Investigadora: ¿Ustedes qué opinan? ¿están de acuerdo con "Entrevistada 1" o no…?

Entrevistados: Sí, estamos de acuerdo.

Investigadora: ¿Piensan lo mismo? ¿Tienen algo que agregar?

Entrevistado 3: Pues, hasta el momento se ha estado implementando muy bien lo de romper el hielo como se dice, como dice la profesora, pues porque un factor muy importante, en las personas siempre ha sido como estar en comunión, hacer grupos, siempre se ha visto que es de la mejor manera en la que trabajan las personas y de esta manera también lo implementa mucho esta universidad, entonces pues sirve para que los estudiantes entren en confianza con sus compañeros, no se sientan incómodos a la hora de hablar para que pueda desarrollarse bien la clase como debe ser y pues para que se, umm amm a ver como se diría, ¿integren? Sí, como para que se integren para que haya mucha más participación no les de miedo al hablar, no se sientan con pena ni nada por el estilo.

Investigadora: ¿N (Estudiante 20)?

Entrevistado 2: Pues a mí me gustó la idea de actividades rompe hielo porque al inicio del semestre pues todo el mundo era como con sus compañeros por aparte iniciando así sin confianza y pues con estas actividades pues nos unimos más como compañeros y como han dicho se pierde la pena al hablar, a exponer, hacer diferentes actividades y podemos hacer una clase muy divertida y aprender más rápido.

Investigadora: Bueno, pues yo tenía más preguntas pero ustedes básicamente han dicho lo que yo les iba a preguntar (risas).

Entrevistada 1: y también hace que pues en ningún grupo, pues, digamos, yo solamente he visto el nivel dos de inglés y no es algo que se tome en cuenta y por ejemplo, en ese grupo en el que yo estuve, todas las clases era de estar en grupos y era con personas diferentes y pues uno tener que buscar la forma de ¿cómo te llamas tú? O sea estar con la preguntadera, intentar que la persona se integre, en cambio aquí desde un principio, desde la primera clase empezamos a practicar pues esa el entrar en confianza entonces ya simplemente se arman los grupos y se empieza hablar y ya pues la integración esta desde que empezamos el semestre.

Pregunta 2: Investigadora: ¡Ah! Sí, esa era otra pregunta que me acordé (risas), que si ustedes habían notado diferencias con grupos anteriores de inglés en los que hubieran estado nivel 1 o nivel 2

Entrevistado 3: Sí, realmente sí, por lo menos en el semestre pasado cuando vi inglés 2 el salón se dividía en varios grupos no era así como que todos juntos como esta vez, sino como que un grupo acá, otro grupo acá, otro grupo acá y muy pocos se hablaban, incluso en varias ocasiones llegamos a tener como ciertos problemitas, no fueron gran cosa pero si fueron problemas como que ¡Hey! Que la otra persona dijo esto, que la otra persona me miró y tal… sí típico de colegio, entonces pues esta vez sí se ha sentido bastante el cambio como de que todos los compañeros nos llevamos, nos tratamos y nos llevamos bien, que es lo más importante.

Investigadora: ¿Y N (Estudiante 20) cómo siente la diferencia con nivel 1, nivel 2?

Entrevistado 2: Pues en inglés 1 si se sentía la agrupación así como en confianza, pero cuando llegué a inglés 2 sí era como cada quien por su lado o sea no se hablaban los compañeros, era como solamente entrega de actividades y cumpla con la materia pero aquí en nivel 3 ya se notó la diferencia y siento que pues socializo más con mis compañeros.

Pregunta 3: Investigadora: ¡Ah, bueno! La última pregunta es, ¿ustedes, de aquí en adelante, pues para esta segunda parte del semestre que nos queda, qué sienten que se podría mejorar en estas actividades al principio de la clase o qué tipos de actividades también podrían, que tipo no, porque son rompe hielo pero como que otras actividades podrían implementarse o qué podría cambiarse en la dinámica de estas actividades hasta ahora o nada? (risas) No sé, porque yo busco mucho, mucho rompe hielos siempre antes de preparar la clase, hay unos que me parecen mejor que otros o mejores que otros y busco más que todo esos en donde tengan que interactuar tanto hablando como moviéndose y donde tengan que mezclarse porque hay muchos, muchos, muchos que pueden ser individuales, emm como en pequeños grupos pero no en interacción del grupo mayor, por ejemplo yo evito esos o evito muchos unos donde solamente hay que hacer algo pero no hay que hablar, solamente hay que hacer cosas con el cuerpo y no hay que hablar, entonces yo evito más que todo esos y busco unos que integren todo pero no sé ustedes como se han sentido allí.

Entrevistada 1: Yo creo que hasta ahora las actividades han estado muy bien planteadas, porque o sea nos ha tocado comunicarnos, como de que si usted no habla pues no va a poder hacer nada, o sea obligatoriamente tienes que hablar, tienes que interactuar para poder realizar actividad entonces pues a mí me parece que hasta ahora las actividades han estado muy bien planteadas.

Investigadora: Pero hay unos más tímidos que otros,

Entrevistados: sí, sí

Investigadora: por ejemplo C (Estudiante 7) es tímida

Entrevistada 1: exactamente

Investigadora: Ah, bueno.

Entrevistado 3: Pues sí, hasta el momento se ha trabajado muy bien con el grupo, ya es más que todo como cada quien tome su emm, como se diría emm, como que cada quien ya tome de su parte y aporte lo que más pueda al grupo por ejemplo la puntualidad que puedan llegar lo más pronto posible al salón, para que cuando ya llegues que estén dentro de la actividad y no que lleguen ya cuando se va acabar la actividad rompe hielo que pasa bastante, no más eso.

Investigadora: ¿N (Estudiante 20)?

Entrevistado 2: No, pues todo me parece correcto y además pues si dijera algo para mejorar sería como usted que dice que había muchos demasiado tímidos yo me incluyo me daba miedo hablar en inglés, digamos así como sacar a los tímidos para que salgan más a participar, no forzarlos porque porque no podemos obligar a nadie pero así actividades dinámicas más sobre hablar.

Investigadora: Pero el día del que "tengo una llamada para…" por ejemplo los que tienen gorra, tienen camiseta negra a usted le tocó varias veces…

(risas)

Entrevistado 2: no es que yo soy muy lento

(risas)

Investigadora: y usted se iba enojando, pero dizque "siempre a mí pero que yo no sé qué", y ahí le tocó vea… (risas)

Entrevistado 2: (riendo) como 4 veces

Investigadora: Pero ya a la final podía ceder la pregunta, no tenía que ser usted. Ah, bueno, chicos les agradezco muchísimo, muchísimo, muchísimo y pues no si no, nada. Pues, seguir así el buen trabajo, les agradezco mucho la participación y la contribución en esta entrevista y todo.

Entrevistados: Con gusto.

Entrevista 1 mitad de semestre (intermedia): 24 de septiembre de 2018

Sesión dos (segunda parte de la muestra)

Investigadora: Bueno chicos, muchas gracias por venir, estamos aquí en la segunda sesión de entrevistas con otros tres estudiantes seleccionados al azar dentro del salón de la investigación de "icebreakers implementation in a level 3 course at Autónoma University and its effect in group cohesiveness" para la Universidad del Valle, tenemos dos chicos y una chica, chicos vamos a decir el nombre al micrófono sólo para efectos de la transcripción para identificar las voces pero sus nombres, como se les aseguró, al principio van hacer cambiados en la transcripción.

Entrevistado 4: Mi nombre es Estudiante 5 (hombre).

Entrevistado 5: Estudiante 25 (hombre)

Entrevistado 6: Estudiante 16 (mujer)

Pregunta 1: Investigadora: Bueno chicos, han sido informados en general del tema de la investigación y el propósito de la entrevista ya que estamos justo a mitad de semestre y necesitamos ver como es en una investigación acción qué han opinado ustedes, cómo se han sentido en este proceso investigativo para implementar mejoras o para seguir con el mismo ritmo de investigación ya que la investigación acción permite dentro del ciclo investigativo cambiar las cosas que se puedan mejorar. En general, quisiera preguntarles cómo se han sentido con las actividades rompehielo que se implementan al principio de la clase y que no han tenido que ver directamente con el contenido del curso.

Entrevistado 5: Opino que las actividades han sido efectivas ya que digamos que mejora mucho la relación en cuanto a que cuando pues interactúas con una persona, tus errores y lo que está pasando en la actividad pues lo gozas, te ríes, juegas y pues interactúas con esa persona de manera positiva.

Investigadora: ¿Y ustedes opinan lo mismo o tienen algo que complementar o están en desacuerdo?

Entrevistado 6: Sí, creo que también han sido importantes todas las actividades que hemos hecho previa a la clase porque de alguna manera pues no tenemos problema con agruparnos con otro tipo de compañeros que nunca pues no habíamos conocido y pues se presenta más interactividad y diversión en la clase gracias a esas actividades.

Investigadora: ¿B (Estudiante 5)?

Entrevistado 4: La relación de… ehh… las actividades rompe hielo que se hacen al principio de las clases nos ayudan a mejorar las relaciones interpersonales entre los compañeros de clase debido a que pues digamos uno algunas veces si uno viene pues con la mejor disposición le ayudan a mejorar el ánimo y subir, o sea lo ayudan a mejorar todas las actividades que se hacen dentro de los temas como netos del curso.

Investigadora: ¿La actitud tú dices?

Entrevistado 4: Sí.

Investigadora: ¿Para el resto de la clase?

Entrevistado 4: Ujum.

Pregunta 2: Investigadora: Bueno chicos ¿ustedes han notado también alguna diferencia en comparación con cursos anteriores o ustedes estuvieron en nivel 1, nivel 2?

Entrevistado 4: Sí, la verdad sí he notado bastante diferencia porque pues cuando estuve en el nivel 2 precisamente con la misma profesora no tenía relación con la mayoría, siempre eran los mismos grupitos, siempre me hacía pues en el mismo lugar y pues en este he rotado prácticamente por todo el salón, conozco a todos los compañeros y hasta me sé todos los nombres de todos los estudiantes.

Entrevistado 5: Sí, yo también estuve en inglés 2 y cuando la profesora llegaba solamente a iniciar la clase, los estudiantes pues tenían pereza, no estaban de la mejor disposición, no se conocían los unos a los otros entonces eso impedía que la comunicación fuera buena y que la participación no fuera la más oportuna, entonces pues muchas veces la profesora era la que participaba prácticamente sola y dejaba dado el tema y ya, los estudiantes pues… algunos, algunos de los que quieren participar, participaban y ya.

Entrevistado 6: Pues… personalmente no estuve en inglés 2 pero con respecto a las otras clases creo que sí hay gran diferencia porque…

Investigadora: ¿De las otras materias?

Entrevistado 6: Sí, en las otras materias pues porque siempre llegamos nos sentamos prácticamente en el mismo lado y con los mismos, vamos hacer una actividad grupal y es con los mismos y muchas veces, en pocas ocasiones nos cambian los compañeros y siempre somos como que ¡ayy! que problema con eso, porque no nos conocemos y entonces ahí pues a diferencia de la clase sí es más como no tenemos problema. ¡Ah! Me tocó con tal persona, de una, sí, sin problema.

Pregunta 3: Investigadora: Cuando yo he buscado las actividades para la clase, en realidad rompehielos hay muchísimos, muchísimos, muchísimos y de muchos tipos pero yo he intentado buscar rompe hielos donde se integren todas la habilidades, por ejemplo hay muchas actividades rompehielo donde la gente no habla, son sólo físicas o sólo donde hablan y no hay movimiento, yo he intentado mezclar esas cosas pero pues ustedes ¿cómo se han sentido en cuanto a eso? ¿ustedes le mejorarían algo a las actividades o qué otro tipo, tipo no porque siempre

son rompehielo, pero qué otras actividades ustedes quisieran hacer o qué cosa quisieran que se integrara de pronto a las actividades? o ¿se han sentido que se mezcla todo un poco y está bien?

Entrevistada 6: Pues sí pero a mí me gustaría por ejemplo que como lo decías, algunas actividades rompehielo con movimiento, no sé actividades como problemas en donde toca no sé, movernos, tocarnos o tocar hacer algo juntos, digamos en parejas por ejemplo o en grupo pues también hace que nos conozcamos más, digamos que surja un lazo de conocernos más pues mejor.

Investigadora: Pero sí se han movido…

Entrevistada 6: Sí, o sea no solamente de hablar como de conversar sino también de actividades de movimiento, de más movimiento.

Entrevistado 4: Yo creo que las actividades que hemos realizado hasta el momento son integras, son completas porque pues hemos practicado lo del speaking, pues de los temas o por ejemplo si el tema que la profesora haya escogido para la actividad entonces mejoramos la escucha, también hemos utilizado el movimiento y la interacción con los compañeros.

Entrevistado 5: Pues en cuanto a la práctica del speaking pues es muy efectivo pero pensaría que si queremos mejorar las actividades de relación pues deberíamos hacer actividades donde los compañeros expresen más de sus gustos, pues porque a veces sí se cierran mucho entonces pues sería como bueno como imitaciones, ¡hey! soy esta persona y así podríamos reír y conocernos más unos a otros.

Investigadora: Yo he intentado algunas veces como en… por ejemplo la de "tengo una llamada para…" Y las personas que tenían la misma ropa o así y se movían y tenían que sacar una pregunta de la bola y las preguntas las habían hecho ustedes mismos y todas las preguntas giraban en torno a lo mismo, cuál es su deporte favorito, tu cantante favorito, tu color favorito, qué te gusta hacer en tu tiempo libre pero precisamente como que eso de los gustos se quemó porque quedaron, hicimos muchas actividades una semana o dos semanas y siempre eran los gustos y decían ya, mi deporte favorito es fútbol y ya, no, a mí me gusta ver fútbol y jugar video juegos y ya, entonces yo dije cómo mas hago para que se conozcan de sus gustos y todo pero que se abran más y por eso dejé el tema de los gustos porque era muy repetitivo, ya muy quemado decir siempre lo mismo porque precisamente no se abrían a expresar más cosas, eso fue lo mismo del diagrama de venn donde tenían que incluir lo que tenemos en común, lo que tenemos de diferente pero también es lo mismo, tenemos en común bue… video juegos, fútbol y comida y como que no se soltaban a hablar más profundamente de los gustos. Tú dices, por ejemplo, decir que soy tal persona de cantantes o actores o de entre el grupo?.

Entrevistado 5: Entre el grupo. O sea, pues yo pertenezco a la escuela de liderazgo y hay una actividades muy efectiva que nos permite conocernos más o sea para abrirnos más con las personas y es como una actividad que se llama el espejo, entonces le cuentas a la persona una anécdota y pues al mismo tiempo puedes practicar todas las actividades de speaking y la persona tiene que imitarte, tus gestos, tus movimientos, lo que haces, como lo haces pues para que la persona se refleje.

Investigadora: ¿Tienen algún comentario qué agregar?

Silencio…

Investigadora: Chicos les agradezco muchísimo, la sesión se da por terminada, muchas gracias, seguiremos el buen trabajo y tomaremos en cuentas las sugerencias de ustedes.

Entrevista 2 (post intervención, final del semestre)

7 de noviembre de 2018

Investigadora: Buenos días chicos.

Entrevistados: Buenos días.

Investigadora: Bueno, estamos aquí con una muestra de los estudiantes equivalente en su cantidad proporcional a 4 chicos y dos chicas, emm con el grupo que se realizó la investigación de "Icebreakers implementation in a level 3 classroom in Autónoma University", ellos han sido informados en general del tema de la entrevista que se trata precisamente sobre las actividades de las rompehielo que se hicieron al inicio de la clase durante todo el semestre en cuanto no tuvieran actividades evaluativas, como hoy que se hizo actividad evaluativa entonces por eso no tenían actividad y pues vamos a escuchar su opinión en general tengo tres preguntas, si surgen de pronto más entre la interacción de ustedes pues está bien, pero yo les quiero es hacer tres preguntas específicas ¿Cómo se sintieron durante las actividades? ¿Si notaron que estas actividades contribuían o no al ambiente de clase? ¿ Cómo ustedes observan en comparación, el ambiente de clase de este curso, en comparación con cursos anteriores de inglés o con cursos de otras materias?. Entonces bueno, la primera pregunta. ¡Ah! Vamos a decir por favor el nombre de cada uno al micrófono para identificar la voz en la transcripción, pero acuérdense que ustedes firmaron un consentimiento de tratamiento de datos, sin embargo sus nombres nunca van hacer revelados, esos nombres van hacer cambiados al momento de la transcripción.

Entrevistado 1->7: Buenos días, mi nombre es Estudiante 18 (hombre).

Entrevistado 2->8: Buenos días, mi nombre es Estudiante 11 (hombre).

Entrevistado 3->9: Buenos días, mi nombre es Estudiante 10 (mujer).

Entrevistado 4-> 10: Buenos días, mi nombre es Estudiante 24 (hombre).

Entrevistado 5->11: Mi nombre es Estudiante 14 (hombre).

Entrevistado 6⇥ 12: Buenos días, mi nombre es Estudiante 23 (mujer).

Investigadora: Bueno, gracias chicos, emm ¿cómo se sintieron en las actividades durante el semestre?

Entrevistado 8: Pues profe yo la verdad si tuve bastante interacción pues en las actividades, me las gozaba bastante, pues porque no es ninguna cualquier otra materia, en ninguna otra materia uno ve cosas así de interacción, inclusive en otros grupos que yo he tenido anteriormente, estudiando en otra universidad, en otra institución, pues no se veían estás actividades de interacción primero con los compañeros, pues porque no es un secreto que a uno le da como el temor de expresarse en un idioma que no sabe, que no maneja ante un montón de desconocidos, entonces pues si es bastante como que… efectivo antes uno conocer a las personas a las cuales les va hablar, bueno sí me sentí bastante mejor.

Investigadora: Bueno, y ustedes ¿qué opinan ¿están de acuerdo con A (Estudiante 11) o no? ¿Cómo se sintió cada uno? ¿B (Estudiante 14)?

Entrevistado 11: Yo si estoy de acuerdo porque pues en mi caso al principio yo no conocía a nadie y pues literal era como calladito en una esquina y gracias a las actividades pude conocerlos a cada uno al menos un poquito y pude profundizar ya más conociendo otras personas que también eran de la clase.

Investigadora: ¿Y AF (Estudiante 24)? AF (Estudiante 24) también era nuevo en el grupo, ¿no? Y estás en primer semestre, ¿cierto?

Entrevistado 10: En segundo.

Investigadora: ¡Ah! En segundo.

Entrevistado 10: Segundo semestre… Pues profe yo considero que yo soy un poco más fresco que todos aquí, así que las actividades fueron muy muy buenas para conocerlos a todos y a pesar de que yo también soy un poco

nervioso a la hora de hablar y a la hora de exponer, yo creo que las actividades grupales y todas esas cosas me ayudaron bastante.

Investigadora: ¿Y G (Estudiante 10)?

Entrevistada 9: Profe pues sí, yo considero que sirvieron bastante porque a veces uno llega a las clases y no sabe ni con quién estudia ni nada, entonces pues es chévere poder interactuar, conocersen y pues con las actividades que se hacían en el amigo secreto y todo pudimos como profundizar en las cosas personales de cada uno y sí me parecio muy chévere me sentí muy bien.

Investigadora: ¿Y A (Estudiante 23)?

Entrevistada 12: No, pues me pareció muy chévere, de hecho con las personas que me hablo de las clases pues las conocí gracias a esas actividades y pues fue muy chévere más que todo esas actividades por el horario, que es una clase en la mañana entonces uno llega como con más ánimo, no sé, como que se integra mejor.

Investigadora: ¿J (Estudiante 18) ?

Entrevistado 7: Bueno, yo estoy de acuerdo con lo que dijo AF (Entrevistado 10, Estudiante 24, hombre), respecto a que nos ayuda a quitar un poquito la pena de acuerdo a las exposiciones es mejor, nos ayuda a prepararnos más porque ya tenemos más confianza con los compañeros, entonces pues eso nos sirve mucho.

Investigadora: Bueno, la otra pregunta está implícita allí ¿no? Si ustedes observaron que eso mejoró el ambiente de clase, creo que ya todos los han dicho, ¿verdad?

Entrevistados: Sí, sí, muy bueno.

Investigadora: Y finalmente, si ustedes observan, una gran, emm una gran no, perdón, si observan una diferencia o cómo comparan con otros niveles de inglés o con otras materias, cierto?.

Entrevistado 10: Yo considero que esta materia se destaca porque el profesor interactúa con todos los alumnos y no es el profesor con el tablero y ya, entonces me parece que es una clase muy didáctica y muy chévere.

Investigadora: Y eso es, ¡ah! Porque tú comparas con otras materias.

Entrevistado 9: Con otras clases, por ejemplo la clase algebra o algoritmia son personas que están ahí plasmadas y es estresante, aburrido, a veces.

Investigadora: Bueno ¿y los demás?

Entrevistado 7: según con el nivel dos de inglés lo que me gusta en este es que uno tiene más confianza con todos los compañeros y puede decir que los conoce a diferencia a los otros que usted iba y solo conocía cierto grupo y se hablaba con cierto grupo y ya.

Entrevistado 8: Exactamente, yo tuve la misma experiencia en inglés dos que lo vi hace un semestre y pues realmente las actividades eran como encaminadas a lo académico más no a lo interactivo en cuanto a romper el hielo, a conocerse con las personas para un ganar un poco más de campo a la hora de exponer, a la hora de presentar un video, bueno lo que sea,y pues claro está este nivel de inglés que me contribuyó muchísimo a dejar un poco la pena al lado y expresar bien mi inglés.

Investigadora: ¿Y usted? A pues B (Entrevistado 11, estudiante 14, hombre)?

Entrevisado 11: yo no hice inglés dos.

Investigadora: ¡Ah! ¿tú no hiciste inglés dos? Pero ¿cómo lo ves comparado con otras materias que has visto pues hasta ahora y en este momento en tu carrera?

Entrevistado 11: Pues lo veo como algo que es necesario en algunas clases porque uno por lo general entra al salón, conoce a los que lleva desde primer semestre o los conoce de alguna parte y habla sólo con ellos, no interactúa con los otros y es como pues que entramos sabemos que está ahí, pero no sabemos ni el nombre ni nada de esa persona.

Investigadora: Y A (Entrevistada 12, Estudiante 23, mujer)?

Entrevistada 12: No, pues yo considero que esta es una clase como diferente, como para salir de la monotonía de todas las clases que son sólo teoría, pues esta es muy chévere, es muy desestresante y pues esa confianza hace que uno quiera como hablar en inglés, hacer las preguntas pues porque ya está en confianza y si se equivoca pues no pasa nada.

Investigadora: Y G (entrevistada 9, estudiante 10, mujer)?

Entrevistado 9: Pues en comparación a mi grupo de inglés dos es como muy similar porque la profesora de inglés dos también era así toda chévere y pero en comparación a las otras clases pues digamos por ejemplo en ingeniería todas van a lo que van y ya, no importa, entonces normalmente siempre es llegar al salón, entrar, sentarse, ya, ves lo que ves y no conoces a nadie simplemente pues cuando necesitas como ayuda te tenés que relacionar pero de resto no más.

Investigadora: Pero tú dices que la profe de inglés dos era chévere

Entrevistado 9: Sí.

Investigadora: ¿Y eso contribuía también?

Entrevistado 9: Claro.

Investigadora: ¿O era igual que en en este curso?

Entrevistado 9: No, pues a mí parece que es como muy similar, o sea que daba también mucha confianza a la hora de exponer o de hacer preguntas.

Investigadora: ¿Tú te conocías con todos los compañeros?

Entrevistado 9: Sí.

Investigadora: ¿Se integraban igual?

Entrevistado 9: Pues no hicimos como todas las integraciones así como en este curso pero sí fue como, si fue como la confianza.

Investigadora: Ok, bueno chicos muchas gracias si ustedes de pronto tienen recomendaciones o sugerencias para un futuro en las actividades de rompehielo, ¿qué se pudiera implementar diferente, adaptar, cambiar, incluir?

Entrevistados: No, la verdad todo muy bien, todo estuvo muy chévere, sí, sí...

Investigadora: Chicos muchas gracias por su tiempo, hasta luego.

Entrevistados: Hasta luego.

Appendix F

Class Planning

Autónoma University

English III

Group 7

Mondays and Wednesdays 7am - 8:30am

Week 1

DAY 1 (1A)

Date: Monday, July 23rd

07:00 to 07:20

Ice-breaker   1

Students get to know each other's' names

Goal

To get to know each other

Instructions

Students make a circle, when the teacher points at a student the teacher says "lemon", "half lemon" or "lemonade". When "lemon", the chosen student says the name of the person to his/her right, when "half lemon" to his/her left and when "lemonade" they all stand up and sit at another seat.

07:20 10'

Research consent

Teacher will announce and explain her research, students will sign a consent form.

Goal

To get informed about the research to be carried out and to sign a consent form agreeing to be part of it.

Materials

Consent form (copy per student)

Instructions

The teacher will announce and explain what her research is about and will give students a consent form they will sign to agree on participating in the research process. Students who agree will sign and return.

07:30 5'

Warm-up

Students get an oral overview of what is to come in this class sessión.

Goal

To get a fast oral overview of this session's objective and activities.

Instructions

Teacher asks to students if they know information about her and about the class. Most or all will answer no. She will explain this is what they will talk about in a few minutes.

07:35 30'

Course Presentation

The teacher will present class rules, methodology, and the evaluation system.

Goal

To get familiar with class rules, methodology.

Instructions

The teacher will present class rules, methodology, and the evaluation system by showing a PowerPoint presentation containing the most important information to be completed orally as well.

08:05 25'

Survey

Students will answer to an online survey in the lab.

Goal

To fill out an online survey through Google Forms.

Materials

*A computer per student.

*Internet.

Instructions

Students will go to the Languages Laboratory to access an online survey about class environment at the university level. They will get the link open or in their mails and answer it.

DAY 2 (1B)

Date: Wednesday, July 25th

07:00 to 07:15

Ice-breaker 2

To Know each other's likes.

Goal

*To break the ice by getting to know each other's likes.
*To continue getting to know each other's names.

Materials
A ball.

Instructions
Students are asked to talk to each other telling one thing they like. They must talk to as many people as possible in 5 minutes. Then the Teacher asks them to stand up in a circle in the middle of the classroom. Next, the Teacher will explain they will play hot potato by tossing around the ball as the teacher says "apple" but when they listen to "lemon" the person with the ball has to stop and say the name of the classmate to his/her right plus one thing the person likes. Also, the Teacher explains that as they hear "pineapple" they will tell everybody the name of the person to his/her left plus one thing they like. Finally, as they hear "salpicón" they will change positions and as they settle the person with the ball will introduce both people to his/her sides.

07:15 15'

Warm-up

Students make groups and watch a warm-up video showing a tourist countries fair as they take notes in groups about what they see or get from their chosen country in the video.

Goal

*To get familiar with some countries around the world.
*To understand what a tourist countries fair is.
*To choose characteristics that best describe a place.

Materials

Cards with different symbols or drawings to give students to form groups.

Instructions

The teacher will give each student a small card with different symbols or drawings each. Then she will ask them to get together by symbol. She will show pictures of the countries in the video they will watch, she will explain they have to choose one country so each group will write one sentence about the country according to the video. Then, she will give them a list of adjectives and they will choose three more adjectives that best suit their country.

07:30 20'

Activity 1

From the word to the sentence.

Goal

To describe a country.

Materials

Paper and pens

Instructions

Students listen to the teacher's explanations and instructions to make sentences with the previously chosen adjectives by adding adverbs, subjects and conjunctions little by little, step by step. They share their sentences with the class orally. The teacher can help and make corrections.

07:50 25'

Wrap-up

Human sentences chain.

Goal

To keep describing a country.
To reinforce the vocabulary learned.
To practice structuring sentences in a dynamic fun way.

Materials

*Vocabulary tags on paper (countries' names, adjectives, adverbs, and conjunctions).

*Tape.

Instructions

The Teacher will explain she will give each student a "name tag" with a different word (adjectives, adverbs, conjunctions, and countries). Each student will paste this tag to his/her chest. The teacher will play music in English, as the music goes on students walk around the classroom, as the music stops, students will have to make sentences by organizing themselves (according to their word) in the right position.

08:15 10'

Homework

Next class: what is a comparison? How do you structure comparisons with adjectives? Check the links in your mail.

Week 2

DAY 3 (2A)

Date: Monday, July 30th

TIME

07:00 to 07:15

Ice-breaker 3

Circuit training or speed dating friends type.

Goal

*To share time breaking the ice to start a new week.
*To find out about each other's activities during the weekend.

Materials

No materials required.

Instructions

Half the group makes a circle facing out. The other half surrounds the first half facing in so that each student is facing another in a way they can talk to each other. They must greet and ask and talk about what they did during the weekend.

07:15 20'

Warm-up: human sentences

Review: adjectives and adverbs to describe places.

Goal

*To review the previous class topics.
*To make sentences describing places.

Materials

*Pieces of paper with words (verbs, adjectives, adverbs, and names of places).

*Tape.

Instructions

The Teacher will explain she will give each student a "name tag" with a different word (adjectives, adverbs, conjunctions, and countries). Each student will paste this tag to his/her chest. The teacher will play music in English, as the music goes on students walk around the classroom, as the music stops, students will have to make sentences by organizing themselves (according to their word) in the right position.

07:35 15'

Compare in English: Theory check

Students had previously received some links in their mails with theory videos and websites as well as practice. Now, the Teacher will ask questions to socialize how comparisons are structured in English.

Goal

To check students' understanding of English grammar rules to compare by using adjectives.

Materials

Board, markers, PowerPoint slide with examples.

Instructions

The Teacher asks students if they saw the videos and links she sent to their mails. Some students should say yes. Then she will give them markers randomly and ask them to write some of the rules and examples they found. As they finish, the Teacher will reinforce this for them and for those who might not have studied the links too. If necessary, the teacher will show a PowerPoint presentation with more explanations and examples.

07:50 5'

Make Teams

First six or seven students on the right or left from the teacher will say a different animal each. The others will repeat the first six or seven animals, then all the students with the same animals will get together and make teams for the next activity.

07:55 30'

Let's Compare!

Students will compare things and/or places with the adjectives the teacher will give them.

 Goal

To compare things and places.

Materials

***Pieces of paper with descriptive adjectives and comparative suffix -er or the word "more",   « the», « est, « iest », and some blank pieces as jokers.

*Markers.

Instructions

Students will receive a set of adjectives, "-er" and "more" on papers plus some blank pieces of paper with markers as jokers they can use if they need to write a letter or something. The teacher will say an adjective from the ones they have and they will have to structure the correct comparative form with it, if the teacher says superlative they will set the superlative form. In both cases, they will also have to go to the board and writing a sentence with it. If the sentence is correct, they will get points. At the end, the team with more number of points will win.

DAY 4 (2B)

Date: Wednesday, August 1st

07:00 to 07:20

Ice-breaker   4

The Teacher asks students to create groups of 4-5 people, and let them discover what they have in common, along with interesting characteristics that are unique to every person in the group.

Goal

To promote unity as it gets people to realize that they have more common ground with their peers than they first might realize. As people become aware of their own unique characteristics, they can also help people feel empowered to offer the group something unique.

Materials

One sheet of paper and a pen for each group

Instructions

Form groups of five to eight people and give them two sheets of paper and a pencil or pen. The first part of the activity is Commonalities, where each subgroup compiles a list of the things they have in common. In order for it to make the list, it must apply to everyone in the subgroup. You want to avoid writing things that people can see (e.g. "everyone has hair," or "we are all wearing clothes"). Try to get them to dig deeper. After about 5 minutes, have a spokesperson from each subgroup read their list. Then, depending on your goals for the session, you can have half of each subgroup rotate to another group for Uniquities or you can leave everyone in the same group. On the second sheet of paper have them record uniquities, meaning that each item applies to only one person in the group. The group tries to find at least 2 uniquities for each person. After 5-7 minutes, you can have each person say one of their uniquities or have a person read them one by one, having others try to guess who it was. (Again, you want to go beyond the superficial, avoiding those things that people can readily see).

07:20 10`

Warm-up

Geography vocabulary.

Goal

*To review the previous class topics.
*To make sentences describing places.

Materials

* Video Beam

* PowerPoint with a picture containing the required geography vocabulary and a list of words to match

Instructions

The Teacher explains they have a list of words to match with the landscape in the picture. They do it, then the T corrects and shows the right answers.

07:30 15'

Listening

"Geography Podcast": students listen to a recording from a Geography podcast three times. They answer the comprehension questions on the projected slide.

07:45 25'

Travel Agency

The Teacher explains to students: You work at a Travel Agency as the representatives of Colombia for the tourists of the world. Prepare your speech to promote tourism in a Colombian city and present it to the class. The Teacher sets a timer with 15 minutes, then uses an online fortune wheel to raffle the groups and students to come to the front and present.

Week 3

DAY 5 (3A)

Date: Monday, August 6th

07:00 to 07:20

Ice-breaker   4.1: common and unique (continuity)

Students make the same groups from last class to talk again to remember what they have in common and be ready to share with the whole class. Then, the T gives each group a piece of paper with "last vacation questions".

Goal

To talk about students' similarities and last vacation experiences.

Materials

Pieces of paper with questions about last vacation activities.

Instructions

Students make the same groups from last class. They talk again to remember what they have in common to be ready to share with the whole class. Then, the T gives each group a piece of paper with "last vacation questions" for them to discuss as well. After a while, the T can use an online Fortune Wheel and a Dice to raffle the group and student who will share the discussed information from his/her group to the rest of the class.

07:20 15'

Warm-up

Students listen to the Teacher and watch a PowerPoint Presentation to review what a descriptive paragraph is and its structure and components.

Goal

To review a descriptive paragraph structure seen in the previous level (level 2).

Materials

* PowerPoint Presentation with information about the descriptive paragraph.

07:35 10'

Short Practice

Students watch the video about how to build a descriptive paragraph 'hamburger style'.

Goal

To review the structure of a descriptive paragraph and its components by watching a video with an example of the 'hamburger style' for writing one.

Materials

* YouTube Video.

* Video Beam Projector.

Instructions

The Teacher plays a YouTube video about how to build a descriptive paragraph 'hamburger style'. In the video, the 'hamburger' model is shown through the drawings of the parts of a hamburger with the tags "topic sentence", "details", and "conclusion". Then an example is portrayed with disorganized parts of a paragraph, the Teacher stops the video, asks the students how they would arrange them and plays the video again to check students' hypothesis about the right order.

07:45 20'

Practice: build your paragraph

Students organize two different paragraphs in groups of 4 people.

Goal

To build an example descriptive paragraph 'hamburger style'.

Materials

* Pieces of paper with cut up sentences from the same paragraph (2 different texts or paragraphs).

Instructions

Students make groups of 4 people. The Teacher distributes pieces of paper from the same paragraph to each group. The pieces of paper have sentences that make up a descriptive paragraph. Students organize these pieces of paper with sentences into what they think is the correct order for a descriptive paragraph with them. The Teacher goes around helping students out and checking their versions. Then she shows the paragraphs already correctly organized for students to correct and check.

08:05 15'

Wrap-up

Students continue watching the PowerPoint Presentation to deepen into each component of the descriptive paragraph.

Goal

To deepen into the components of a descriptive paragraphs.

Materials

*PowerPoint Presentation with information about the different details to be included into each component of a descriptive paragraph.

Instructions

The Teacher keeps explaining the PowerPoint Presentation and asks students to analyze in the paragraphs they organized previously what information should be included in each component of a descriptive paragraph.

DAY 6 (3B)

Date: Wednesday, August 8th

07:00 to 07:20 20'

Ice-breaker 5

Students must change desks according to the different characteristics the teacher mentions when saying "I have a phone call for…". Then students who sit last answer information questions.

Goal

To make students aware of their daily similarities

To talk about individual information

Materials

Pieces of paper for students to write questions, a container and a ball (in this class, a ball shaped container)

Instructions

Students must change desks according to the different characteristics the teacher mentions when saying "I have a phone call for…", ex. "students who are wearing black t-shirts". Then students wearing black t-shirts change positions. The last person to sit receives a ball shaped container with questions written on pieces of paper (students had written them in the first 5 minutes of class), opens it, takes a question, reads it out loud and answers.

07:20 15'

Warm-up

The Teacher explains the activity for the class session. Students had a Writing format they had to print before the class, the Teacher had sent it to their mail. The Teacher explains there are 5 posters for 5 stations representing 5 steps of writing.

Goal

To contextualize students in the class activity prepared for today's session.

Materials

* Writing format (one per student)

* 5 Posters with instructions for each corner of the classroom.

07:35 50'

Practice: build your paragraph

The Teacher explains how each station works and the activity's dynamics

Goal

To collectively write a descriptive paragraph about a country following organized steps from the 'hamburger style' model

Materials

* Previously described (same from previous activity)

* Three bags or containers with pieces of papers having adjectives, adverbs and conjunctions vocabulary from previous class sessions.

Instructions

Students listen to the instructions: they must make groups of 4-6 students, groups will start in station and will rotate after 10 minutes when the Teacher gives the sign to rotate. Station 1 is the Starting corner where they select a country from the box. Station 2 is to write the topic sentence, 3 to write the supporting details, 4 to write the conclusion and 5 to put all the parts together by using connectors.

Homework: next class you will write your evaluated paragraph individually and in the Sig@ institutional platform

DAY 7 (4A)

Date: Monday, August 13th

Students had a Writing Progress Check (writing quiz) the whole session so no Icebreaker activity for the research was done.

DAY 8 (4B)

Date: Wednesday, August 15th

07:00 to 07:20

Ice-breaker 6

Different ways to greet, a creative "Hello" and grouping

Goal

* To greet

* To create different body greetings

* To form diverse groups

Instructions

Students move around the classroom greeting each other while the music plays. When the music stops, the Teacher says a number, students must make groups according to the number they hear and invent a creating greeting according to the parts of the body the Teacher asks them to include. Many rounds of music can come and as the music stops the Teacher can ask the new groups formed to create new greetings or to repeat a previous one. Students who are left without a group play the "judge" role choosing the best greetings.

07:20 20'

Warm-up

What are you doing later today? What are you going to do later today? What's the difference between these two questions?

Goal

To review future forms

Materials

* PowerPoint presentation with the information about ways to express the future

* Previously watched videos sent to students through the Sig@ institutional platform

Instructions

Students had previously received a mail (from a post in the Sig@ institutional platform) containing videos that explained different ways of talking about future plans in English. The Teacher shows two different forms expressing the same question on a PowerPoint slide on the projector. She asks students to explain the difference between the two forms. Students explain and the Teacher continues reinforcing the topic with some theory and examples.

07:40 15'

Vocabulary introduction

Students watch a video about leisure activities and classify activities into two categories: on the weekend and on vacation.

Goal

To get familiar with vocabulary about leisure activities and vacation

Materials

- Video: activities in Tokyo

Instructions

The Teacher explains they are going to watch a video with leisure and vacation activities. They must take notes of the activities they see, even if they don't know how to say it in English, write it in Spanish. Then classify these activities into two categories: leisure and vacation. After playing the video, the Teacher asks students what the activities were, if they didn't know an activity in English, the Teacher helps them. As they say activities out loud, the teacher writes them on the board into the two categories.

07:55 10'

Speaking practice

Students talk about activities they are going to do on the weekend and will do on vacation.

Goal

To talk about plans for the weekend and for next vacation.

Materials

- None

Instructions

In pairs, students ask and tell each other what they are going to do or will do on vacation and on the weekend. Then the teacher asks some random students what their classmates will do. They report it for the class.

08:05 15'

Wrap-up

Students summarize the use of future structures in English.

Goal

To understand how you express future plans and arrangements in English

Materials

*PowerPoint Presentation with theory and examples.

Instructions

The Teacher asks students when they need to use "going to", "will" and "present perfect". As they brainstorm or give ideas from the videos they had to watch before class. the Teacher takes notes on the board. She keeps on writing and explaining with more examples until students say it is clear. Students work on a gap practice on the videobeam, they write answers in their notebook.

DAY 9 (5B) → 5A Monday was a holiday

Date: Wednesday, August 22nd

Students had a Speaking Progress Check (speaking quiz) the whole session so no Icebreaker activity for the research was done.

DAY 10 (6A)

Date: Monday, August 27th

Students had a Speaking Progress Check (speaking quiz) the whole session so no Icebreaker activity for the research was done.

DAY 11 (6B)

Date: Wednesday, August 29th

No icebreaker or group dynamics activity were carried out because students had to write the second version of the evaluated paragraph they had written on August 13th.

DAY 12 (7A)

Date: Monday, September 3rd

No icebreaker or group dynamics activity were carried out because students had an online Progress Check in the Sig@ platform. Progress Checks are evaluated activities of different types that can be about reading, speaking, writing, listening, grammar or all of them mixed. They can be done face to face, in paper or online in the institutional platform. They have the 5% of the course grade each.

DAY 13 (7B)

Date: Wednesday, September 5th

No icebreaker or group dynamics activity were carried out since students had to take their midterm test speaking session one. Speaking sessions for the tests (midterm and end) are scheduled in two sessions due to the number of students and time. Therefore, each session has 15 students evaluated in 85 or 90 minutes.

DAY 14 (8A)

Date: Monday, September 10th

No icebreaker or group dynamics activity were carried out because students had to take their second midterm test speaking session.

DAY 15 (8B)

Date: Wednesday, September 12th

No icebreaker or group dynamics activity were carried out since students had to take their midterm test at the laboratory in another platform that is only used for evaluation sessions. This one had use of language (grammar and vocabulary), listening, reading, and writing.

DAY 16 (9A)

Date: Monday, September 17th

No icebreaker or group dynamics activity were carried out since the session was exclusively set to socialize grades with students.

DAY 17 (9B)

Date: Wednesday, September 19th

07:00 20'

Icebreaker 7

Students mingle and talk

Goal

To organize different mixed sub-groups and talk

Materials

- Deck of poker cards

Instructions

The teacher offers the students different cards from a normal deck then the teacher asked students to get together by hearts, swords, trees and diamonds. As a student's make groups, the teacher had previously organized the classroom into 5 circle corners so that students have to groups there. Now the teacher asks students to take as many candy as they want from a bag. Students don't know what the candy is for. After each student has taken as many candy as they want, the teacher tells them the candy corresponds to the amount of questions they have to answer in their group. Now they have to make conversation ask each other as many questions as candy they have.

07:20 60'

Past Events Review Four Skills Corners

Students review expressing and understanding past events through a rotating four skills corners activity

Goal

To review expressing and understanding past events speaking, reading, listening, and writing.

Materials

- 5 Posters with QR codes referring to speaking, reading, listening, writing and grammar activities about the expression of past events.

Instructions

Students remain in the five groups in the five corners they had previously arranged for the Icebreaker. Each corner has a different poster with different instructions for different activities. One corner has a

listening activity, another has a reading activity, another a grammar practice, then a writing Practice and finally a speaking game. They are all about past events. Students are given 10 - 15 minutes in each corner, they scan the QR code, do the corresponding activity, then rotate to the teacher's signal. The class finishes once all groups have rotated through all the stations.

DAY 18 (10A)

Date: Monday, September 24th

07:00 20'

Icebreaker 8

Students try to talk to each other in two circles back to back. Similar to speed dating type of circuit training but back to back to show the importance of communication when not being able to hear what the person at their back says.

Goal

To talk, share time, mingle and understand the importance of communication

Materials

- None

Instructions

Very similar to the circuit training speed dating type done before. This time, students make two circles, an inner circle with students facing in and an Outer Circle with students facing out. This way, students are back to back. They have to talk to the person behind them. There is no specific topic, they have to talk about anything they want. After a few minutes, they have to change or rotate to the left.

07:20 60'

Song Teams

Students make mixed subgroups according to their color of candy. Then groups work in listening to and understanding the song filling in the blanks in different tenses.

Goal

To make teams and work collaboratively in understanding the song's lyrics.

To listen to and get details about a love story through a song.

Materials

- Candy
- Worksheet with song lyrics having blank spaces

- Pieces of paper with verbs removed from the song in infinitive form

Instructions

Teacher gives students different candy hidden in a bag. They have to make groups according to the color of candy they take.

Next, the teacher gives each group the lyrics of the song "My Only One" by Sebastián Yatra and Isabella Moner with blank spaces to fill in. First, they have to look for unknown vocabulary using an online dictionary, then they listen to the song and take the verbs to fill it out that are in infinitive forms written on small pieces of paper onto a chair. Finally, they listen to the song again as many times as needed to complete it with the correct form of the verbs.

To end the class and the activity, students can watch the lyrics video and compare their answers to make corrections.

DAY 19 (10B)

Date: Wednesday, September 26th

No icebreaker or group dynamics activity were carried out because students had a really long online graded activity in the Sig@ platform at the laboratory.

Even though we didn't play an icebreaker today, we started the first step of a team activity which was the Secret friend distribution. The teacher wrote all of the students names on pieces of paper and put them in a bag. Each student took a random name from the bag. The name of the person on the paper would be the students' secret friend. The student who took the paper has to secretly give small candy to his/her secret friend during the following sessions before the day of the discovery of everybody's secret friends. Then the day of the discovery, give another candy, this time bigger. In order to do this, students have to discreetly ask their classmates about their likes and dislikes in candy, they must do so during the icebreakers.

DAY 20 (11A)

Date: Monday, October 1st

07:00 20'

Icebreaker 9

Students walk at different speeds until running. Then, when they stop, they play rock, scissors, paper. The loser answers the questions: what do you hate the most? what are your bad habits? What is your favorite candy? And other questions from the other members.

Goal

To allow students to get to know more about each other

To find out more information about students' secret friends

Materials

- None

Instructions

Students walk randomly in the center of the classroom. They do so according to the speed indicated by the teacher from 1 being the slowest to 4 being the fastest. When students hear the teacher clapping, they stop and form groups with the amount of members indicated by the last speed they were walking at. Then, in the groups, they play rock, scissors, paper. The loser or losers talk about themselves and answer questions from the others. Some questions can be: what do you hate the most? what are your bad habits? What is your favorite candy? And other questions to find out more about students secret friends.

Warm-up

What is the difference in use and structure between the present perfect and the simple past?

Goal

To check understanding of present perfect

To clearly set the difference between the present perfect and the simple past

Materials

* Previously watched video and done activity in it about the present perfect vs simple past

Instructions

Students had previously received a link to develop an activity through a video with pop-out questions about the differences in use and structure between the present perfect and the simple past. Now, the teacher socializes answers on the board writing two columns, one for present perfect, one for simple past. Students fill these columns out with examples of each.

To wrap this up, the teacher reviews the structure and use of each tense by analyzing the examples written by the students themselves.

07:40 50'

Practice Activity

Talk about things you have done or have never done with a board game and a coin

Goal

To talk about different events in students' lives

To describe events that happened in the past and still affect students' present lives

Materials

- Board game projected on screen
- Coins

Instructions

Students have the board game with questions projected on the screen with a video projector. After this, in groups, they flip a coin. Heads they move 1 space, tails they move 2 spaces. When a student falls into a question, he or she has to correctly answer speaking. Then the other students do the same. They keep count of their position in their mind.

DAY 21 (11B)

Date: Wednesday, October 3rd

07:00 10'

Preparation for icebreaker 11 (next class)

Students put a small piece of candy with the name of their secret friend in a bag, the teacher distributes the candy this way (anonymously). Next class, students share a bigger candy with their secret friends and discover who they are through another icebreaker technique being the "secret friend" game an icebreaker itself.

07:00 20'

Icebreaker 10

Spider web of candy likes and dislikes

Goal

To know each other's likes and dislikes

Materials

- Ball of yarn

Instructions

Students make a circle in the center of the classroom. The Teacher explains the activity before starting and throws the ball at a student holding the tip of the rope of yarn, the student must say what candy he/she likes and what candy they don't like. As each student speaks, he/she throws the ball of yarn keeping on hold of an end of the string. When they have all spoken, a web has been woven. The way to untangle it is to return the ball to exactly the same person who threw it at us and say what candy the person likes and dislikes.

07:20 20'

Talk about life changes

Warm-up

What vocabulary do you know to express changes? What are these expressions about?

Goal

To get familiar with the vocabulary needed to express life changes both physically and emotionally.

Materials

- PowerPoint Presentation adapted from Interchange Series

Instructions

Students classify a list of vocabulary into three categories: appearance, money, and skills. Then, the teacher checks understanding socializing answers and requesting examples.

Practice

Which changes have you had?

Goal

To get familiar with the vocabulary needed to express life changes both physically and emotionally while practicing talking about changes applicable to students lives.

Materials

- PowerPoint Presentation adapted from Interchange Series
- Ball (or same ball of yarn from icebreaker)

Instructions

Students see a list of possible events and changes in their lives. They talk to each other to decide which of these changes are applicable to them. Then, they make 5 more. Teacher tosses a ball (of yarn in this case) around to play hot potato. The student remaining with the ball talks about his/her classmates changes.

Wrap-up/Review

Past simple or present perfect?

Goal

To practice the contrast between these two tenses in context (sentences and pictures)

Materials

- Kahoot game on the topic (also an energizer)

Instructions

Students access the website kahoot.it, they enter the corresponding code to the game, then play.

DAY 22 (12A)

Date: Monday, October 8th

Double Icebreaker 11

"Secret friend" tradition - Discover it through listening to clues about him/her

Goal

To discover who each student's secret friend is through another icebreaker

To describe your secret friend so that he/she or others find out his/her name

Materials

- Wrapped candy

Instructions

Students describe their secret friends' appearance. Plus, to finish their description they complete the sentence "when in the bakery, my secret friend likes…". They complete it with a candy or object from the bakery starting with the initial letter of their secret friends' name.

Lab writing practice

"My Life Changes"

Goal

To describe your life changes and share it

Materials

- Computer room with internet access

Instructions

Students access Padlet, register and write a descriptive paragraph for practice. This paragraph is about their life changes, following the hamburger style and including a picture. Padlet is an open wall to write, record, post and share anything you want.

DAY 23 (12B)

Date: Wednesday, October 10th

Icebreaker 12

"Mirror, mirror on the front, what has changed in them all?"

Goal

To spot the differences in classmates

To highlight uniqueness and knowledge of others around us

Materials

- None

Instructions

Students make two rows. One facing the other. They are given short time to look at each other. Then one row close their eyes, the other changes something in their look. The first row open their eyes and try to identify their classmates' changes. Then, they switch turns.

Speaking practice

"Mirror your partner's moves and gestures"

Goal

To talk about life changes

Materials

- None

Instructions

Students talk about their life changes stories. As one speaks, the other mimes his/her gestures and repeats his/her words, then they exchange.

DAY 24 (13A)

Date: Monday, October 15th

No icebreaker, no class. National holiday.

DAY 25 (13B)

Date: Wednesday, October 17th

No icebreaker. Life changes evaluated paragraph in the lab.

DAY 26 (14A)

Date: Monday, October 22nd

No icebreaker. Life changes evaluated speaking presentations for half the group.

DAY 27 (14B)

Date: Wednesday, October 24th

No icebreaker. Quizzes recovery session for students who could not make them the day of the national strike.

DAY 28 (15A)

Date: Monday, October 29th

No icebreaker. Life changes evaluated speaking presentations for the other half of the group.

DAY 29 (15B)

Date: Wednesday, October 31st

No icebreaker. Final speaking test.

DAY 30 (16A)

Date: Monday, November 5th

National holiday

DAY 31 (16B)

Date: Wednesday, November 7th

No icebreaker. Evaluated laboratory questionnaire to review.

DAY 32 (17A)

Date: Monday, November 12th

National holiday

DAY 33 (17B)

Date: Wednesday, November 14th

No icebreaker. Final speaking test. (second half of the group)

DAY 34 (18A)

Date: Monday, November 19th

No icebreaker. Final test. (laboratory session for writing, reading, listening and use of language)

DAY 35 (18B)

Date: Wednesday, November 21st

No icebreaker. Final grades socialization session.

Appendix G

Icebreakers' implementation

Autónoma University

English III

Icebreakers implemented

Week 1

DAY 1 (1A)

Date: Monday, July 23rd

07:00 to 07:20

Getting to know you Ice-breaker   1

Students get to know each other's' names

Goal

To get to know each other

Instructions

Students make a circle, when the teacher points at a student the teacher says "lemon", "half lemon" or "lemonade". When "lemon", the chosen student says the name of the person to his/her right, when "half lemon" to his/her left and when "lemonade" they all stand up and sit at another seat.

DAY 2 (1B)

Date: Wednesday, July 25th

07:00 to 07:15

Getting to know you better Ice-breaker   2

To Know each other's likes.

Goal

*To break the ice by getting to know each other's likes.
*To continue getting to know each other's names.

Materials
A ball.

Instructions
Students are asked to talk to each other telling one thing they like. They must talk to as many people as possible in 5 minutes. Then the Teacher asks them to stand up in a circle in the middle of the classroom. Next, the Teacher will explain they will play hot potato by tossing around the ball as the teacher says "apple" but when they listen to "lemon" the person with the ball has to stop and say the name of the classmate to his/her right plus one thing the person likes. Also, the Teacher explains that as they hear "pineapple" they will tell everybody the name of the person to his/her left plus one thing they like. Finally, as they hear "salpicón" they will change positions and as they settle the person with the ball will introduce both people to his/her sides.

07:15 15'

Warm-up (grouping people and introducing a topic icebreaker 3)

Students make groups and watch a warm-up video showing a tourist countries fair as they take notes in groups about what they see or get from their chosen country in the video.

Goal

*To get familiar with some countries around the world.
*To understand what a tourist countries fair is.
*To choose characteristics that best describe a place.

Materials

Cards with different symbols or drawings to give students to form groups.

Instructions

The teacher will give each student a small card with different symbols or drawings each. Then she will ask them to get together by symbol. She will show pictures of the countries in the video they will watch, she will explain they have to choose one country so each group will write one sentence about the country according to the video. Then, she will give them a list of adjectives and they will choose three more adjectives that best suit their country.

07:50 25'

Wrap-up (physical energizer icebreaker 4)

Human sentences chain.

Goal

To keep describing a country.
To reinforce the vocabulary learned.
To practice structuring sentences in a dynamic fun way.

Materials

*Vocabulary tags on paper (countries' names, adjectives, adverbs, and conjunctions).

*Tape.

Instructions

The Teacher will explain she will give each student a "name tag" with a different word (adjectives, adverbs, conjunctions, and countries). Each student will paste this tag to his/her chest. The teacher will play music in English, as the music goes on students walk around the classroom, as the music stops, students will have to make sentences by organizing themselves (according to their word) in the right position.

Week 2

DAY 3 (2A)

Date: Monday, July 30th

TIME

07:00 to 07:15

Getting to know you better Ice-breaker 5

Circuit training or speed dating friends type.

Goal

*To share time breaking the ice to start a new week.
*To find out about each other's activities during the weekend.

Materials

No materials required.

Instructions

Half the group makes a circle facing out. The other half surrounds the first half facing in so that each student is facing another in a way they can talk to each other. They must greet and ask and talk about what they did during the weekend.

07:15 20'

Warm-up: human sentences (physical energizer icebreaker 6)

Review: adjectives and adverbs to describe places.

Goal

*To review the previous class topics.
*To make sentences describing places.

Materials

*Pieces of paper with words (verbs, adjectives, adverbs, and names of places).

*Tape.

Instructions

The Teacher will explain she will give each student a "name tag" with a different word (adjectives, adverbs, conjunctions, and countries). Each student will paste this tag to his/her chest. The teacher will play music in

English, as the music goes on students walk around the classroom, as the music stops, students will have to make sentences by organizing themselves (according to their word) in the right position.

07:50 5'

Make Teams (grouping people icebreaker 7)

First six or seven students on the right or left from the teacher will say a different animal each. The others will repeat the first six or seven animals, then all the students with the same animals will get together and make teams for the next activity.

07:55 30'

DAY 4 (2B)

Date: Wednesday, August 1st

07:00 to 07:20

Self-disclosure and team building Ice-breaker 8

The Teacher asks students to create groups of 4-5 people, and let them discover what they have in common, along with interesting characteristics that are unique to every person in the group.

Goal

To promote unity as it gets people to realize that they have more common ground with their peers than they first might realize. As people become aware of their own unique characteristics, they can also help people feel empowered to offer the group something unique.

Materials

One sheet of paper and a pen for each group

Instructions

Form groups of five to eight people and give them two sheets of paper and a pencil or pen. The first part of the activity is Commonalities, where each subgroup compiles a list of the things they have in common. In order for it to make the list, it must apply to everyone in the subgroup. You want to avoid writing things that people can see (e.g. "everyone has hair," or "we are all wearing clothes"). Try to get them to dig deeper. After about 5 minutes, have a spokesperson from each subgroup read their list.
Then, depending on your goals for the session, you can have half of each subgroup rotate to another group for Uniquities or you can leave everyone in the same group. On the second sheet of paper have them record uniquities, meaning that each item applies to only one person in the group. The group tries to find at least 2 uniquities for each person. After 5-7 minutes, you can have each person say one of their uniquities or have a person read them one by one, having others try to guess who it was. (Again, you want to go beyond the superficial, avoiding those things that people can readily see).

Week 3

DAY 5 (3A)

Date: Monday, August 6th

07:00 to 07:20

Ice-breaker 8.1: common and unique (continuity)

Students make the same groups from last class to talk again to remember what they have in common and be ready to share with the whole class. Then, the T gives each group a piece of paper with "last vacation questions".

Goal

To talk about students' similarities and last vacation experiences.

Materials

Pieces of paper with questions about last vacation activities.

Instructions

Students make the same groups from last class. They talk again to remember what they have in common to be ready to share with the whole class. Then, the T gives each group a piece of paper with "last vacation questions" for them to discuss as well. After a while, the T can use an online Fortune Wheel and a Dice to raffle the group and student who will share the discussed information from his/her group to the rest of the class.

DAY 6 (3B)

Date: Wednesday, August 8th

07:00 to 07:20 20'

Physical energizer, team building Ice-breaker 9

Students must change desks according to the different characteristics the teacher mentions when saying "I have a phone call for…". Then students who sit last answer information questions.

Goal

To make students aware of their daily similarities

To talk about individual information

Materials

Pieces of paper for students to write questions, a container and a ball (in this class, a ball shaped container)

Instructions

Students must change desks according to the different characteristics the teacher mentions when saying "I have a phone call for…", ex. "students who are wearing black t-shirts". Then students wearing black t-shirts change positions. The last person to sit receives a ball shaped container with questions written on pieces of paper (students had written them in the first 5 minutes of class), opens it, takes a question, reads it out loud and answers.

DAY 8 (4B)

Date: Wednesday, August 15th

07:00 to 07:20

Physical energizer, team building, grouping people Ice-breaker 10

Different ways to greet, a creative "Hello" and grouping

Goal

* To greet

* To create different body greetings

* To form diverse groups

Instructions

Students move around the classroom greeting each other while the music plays. When the music stops, the Teacher says a number, students must make groups according to the number they hear and invent a creating greeting according to the parts of the body the Teacher asks them to include. Many rounds of music can come and as the music stops the Teacher can ask the new groups formed to create new greetings or to repeat a previous one. Students who are left without a group play the "judge" role choosing the best greetings.

DAY 17 (9B)

Date: Wednesday, September 19th

07:00 20'

Grouping people, getting to know you better, self-disclosure Icebreaker 11

Students mingle and talk

Goal

To organize different mixed sub-groups and talk

Materials

- Deck of poker cards

Instructions

The teacher offers the students different cards from a normal deck then the teacher asked students to get together by hearts, swords, trees and diamonds. As students make groups, the teacher had previously organized the classroom into 5 circle corners so that students have to group there. Now the teacher asks students to take as many candies as they want from a bag. Students don't know what the candy is for. After each student has taken as many candies as they want, the teacher tells them the candy corresponds to the number of questions they have to answer in their group. Now they have to make conversation ask each other as many questions as candy they have.

DAY 18 (10A)

Date: Monday, September 24th

07:00 20'

Communication team building Icebreaker 12

Students try to talk to each other in two circles back-to-back. Similar to speed dating type of circuit training but back-to-back to show the importance of communication when not being able to hear what the person at their back says.

Goal

To talk, share time, mingle and understand the importance of communication

Materials

- None

Instructions

Very similar to the circuit training speed dating type done before. This time, students make two circles, an inner circle with students facing in and an Outer Circle with students facing out. This way, students are back-to-back. They have to talk to the person behind them. There is no specific topic, they have to talk about anything they want. After a few minutes, they have to change or rotate to the left.

07:20 60'

Song Teams (grouping people icebreaker 13)

Students make mixed subgroups according to their color of candy. Then groups work in listening to and understanding the song filling in the blanks in different tenses.

Goal

To make teams and work collaboratively in understanding the song's lyrics.

To listen to and get details about a love story through a song.

Materials

- Candy
- Worksheet with song lyrics having blank spaces
- Pieces of paper with verbs removed from the song in infinitive form

Instructions

Teacher gives students different candy hidden in a bag. They have to make groups according to the color of candy they take.

Next, the teacher gives each group the lyrics of the song "My Only One" by Sebastián Yatra and Isabella Moner with blank spaces to fill in. First, they have to look for unknown vocabulary using an online dictionary, then they listen to the song and take the verbs to fill it out that are in infinitive forms written on small pieces of paper onto a chair. Finally, they listen to the song again as many times as needed to complete it with the correct form of the verbs.

To end the class and the activity, students can watch the lyrics video and compare their answers to make corrections.

DAY 19 (10B)

Date: Wednesday, September 26ᵗʰ

Preparation for icebreaker 14 (cultural icebreaker)

No icebreaker or group dynamics activity were carried out because students had a really long online graded activity in the Sig@ platform at the laboratory.

Even though we didn't play an icebreaker today, we started the first step of a team activity which was the Secret friend distribution. The teacher wrote all of the students names on pieces of paper and put them in a bag. Each student took a random name from the bag. The name of the person on the paper would be the students' secret friend. The student who took the paper has to secretly give small candy to his/her secret friend during the following sessions before the day of the discovery of everybody's secret friends. Then the day of the discovery, give another candy, this time bigger. In order to do this, students have to discreetly ask their classmates about their likes and dislikes in candy, they must do so during the icebreakers.

DAY 20 (11A)

Date: Monday, October 1st

07:00 20'

Grouping people, getting to know you better, self-disclosure Icebreaker 15

Students walk at different speeds until running. Then, when they stop, they play rock, scissors, paper. The loser answers the questions: what do you hate the most? what are your bad habits? What is your favorite candy? And other questions from the other members.

Goal

To allow students to get to know more about each other

To find out more information about students' secret friends

Materials

- None

Instructions

Students walk randomly in the center of the classroom. They do so according to the speed indicated by the teacher from 1 being the slowest to 4 being the fastest. When students hear the teacher clapping, they stop and form groups with the amount of members indicated by the last speed they were walking at. Then, in the groups, they play rock, scissors, paper. The loser or losers talk about themselves and answer questions from the others. Some questions can be: what do you hate the most? what are your bad habits? What is your favorite candy? And other questions to find out more about students' secret friends.

07:40 50'

Practice Activity (self-disclosure, getting to know you better icebreaker 16)

Talk about things you have done or have never done with a board game and a coin

Goal

To talk about different events in students' lives

To describe events that happened in the past and still affect students' present lives

Materials

- Board game projected on screen
- Coins

Instructions

Students have the board game with questions projected on the screen with a video projector. After this, in groups, they flip a coin. Heads they move 1 space, tails they move 2 spaces. When a student falls into a question, he or she has to correctly answer speaking. Then the other students do the same. They keep count of their position in their mind.

DAY 21 (11B)

Date: Wednesday, October 3rd

07:00 10'

Preparation for icebreaker 14 (next class)

Students put a small piece of candy with the name of their secret friend in a bag, the teacher distributes the candy this way (anonymously). Next class, students share a bigger candy with their secret friends and discover who they are through another icebreaker technique being the "secret friend" game an icebreaker itself.

07:00 20'

Team building, getting to know you better Icebreaker 17

Spider web of candy likes and dislikes

Goal

To know each other's likes and dislikes

Materials

- Ball of yarn

Instructions

Students make a circle in the center of the classroom. The Teacher explains the activity before starting and throws the ball at a student holding the tip of the rope of yarn, the student must say what candy he/she likes and what candy they don't like. As each student speaks, he/she throws the ball of yarn keeping on hold of an end of the string. When they have all spoken, a web has been woven. The way to untangle it is to return the ball to exactly the same person who threw it at us and say what candy the person likes and dislikes.

Practice (energizer icebreaker 18 hot potato)

Which changes have you had?

Goal

To get familiar with the vocabulary needed to express life changes both physically and emotionally while practicing talking about changes applicable to students lives.

Materials

- PowerPoint Presentation adapted from Interchange Series
- Ball (or same ball of yarn from icebreaker)

Instructions

Students see a list of possible events and changes in their lives. They talk to each other to decide which of these changes are applicable to them. Then, they make 5 more. Teacher tosses a ball (of yarn in this case) around to play hot potato. The student remaining with the ball talks about his/her classmates changes.

Wrap-up/Review (energizer icebreaker 19 online)

Past simple or present perfect?

Goal

To practice the contrast between these two tenses in context (sentences and pictures)

Materials

- Kahoot game on the topic (also an energizer)

Instructions

Students access the website kahoot.it, they enter the corresponding code to the game, then play.

DAY 22 (12A)

Date: Monday, October 8th

Double Icebreaker: self-disclosure, getting to know you better icebreaker 20

Cultural icebreaker 14

"Secret friend" cultural tradition - Discover it through listening to clues about him/her

Goal

To discover who each student's secret friend is through another icebreaker

To describe your secret friend so that he/she or others find out his/her name

Materials

- Wrapped candy

Instructions

Students describe their secret friends' appearance. Plus, to finish their description they complete the sentence "when in the bakery, my secret friend likes…". They complete it with a candy or object from the bakery starting with the initial letter of their secret friends' name.

DAY 23 (12B)

Date: Wednesday, October 10th

Team building Icebreaker 21

"Mirror, mirror on the front, what has changed in them all?"

Goal

To spot the differences in classmates

To highlight uniqueness and knowledge of others around us

Materials

- None

Instructions

Students make two rows. One facing the other. They are given short time to look at each other. Then one row close their eyes, the other changes something in their look. The first row open their eyes and try to identify their classmates' changes. Then, they switch turns.

Speaking practice (Communication, team building icebreaker 22)

"Mirror your partner's moves and gestures"

Goal

To talk about life changes

Materials

- None

Instructions

Students talk about their life changes stories. As one speaks, the other mimes his/her gestures and repeats his/her words, then they exchange.

Appendix H

Consents

Santiago de Cali, 21 de noviembre de 2018

Señores:
FUNDACIÓN UNIVERSIDAD DEL VALLE
L.   C.

Ref. : solicitud de copia de contratos de prestación de servicios para proyecto de bilingüismo SED

Cordial saludo,

Por medio de la presente me permito solicitar ante ustedes las copias firmadas por ambas partes, contratista y supervisor o director de la Fundación, de los DOS contratos por prestación de servicios para el proyecto de bilingüismo « Aunar esfuerzos para fortalecer ambientes de aprendizaje para mejorar las competencias comunicativas en inglés en Instituciones Educativas Oficiales de Municipios no Certificados del Valle del Cauca » celebrados entre el 1 de agosto de 2016 y el 30 de mayo de 2017 entre la Fundación Universidad del Valle y la abajo firmante, Paula Andrea Rojas Giraldo.

Igualmente se reitera la imperativa necesidad de resolver el pago pendiente por concepto de honorarios de Mayo de 2017, calculado y reducido injustamente pero finalmente aceptado por la contratista y sin cancelar hasta la fecha.

Atentamente,

PAULA ANDREA ROJAS GIRALDO
C. C. 1130635667 de Cali

Copia con firma electrónica.
Original en físico entregado en sucursal.

Santiago de Cali, 21 de noviembre de 2018

Señores:
FUNDACIÓN UNIVERSIDAD DEL VALLE
L.   C.

Ref. : solicitud de copia de contratos de prestación de servicios para proyecto de bilingüismo SED

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Atentamente,

PAULA ANDREA ROJAS GIRALDO
C. C. 1130635667 de Cali

Copia con firma electrónica.
Original en físico entregado en sucursal.

UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
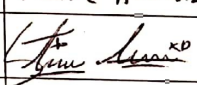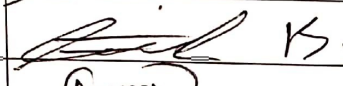MAESTRÍA EN ESTUDIOS INTERLINGÜÍSTICOS E INTERCULTURALES
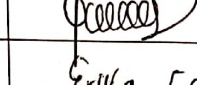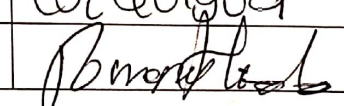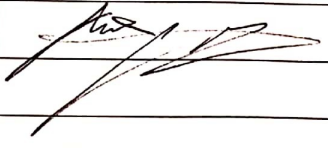
CONSENTIMIENTO INFORMADO

Por medio de la presente, los abajo firmantes, estudiantes del grupo 7 de inglés nivel 3 de la Universidad Autónoma de Occidente; hacemos constar que se nos informó y firmamos de manera individual un consentimiento informado para participar en una investigación de la maestría en Estudios Interlingüísticos e Interculturales sobre el efecto de la implementación de actividades rompe-hielo en la unidad grupal. Como parte del estudio se administraron algunos cuestionarios y una serie de observaciones durante el semestre para las cuales fue posible tener a un asistente de investigación y tomar videos cortos y/o fotos de las sesiones de clase.

Se nos garantizó el derecho a la confidencialidad y respeto a la privacidad según la ley 1266 de 2008. Se nos solicitó en algunos cuestionarios dar nuestro nombre o edad y sexo para fines de identificación y rastreo de las respuestas, pero esa información no fue ni será divulgada ni difundida en ningún medio impreso o electrónico. Nuestra participación fue voluntaria y no tuvo ninguna incidencia en la evaluación y calificación de la materia. Un año después de terminado el trabajo de investigación todo lo relacionado con los datos, los cuestionarios, fotos, videos y las respuestas serán destruidas.

Paula Andrea Rojas Giraldo (Investigadora), correo electrónico paula.rojas@correounivalle.edu.co / parojas@uao.edu.co
Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

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Maria Camila Ruiz	1.113.695.590	Maria Camila Ruiz
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Alejandro Ganzalez	1107103470	
Brayan Gutierrez	1193143667	Brayan G.
Jhon Faber Ruiz	1006048940	Jhon Faber Ruiz
Andres mauricio Gordillo	1107524176	Andres M Gordillo T.
Nicolas Hurtado C	1143448701	Nicolas
Joan Esteban Puent	1005974782	Joan Punt
Hellen Juliana Copete R.	1006168852	Hellen Rioscos
Angela Lopez Rivera	1192800265	Angela Lopez
Jraul Felipe C	1010101577	Jual S
Alejandro Rada Prada	1.144.194.748	Alejandro Rada
Brayan Andres Sarria C	1.193.382.458	Brayan Sarria
José Miguel López M	1144109000	José Miguel López
Miguel Villaquiran D.	1006073455	Mgl Villaquiran
Maria Isabel Gonzalez	1143880335	Maria Gonzalez
Frank Alexander Eraso A	LL93255401	Frank Alexander
David Steven Lucano	2006054844	
Daniel Fdo. Burban	1114999990	VS.
Geraldine Duran	1.059.061.806	
Erika Yuhana Gómez	1006459018	Erika Gómez
Luz Elena Quigua	1192750768	Luz Quigua
Comoro Hurtado	1006188510	

Alexander López	1144 154837	

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Muchas gracias por tu participación.

Paula Andrea Rojas Giraldo, correo electrónico paula.rojas@correounivalle.edu.co / parojas@uao.edu.co
Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Michel Andrea Tovar Ordoñez_ (nombre), de cédula de ciudadanía número
_1059067902_ estudiante de _Ingeniería Industrial_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.
Firma: _Michel Andrea Tovar O._

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Yo, _José Miguel López Mosquera_ (nombre), de cédula de ciudadanía número _1144 109000_ estudiante de _Ingeniería Mecatrónica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _José Miguel López Mosquera_

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, David Steven Lucano Yascual (nombre), de cédula de ciudadanía número T.I. 1006054844 estudiante de Ing. Mecatrónica he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Brayan Gutierrez Villamizar (nombre), de cédula de ciudadanía número 1193443667 estudiante de Ingenieria biomedica he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.
Firma: Brayan Gutierrez.

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Brayan Andres Sarria Castaño (nombre), de cédula de ciudadanía número 1193382 458 estudiante de Ingeniería Industrial he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: Brayan Sarria

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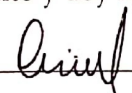
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Yo, _Daniel Cortez Ospina_ (nombre), de cédula de ciudadanía número _1144207751_ estudiante de _Ingeniería multimedia_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Yo, _Juan Esteban Puente Mayor_ (nombre), de cédula de ciudadanía número _1005974782_ estudiante de _ingenieria mecanica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Juan Esteban Puente_

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Yo, Angela Mª lopez Rivera _____ (nombre), de cédula de ciudadanía número __1192800265__ estudiante de __diseño Industrial__ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: Angela Lopez Rivera

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, *Jhon Faber Ruiz Fernandez* (nombre), de cédula de ciudadanía número *t.i. 1006048440* estudiante de *ingenieria industrial* he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: *Jhon Faber Ruiz*

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Yo, _Samuel Mesia Campuzano_ (nombre), de cédula de ciudadanía número _1.143.876.882_ estudiante de _Adm ambiental_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Samuel Mesia._

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Yo, _Juan Felipe Osorio Sana_ (nombre), de cédula de ciudadanía número _1010101577_ estudiante de _Ingeniería Biomédica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Yo, Andrés Caballero _____ (nombre), de cédula de ciudadanía número
1129947655 _____ estudiante de Diseño Industrial _____ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.
Firma: Andrés Caballero.

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Yo, _María Camila Ruíz Martínez_ (nombre), de cédula de ciudadanía número _1.113.695.590_ estudiante de _Ingeniería Multimedia_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.
Firma: _María Camila Ruíz Martínez_

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Si está de acuerdo y no encuentra ninguna objeción en participar, firme en la parte de abajo indicando su aprobación.

Muchas gracias por tu participación.

Paula Andrea Rojas Giraldo, correo electrónico paula.rojas@correounivalle.edu.co / parojas@uao.edu.co
Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Maria Isabel Gonzalez (nombre), de cédula de ciudadanía número 1143880335 estudiante de Mercadeo y Negocios Int. he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: Mana Gonzalez

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Romavio Hurtado Sinistorra_ (nombre), de cédula de ciudadanía número _1006188110 T. I._ estudiante de _Ingeniería Industrial_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Romavo Hurtado_

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Muchas gracias por tu participación.

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Alejandro Gonzalez V. (nombre), de cédula de ciudadanía número 1107103470 estudiante de ingeniería informática he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Alexander López Herrera_ (nombre), de cédula de ciudadanía número _1144 15781_ estudiante de _Ingeniería Biomédica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Luz Elena Quigua Burbano_ (nombre), de cédula de ciudadanía número _1192750768_ estudiante de _admin. de empresas_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Luz Quigua_

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Muchas gracias por tu participación.

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Hellen Juliana Copete Riascos (nombre), de cédula de ciudadanía número 1006168852 estudiante de Comunicación Social he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: Hellen Riascos

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Muchas gracias por tu participación.

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Erika Yuliana Gómez Cruz_ (nombre), de cédula de ciudadanía número _1006459018_ estudiante de _Ing. Biomédica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Erika Gómez._

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Andres Mauricio Gordillo _____ (nombre), de cédula de ciudadanía número 1107524176 _____ estudiante de Administración Empresas he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: Andres m Gordillo T _____

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Nicholas Hurtado Cordoba_ (nombre), de cédula de ciudadanía número _1193449200_ estudiante de _ingeniería mecatrónica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Nicholas Hurtado._

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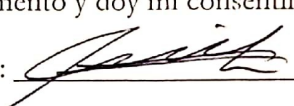
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Muchas gracias por tu participación.

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Daniel Fernando Burbano_ (nombre), de cédula de ciudadanía número _1114899970_ estudiante de _Ing. Mecatronica_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Alejandra Carabalí Hoyos (nombre), de cédula de ciudadanía número 1005873443 estudiante de Mercadeo y negocios he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, Miguel Villaquiran Dávila (nombre), de cédula de ciudadanía número 1.006.073.455 estudiante de Ing. Mecánica he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: Miguel Villaquiran

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, __Daniela Sanchez Giraldo__ (nombre), de cédula de ciudadanía número __1005867656__ estudiante de __Comonicación Social__ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: __Daniela Sanchez.__

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Muchas gracias por tu participación.

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Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Geraldine Duran Candelo._ (nombre), de cédula de ciudadanía número _1'059.067.806_ estudiante de _Ingienería Biomédica._ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _____

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MAESTRÍA EN ESTUDIOS INTERLINGÜÍSTICOS E INTERCULTURALES

Estimado estudiante,

Como parte de la maestría en Estudios Interlingüísticos e Interculturales, se está realizando una investigación sobre el efecto de la implementación de actividades rompe-hielo en la unidad grupal. Como parte del estudio se administrarán algunos cuestionarios y una serie de observaciones durante el semestre para las cuales es posible tener a un asistente de investigación y tomar videos cortos y/o fotos de las sesiones de clase.

Al participante se le garantiza el derecho a la confidencialidad y respeto a la privacidad según la ley 1266 de 2008. Se le solicitará en algunos cuestionarios dar su nombre o su edad y sexo para fines de identificación y rastreo de sus respuestas, pero esa información no será divulgada ni difundida en ningún medio impreso o electrónico. Su participación es voluntaria y no tendrá ninguna incidencia en la evaluación y calificación de la materia. Un año después de terminado el trabajo de investigación todo lo relacionado con sus datos, los cuestionarios, fotos, videos y las respuestas serán destruidas.

Si está de acuerdo y no encuentra ninguna objeción en participar, firme en la parte de abajo indicando su aprobación.

Muchas gracias por tu participación.

Paula Andrea Rojas Giraldo, correo electrónico paula.rojas@correounivalle.edu.co / parojas@uao.edu.co
Profesor Carlos Mayora (director), correo electrónico carlos.mayora@correounivalle.edu.co

Yo, _Alejandro Rada Prado_ (nombre), de cédula de ciudadanía número _1,144,194,748_ estudiante de _Periodismo_ he leído el presente documento y doy mi consentimiento participar en el estudio anteriormente descrito.

Firma: _Alejandro Rada Prado_

UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
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Firma: Frank Alexander