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The importance of symmetric interaction with English-speaking tourists as an engagement factor to learn English as a foreign language from a social psychology approach

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To Lev Semianovich Vygotsky who taught the academic world
to see people as socio-cultural communities and from that moment
on into a single space society something for which we shall have
to evolve into symmetric socio-cultural human beings inevitably.
and to Yoko Elizabeth Salas Arapa who was born on a November
5th, a hundred years just right after Vygotsky and Piaget and who
gives us love and strength over and over again but most of all for
that gift for learning languages, something which makes us as her
parents very proud of her, and so blessed by our heavenly Father
every single day.

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Resumen

Este estudio que empezó como proyecto escolar en 1991 en Lima-Peru es un conjunto de observaciones sobre la interacción de docentes peruanos y personas estadounidenses durante el Curso de Especialización en Arizona State University West de los Estados Unidos. Sus principales características son: enfoque mixto, no-experimental, interpretativo-descriptivo, diseño etnográficoy proceso no paramétrico. Su objetivo es reforzar la premisa que la presencia de las habilidades de comunicación social empodera la presencia de habilidades de interacción, los cuales a su vez, son factores para desarrollar un alto grado de compromiso para aprender inglés oral especialmente. Toda la información se conserva en 13 DVDs y ha sido procesado estadísticamente para determinar que la premisa es cierta. En general, en el grupo 1, comprometidos en un nivel extrínseco, fase elemental, se encuentra un 56% de la muestra; en l grupo 2, comprometidos en un nivel intrínseco de la fase elemental, un 2% de la muestra; en el grupo 3, comprometidos en un nivel extrínseco de la fase intermedia, un 40% y en el grupo 4, comprometido en un nivel intrínseco de la fase superior, un 2%.

Palabras clave.- simétrico, comunicación social, socio-cultural.

Abstract

This study which started out as a school project in 1991 in Lima-Peru is a set of observations about the interaction of Peruvian teachers and American people during the Specialization Courses at Arizona State University. Its main characteristics are: Mixed method approach; non-experimental; with an interpretive-descriptive study; an ethnographic design and a non parametric process. Its objective is to reinforce the premise which states that the presence of social communication skills empower interaction skills which finally become constituent factors to develop engagement to improve oral English skills in first order. All the data was stored in 13 dvd disks and statistically processed to find out that the premise is true. In a general sense, group 1, engaged in a extrinsic level, in elementary phase, 56 %; group 2, engaged in an intrinsic level, in elementary phase, 2 %; group 3 , engaged in an extrinsic level, in intermediate phase, 40 %, and group 4 engaged in an intrinsic level, in higher phase, 2 %.

Keywords: Symmetric, social communication, socio-cultural.

Introduction

Jürgen Ruesch and Gregory Bateson said that "communication is the only scientific model which enables us to explain physical, intrapersonal, interpersonal and cultural events within one system. But communication does not refer to verbal, explicit and intentional transmission of messages alone; as used in our sense, the concept of it include all those processes by which people influence one another" (1951, p. 5). In terms of beauty; it means that all living things from a micro cell up to the friendly big whale have a continuous need to communicate their countless inner feelings in countless ways. Language will be a fundamental tool for the development of man´s nature. This is initially developed through interaction in a family environment where we develop biological, behavioral and cognitive processes. These processes always supported by cooperative work, plus the actions we carry out everyday will make us adapt to the context through a countless number of changes, which finally is the social situation in which something is happening.

Since we need to satisfy many needs, all of our sensory organs work together to adapt to the new contexts. This unlimited number of contexts will make our language more dynamic. From the family environment, we pass to the community environment where we learn new social linguistic patterns from many other native speakers through many other new social contexts in many new social situations. By continuous and repetitive mechanisms based on perception, association, comparison, imitation, analysis, etc. our oral language achieves a higher level of growth. From this moment on, our language becomes a powerful tool. Our speech plays a dominant role on everything we do, with the help of our senses and our hands we change the nature we live in. This amazing development made by man has an ultimate aim, social learning which is the final supreme act of men to survive through evolution. So our view is that English, which has a complex sound system to master, has to be learned developing models as much similar as those happening in real life situations.

Chapter I

Problem Statement

1.1. Description of the problematic reality

1.1.1. Education in the national context today: Macro social view

1.1.1.1. Great Peruvian thinkers´ philosophical view.

There are several factors of this tyranny: corruption of the leading classes according to Alejandro Deustua's view cited by Zapata (2007, p. 12), he said that this is a serious matter and it cannot be handled with reformation or even laws. Who should be educated? . This is the question that we need to answer thru a broad analysis, he said. This is how he identified what was wrong in our educational system; not in the people, but in the leading class: The failure- he said- It is not because of lack of resources, population, energy or beauty in our people; it is not lack of culture in the working class. What we need is direction, morality in our leading classes; in short, it is an aristocratic feeling which does not exist right there up above. According to Manuel Villaran's view cited by Zapata (2007, p. 21) stated that our present education seems to have been invented not for us but for another country and for a different time. We, in spite of our independence, still keep the colonial way of living.

Another thinker said: We are infected by the sickness of the old decadent countries, with their preoccupation with speaking and writing instead of acting, with "moving words instead of things", an illness that is a sign of indolence and weakness. Almost all of us look with horror on the active profession that require energy and the will to succeed, because we do not want to fight, suffer, take risks, and make our own way to prosperity and independence. (Mariategui, 1928, p. 3). Until 1905 there was no a true technical approach on teaching. There were temporary and superficial experiments, without a doctrine, no ideals, and our education followed a route with no direction with terrible consequences that still is shaking our country. There was little importance to teacher's training in all levels (Encinas, 1930, p. 9).

1.1.1.2. National education policy

Education, the big issue: our country is in a breaking point now. Public education is going through a crucial moment as we know. Public schools dropout rates are alarming, students have moved to private schools like a flock of seagulls, parents see no future in public schools which has turned out to be one of the most corrupted public institutions and teachers feel no motivation because of government's decisions. (CEN, 2006, p. 32).

Our society, during five centuries, has never had a chance to develop a culture of success in order to achieve great levels of prosperity. The 21th century Peru has received as historic legacy an exclusive educational system, phased-out of its time and inefficient which reproduces the social inequalities. (Minedu, 2009, prologue).

1.1.2. Education in the national context today: Micro social view

1.1.2.1. Laws related to teaching English.

a. General Law of Education 28044.

c. Art. 33, General Law of Education 28044, English as international language in schools.

d. Ordenanza Regional Callao 0005, Plan to teach English in primary schools.

e. National Bilingual Project, *Peru, Pais Bilingue al 2021*.

1.1.3. Education in the international context today

1.1.3.1. Great western thinkers´ philosophical view.

An Italian educator said, the country stands, because the rectitude of the people and it is such that they resist the corruption of the prizes and punishments, and follow an irresistible current of honesty. It is this personal and yet universal force of life, a force often latent within the soul, that sends the world forward. All human victories, all human progress, stand upon the inner force. (Montessori, 1912, p. 23). In our Inca culture, our rectitude was strongly expressed in our three morals: Ama llulla, Ama sua, Ama jella (do not lie, do not steal, and do not be lazy). Another man in the west also said; to treat man as a thinking, understanding being, who is becoming conscious of himself; with consciousness and self-determination; and to produce ways and means for this representation, is to educate

man. To be wise is the highest act of self-determination. (Froebel, 1885, p. 2). So our many prejudices, our morality and beliefs need a change through education. It is through these fundamental values we renew all our thoughts to go forward. Education in its broadest sense is the means of this social continuity of life. Each individual, each unit is the carrier of life-experience of his group, in time passes away. Yet the life of the group goes on. (Dewey, 1955, p. 3). Social growth is never complete; it is especially rapid in our generation. The work of education in preparing for these ever-new conditions can likewise never be complete, crystallized or perfected. It must grow and change as fast as social conditions make such changes necessary. (Bobbitt, 1915, p. 14). Only education takes care of man in a more honest way. Another man from Switzerland, considered the father of cognitive psychology, said; "only education is capable of saving our societies from possible collapse, whether violent, or gradual". (Piaget, 1934, International Bureau of Education). As we see, These statements have a direct relation with Socrates´ view expressed on Plato's book *The Republic* which is considered the first book on western education.

1.1.3.2. Great thinkers´ view on English teaching.

For better or worse, by choice or force, English has 'traveled' to many parts of the world and has been used to serve various purposes. (Sharifian, 2009, p. 1). The spread of the English language: It is the lingua franca today. It has become so expanding and dominant in less than four centuries. (Phillipson, 1992, p. 8).

1.1.3.3. International Policy

a. World Conference on EFA, Jomtien, 1990.

b. The Delors Report, 1989.

c. The Declaration of Bologna, 1999.

d. The Education for All, the World Education Forum.

e. 4th APEC Education Ministerial Meeting in Lima Peru, 2008.

1.2. Problem statement

1.2.1. Importance of learning English

English, an international language, is useful for communication, to get a profession, to have more opportunities, to use the computer in a more dynamic way, to get master or doctor degree, etc. It is no surprising that most teachers of English in public high schools cannot handle a basic conversation about everyday issues, with native speakers, for example. Most of them have attended to college for five years and a few of them have attended popular language centers to study English two hours a day per week. After all this time they have developed good skills for listening, reading and writing but little fluency for speaking at advanced level. In many cases, they have attended to specialization courses given by the MINEDU for many weeks or even during one or two years. Yet, the problem is still the same.

1.2.2. The complexity of the sound system of American English.

a. The vowel sounds: the fundamental sounds, those that occur in many languages, are /iy/, /ey/, /a/, /ow/, and /uw/ and so they are familiar to us. But there are other six sounds difficult to understand and repeat: / I /, /E/, /ae/, /Ɔ/, /U/ and /Ə/. This last guttural sound called Schwa is the most frequently heard of all the English vowels. (Prator Jr, 1985, p.12).

In spelling, vowel letter **A** has five sounds; as /a/ in c**a**r, f**a**r, h**a**rd, etc., as /æ/ in b**a**nk, bl**a**ck, etc.; /ey/ in bec**a**me, d**a**te, etc.; as /Ɔ/ in **a**ll, **a**lso, etc.; as /Ə/ in **a**nd, s**o**n, s**u**n, etc. and so with the vowel letters **E** as /i/ in b**e**, **e**ven,etc; letter **I** as /ai/ in f**i**nd, f**i**ne, etc.; letter **O** as /ou/ in ag**o**, al**o**ne, **o**ver, etc.; and letter **U** as /yuw/ in d**u**e, m**u**sic, m**u**le, t**u**be, **u**se, etc.
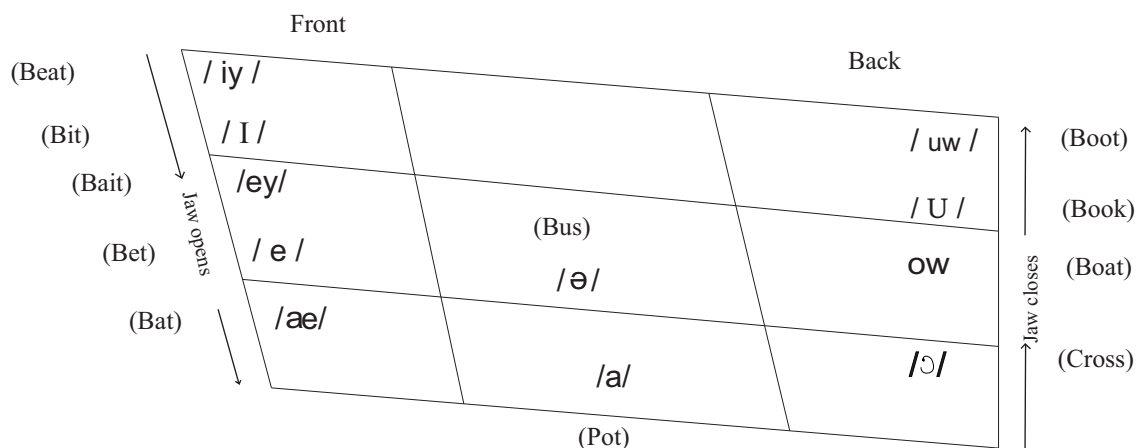
Figure 1. Vowels sounds pronunciation of American English by Clifford Prator

On the other hand, let us see the pronunciation when a vowel letter joins another: **AI** as /ey/ in rain, explain, mail, main, afraid, contain, etc.; as /eӘ/ before L in sail, tail, mail, fail, etc.; **AU** as /Ɔ/ in August, daughter, etc., **AW** as /Ɔ/ in law, saw, etc.; **AY** as /ey/ in day, say, etc.; **EA** as /iy/ in beast, each, heat, leave, mean, please, reach, sea, stream, speak, teach, weak, etc. Consonant letters adopt different sounds too. **H** as /hj/ in **h**ouse, **h**ome, etc or voiceless in **h**our, **h**onest, etc. This first factor is the mother of the lamb.

1.2.3. The Suprasegmental features of oral American English.

a. Elision: which is the complete disappearance of one or more sounds in a word or phrase, making the word or phrase easier for the speaker to pronounce. One of the most common elisions in spoken English is /t/ and /d/. Some examples: next please /nekspli:z/, I don't know /aɪdəʊnəʊ/.

b. Linking: In real or casual conversations, we speak our languages contracting the written sentences. In the textbooks this written sentence "how is it going" is pronounced /jaw is it going/. They say the words individually one by one. When words are linked they say /jaúsigoin/. This second factor is the older son of the lamb.

c. Reduction: It is the substitution of vowels by the schwa /ə/ in unstressed syllables. In formal speech they say "Have another cup of tea" /jæv ӘnӘdӘr kæp Ӈv ti/ but with reduction they say /jӘvӘnӘdӘr kӘ pӘvti/. This third factor is the older daughter of the lamb.

d. Stress, intonation and rhythm are the last issues: stress is usually produced by pushing more air out of the lungs in one syllable relative to others. A stressed syllable thus has greater respiratory energy than neighboring unstressed syllables. When we speak these we often have different stress. "I'm going **To** see you tonight" expresses a future action; "I'm **GO**ing to school" expresses present progressive. Intonation is the pitch of the voice while someone says a sentence. It is changing continuously throughout every syllable in a normal conversational utterance the pitch is going up or down. Sentence rhythm, tend to recur at regular intervals of time and determine the length of the pause between phrases (Ladefoged, 2011, p. 111). These three phonological elements are the younger children of the lamb.

		Spelling as an indication of the pronunciation of stressed vowels in American English
Letter	Sound	Examples (with exceptions)
A in long position	/ey/	able, came, change, face, game, gave, later, made, make, name, page, paper, place, plane, race, state, same. Exceptions: have, water, father.
A in short position	/ae/	ask, at, back, can, had, hand, has, have, land, last, man, plant. exceptions: able, and, any, change, many, strange, table, taste, waste, want, watch, what, was, wash.
A before -r	/a/	Art, army, arm, car, dark, far, large, part, star, start, yard. Exceptions: war, warm, quarter.
A before -l	/ɔ/	all, also, almost, always, small, talk, tall, walk, wall. Exceptions: Alfred, half, shall.
A before -l ending in -e	/eƏ/	Sale, male, pale, tale.
A before -r ending in -e	/eƏ/	Care, square, dare, rare. Exceptions: are
A in long position	/ iy /	Be, even, he, me, she, these, create, we
A in short position	/ e /	end, get, left, let, men, next, rest, set, then, them, went, when. exceptions: pretty
E before - l	/eƏ/	Cell, fell, help, sell, smell, spell, tell, well
E before - r	/eƏ/	her, term, there, verb, were
A in long position	/ay/	find, fine, fire, hide, high, I, island, life, like, light, line, little, might, mind, size, time
A in short position	/ I /	Big, city, did, give, him, his, if, in, it, its, is, list, live, miss, this, thing, think, which
I in short position before gh, ld, nd.	/IƏ/	child, find, high, kind, line, light, mind, night, right, write, wild, wind, (verb). Exceptions: wind (noun).
I in short position before l	/IƏ/	Bill, chill, fill, ill, milk, mill, kill, pill, still, until, still, will

Letter	Sound	Examples (with exceptions)
I in short position before r	/eɘ/	bird, first, girl, sir, third,
O in long position	/ou/	ago, alone, before, both, close, don't, go, home, hope, no, nose, note, over. Exceptions: above, come, do, does, done, gone, into, lose, love, move, none, one, prove, shoes, some, to, two, who, whose.
O in short position before a stop sound	/a/	Block, box, crop, drop, job, God, got, hot, lot, rock, spot, stop,
O in long position before r	/ou/	before, more, sore.
O in short position before a conti-nuant	/ɔ/	born, cost, corn, cross, for, form, long, lost, of, or, Exceptions: almost, among, another, brother, cover, common, company, done, discover, don't, follow, from, front, govern, once, most, month, money, mother, nothing, other, on, only, possible, post, son, tongue, word, wonder, woman, women, whom, work, world.
O in short position before l	/ou/	bold, cold, roll, old, soldier, told
U in long position	/ yuw /	due, music, mule, tube, tune, use. Exceptions: blue, rule
U before -r	/ yu /	cure, pure, endure, uniform, university, united, unicorn, universe.
U in short position	/ə/	But, butt, bus, cup, cut, dumb, drum, dust, fun, hurry, jug, just, hut, run, stuff, sun, truck, up, Exceptions: busy, truth, full, pull, put, such, sugar.

Figure 2. Compiled and adapted by Salas, J. with practical examples, taken from the model in the Manual of American English Pronunciation by Clifford Holmes Prator and then the 1000 most used words in the English language presented in the textbook The Reading Teacher's Book of Listsby Fry, Kress & Fountounkidis.

1.3. Problem formulation

1.3.1. General problem

GP1: On what degree communication skills and symmetric socio-cultural skills make the scholarship holder feel engaged to learn English during the 2016 ASU West specialization?

1.3.2. Specific problems

SP1: On what degree the presence of transmission, interpretation and retransmission make the scholarship holder feel engaged to learn English during the 2016 Arizona State University West specialization?

SP2: On what degree interchange, exploration and exchange make the scholarship holder feel engaged to learn English during the 2016 Arizona State University West specialization?

Sp3: On what degree emotional, cognitive and conative compònents make the scholarship holder feel engaged to learn English during the 2016 Arizona State University West specialization??

1.4. Objectives

1.4.1. General quantitative objective 1:

Measure the degree of transmission, interpretation & retransmission mechanisms through codification, decodification and mediated response skills showed by the 2016 scholarship holder and the Global Launch trainer (recipient) during the 2016 Arizona State University West specialization??

1.4.2. General quantitative objective 2:

Measure the degree of social and cultural mechanisms through oral interaction skills achieved, exploration to main sites in ASU West and Arizona State, Exploration of visual displays in ASU West and Arizona State and symmetric socio-cultural events in the courses.

1. 4.3. General quantitative objective 3: Measure the degree of emotional, cognitive and conative
mechanisms through extrinsic and intrinsic motivation which leads to engaged speaking during
the 2016 specialization courses.

1.4.4. General qualitative objective 1: Describe the degree of transmission, interpretation and
retransmission mechanisms through codification, decodification and mediated response skills
showed by the 2016 scholarship holder and the global launch trainer during the 2016 courses.

1.4.5. General qualitative objective 2: Describe the degree of social and cultural mechanisms through
oral interaction skills achieved, exploration to main sites in ASU West & Arizona State,
exploration of visual displays in ASU West and Arizona State and symmetric socio-cultural
events in the 2016 scholarship holder and the global launch trainer during the 2016 courses.

1.4.6. General qualitative objective 3: Describe by associating data measured statistically with facts
the degree of emotional, cognitive and conative mechanisms through extrinsic and intrinsic
motivation which leads to engaged speaking during the 2016 specialization courses.

1.4.7. Specific quantitative objectives

1. Measure the sender´s degree of codification skills in verbal communication.

2. Measure the sender´s degree of codification skills in written communication.

3. Measure the sender´s degree of codification skills in non verbal communication.

4. Measure the G.L. trainer´s degree of decodification skills in verbal communication.

5. Measure the G.L. trainer´s degree of decodification skills in written communication.

6. Measure the G.L. trainer´s degree of decodification skills in non verbal communication.

7. Measure the G.L. trainer´s degree of response to accept oral communication.

8. Measure the sender´s degree of essential oral interaction skills achieved.

9. Measure the sender´s degree of exploration skills to main sites in ASU West and Arizona State.

10. Measure the sender´s degree of visual displays exploration skills in ASU West.

11. Measure the sender´s degree of cultural exchange skills in ASU West and Arizona State.

12. Measure the degree of desire to pass the courses through essential psychological mechanisms.

13. Measure the degree of desire for continuous speaking time in group discussions.

14. Measure the degree of desire for continuous speaking time in group presentations.

15. Measure the degree of desire for repetitive speaking frequency in group discussions.

16. Measure the degree of desire for repetitive speaking frequency in group presentations.

17. Measure the degree of presence of a clear English in oral participation.

18. Measure the degree of perseverance for continuous speaking time in personal questions or comments.

19. Measure the degree of perseverance for repetitive speaking frequency in personal questions or comments.

20. Measure the degree of perseverance for continuous speaking time on Arizona streets.

1.4.8. Specific qualitative objectives

1. Describe the sender´s degree of codification skills in verbal communication.

2. Describe the sender´s degree of codification skills in written communication.

3. Describe the sender´s degree of codification skills in non verbal communication.

4. Describe the G.L. trainer´s degree of decodification skills in verbal communication.

5. Describe the G.L. trainer´s degree of decodification skills in written communication.

6. Describe the G.L. trainer´s degree of decodification skills in non verbal communication.

7. Describe the G.L. trainer´s degree of response to accept oral communication.

8. Describe the sender´s degree of essential oral interaction skills achieved.

9. Describe the sender´s degree of exploration skills to the main sites in ASU West and Arizona State.

10. Describe the sender´s degree of visual displays exploration skills in ASU West.

11. Describe the sender´s degree of cultural exchange skills in ASU West and Arizona State.

12. Describe the degree of desire to pass the courses through essential psychological mechanisms.

13. Describe the degree of desire for continuous speaking time in group discussions.

14. Describe the degree of desire for continuous speaking time in group presentations.

15. Describe the degree of desire for repetitive speaking frequency in group discussions.

16. Describe the degree of desire for repetitive speaking frequency in group presentations.

17. Describe the degree of presence of a clear English in oral participation.

18. Describe the degree of perseverance for continuous speaking time in personal questions or comments.

19. Describe the degree of perseverance for repetitive speaking frequency in personal questions or comments.

20. Describe the degree of perseverance for continuous speaking time on Arizona streets.

1. 5. Relevance and scope of the research

1.5.1. Importance of learning English thru symmetric socio-cultural interaction

Culture has to be seen as the sum total by which we keep us as a unity. Through Education we feed it every single second of our lives, to keep it strong through the time and communication is the only way to transmit it to new generations. We still speak Spanish as a official language, It is not ours. Every time English is learned, all the aspects of its culture and our culture (history, dances, music, sports, reading, food, religion, etc.) has to be practiced with an experiential learning approach. All of them have to be spoken with equal status and respect. This is why our view is that learning English has to be with a symmetric approach. We need to be proud of being Peruvians and linguistically it means to be a polyglot who speak their native languages: Quechua, Aymara and Awajun, our three main languages in our country. That means to be really strong and loving.

On a movie film, Inca Atahualpa who is tortured to change his religion replied to the priests: "You say that the spirit of your God is in you and that is because you eat it like bread; then you drink his blood". Cinema Center Films (1969) The Royal Hunt of the Sun. In our beliefs or Cosmo vision, nature is our mother and that´s what we learned by direct interaction with nature.

It is still unbelievable that children that speak two or three languages (Aymara, Quechua and Spanish) as in Ayaviri, district of Melgar, Puno borderline with Canchis and Canas, in Cuzco are considered illiterate children for reading and writing just because they do not have a good chance to learn Spanish in a formal way. The same happens in Taquile island, Puno with 40,000 tourists per year. There, students in an act of inspiration and undertaking, find solutions to solve the lack of budget and competent English teachers; they learn English on their own way through interaction with tourists building their meaningful learning in a real context. Before passing away, Hobsbawn stated that extremism that mankind survived, nevertheless, the great edifice of nineteenth-century civilization crumpled in the flames of world war, as it pillars collapsed. (Hobsbawm, 1994, p. 22).

1.5.2. Theoretical relevance

This is a brand new and formal theoretical model to do serious research work applying mixed methods approach on English learning studies. As Manuel Villaran would say, an aggressive but respectful, effective and simple stimulus, useful for ourselves and for our country. As a model proposes to know in depth the communicative, interactional, emotional, cognitive and conative mechanisms leading to learning English through interaction with English-speaking people.

1.5.3. Practical relevance

This research is aims to be a ne model to help English teachers and students in general to improve their oral English skills when communicating, interacting and speaking to English-speaking people in real social situations. This new model will leave behind traditional patterns, focused on fragmented learning of grammatical and structural aspects of the linguistic code.

1.5.4. Methodological relevance

It will mark a new territory for the training of prospective or professional English teachers who need to become scholarship holders and who are required to take courses in English-speaking countries to achieve high oral English language skills and become a certificate coordinated English speakers with the C2 level of English proficiency according to the Common European Framework of Reference for Languages.

1.6. Limitations of the research

1.6.1. Geographical limitations

It is very complex to record videos at different filming locations and in different social situations, specially on those settings where there is crowd of people and everybody is excited.

1.6.2. Time Limitations

This kind of research takes a very long time, almost ten to thirty years of hard work.

1.6.3. Resources Limitations

Thesis writers of mixed in our country do not have good English skills for reading.

Chapter II

Theoretical framework

2.1. Research background

2.1.1. International background: No formal studies found. Just isolated activities.

2.1.2. National background: No formal studies found. Just isolated activities.

2.1.3. Empirical studies : No formal studies found. Just isolated activities.

Learning English without Teachers by Mark Le (2000) is a recent ethnographic study. It shows how Vietnamese street vendor kids have to interact with tourists to make their living. This study shows that language learning should be functional. It should be meaningful and contextualized in real social situations. The kids did not have teachers or books. They learned English because they gave it great value and felt engaged to learn it.

Marzio, Marco, Real English is a site for learning English through videos. It is based on a very simple idea, the organization of spontaneous speech held on the streets talking with tourists. All the people are simply being themselves, speaking normally.

Talking with tourists at Lima's main square is a pedagogical activity carried out from 1991 in Lima-Peru up to the present moment. This is a project introduced in the Making Up book. The author is Jhon Salas G., a Peruvian teacher of English whose view is to promote experiential learning. The approach proposal is the symmetric socio-cultural interaction with English-speaking people, especially Americans on natural and diverse settings to develop oral skills. In short words, by symmetric socio-cultural interaction is meant that students should first develop social engaged and task-based communication skills to empower symmetric socio-cultural interaction skills which at the same time become factors to be engaged in developing oral English skills through continuous effort and repetitive intensity. The same status and respect must be given to our own languages and the new one by studying, practicing and being proud of our own people, food, dances, music, places, sports, etc. as well as from the other culture. This way our own languages will not lose prominence, will not be discriminated and finally extinguished in the future.

2.2. Theoretical Basis

2.2.1. Communication

      Communication is the process of generating meaning by sending and receiving verbal and nonverbal symbols and signs that are influenced by multiple contexts. This definition builds on other definitions of communication that have been rephrased and refined over many years (Creative Commons, 2012, p. 3). Communication, is one of those everyday activities intertwined with all of human life so completely that we sometimes overlook its pervasiveness, importance and complexity (Littlejohn & et al, 2011, p. 3). S.F. Scudder (1980) determined the Universal Communication Law, which states that all living entities, beings and creatures communicate through sounds, reactions, physical exchange, movement, gestures, languages, etc. In addition, Scudder denotes that communication is often used as a means of survival; such as when a baby cries for nourishment, or a plant changes color due to lack of water.

      The study of theory communication asks that for a moment we step back and look at the field it forces us to consider what communication is, where it occurs in relatively unique contexts, and how it affects people, We also realize how people affect it. Communication is a process because of how people use it. Communication is often very much taken for granted (Heath, 2000, p. vii).

      Some decades ago a psychiatrist and an anthropologist stated that today, in the middle of the twentieth century, scientists and clinicians alike strive for mutual understanding. To renounce dogmatic views and to abandon scientific isolation is the fashion of our time. While, in the past, theories of personality were concerned with one single individual, modern psychiatrists have come to the realization that such theories are of little use, because it is necessary to see the individual in the context of a social situation. (Ruesch & Bateson, 1951, p. 3).

Without communication the mind does not develop a true human nature, but remains in an abnormal and nondescript state neither human nor properly brutal. This is movingly illustrated by the case of Helen Keller, who, as all the world knows, was cut off at eighteen months from the cheerful ways of men by the loss of sight and hearing; and did not renew the connection until she was nearly seven years old. Although her mind was not wholly isolated during this period, since she retained the use of a considerable number of signs learned during infancy, yet her impulses were crude and uncontrolled, and her thought so unconnected that she afterward remembered almost nothing that occurred before the awakening which took place toward the close of her seventh year (Cooley, 1937, p. 63).

Franz Bopp compared Sanskrit with German, Greek, Latin, etc. Bopp was not the first to record their similarities and state that all these languages belong to a single family. While Bopp cannot be credited with the discovery that Sanskrit is related to certain languages of Europe and Asia, he did realize that the comparison of related languages could become the subject matter of an independent science. (Saussure, 1959, p. 2). When we orally communicate, the same happens, we compare sounds, words, rytm, intonation, etc. to know what the message is with the help of the social situation within a social context.

Even though all animals communicate, as human beings we have a special capacity to use symbols to communicate about things outside our immediate temporal and spatial reality (Dance & Larson, 1972, p. 43). On the other hand, it is obvious that communication is conditio sine qua non of human life and social order. It is equally obvious that from the beginning of his existence a human being is involved in the complex process of acquiring the rules of communication, with only minimal awareness of what this body of rules, this calculus of human communication, consists of (Watzlawick, 1972, p. 13).

The concept of communication would include all those processes by which people influence one another (Ruesch & Bateson, 1951, p. 5).

Forms of communication vary in terms of participants, channels used, and contexts. The five main forms are: intrapersonal, interpersonal, group, public, and mass

To be interested in communication therefore becomes synonymous with assuming a definite scientific position with a viewpoint and interests focusing upon human relations. However, the scientific investigation of communication is made difficult by the fact that we have to communicate in order to investigate communication. Inasmuch as it is impossible to fix at any one moment our position as observers, we are never quite sure of that which we purport to observe. we can never abstain from communicating, and as human beings and members of a society, we are biologically compelled to communicate. Our sense organs are constantly on the alert and are registering the signals received, and inasmuch as our effector organs are never at rest, we are, at the same time, continually transmitting messages to the outside world. Therefore, our biological need to receive and transmit messages is in some ways a handicap to the investigation of the scientific processes of communication. In order to overcome this difficulty, it is necessary for us to make a structural assumption regarding the state of signs and signals within our own organism. This end result of perception and transmission we refer to as information. The acquisition and retention of information is paramount in any system of communication. In order to retain some traces of messages received and sent, and in order to evaluate these, the human organism is equipped to detect common features in apparently diverse events. The elements or patterns which are common to a variety of happenings are of necessity abstract, and it is these abstract relationships which are retained by the organism. However, in order to proceed with abstraction, the organism must be exposed to a sufficient number of events which contain the same factors. Only then is a person equipped to cope with the most frequent happenings that he may encounter. (Ruesch & Bateson, 1951, p .6).

The youngster learns from adults and from his age mates to follow rules and to master the obstacles which he encounters. The repetitive character of social events teaches people to react in stereotyped ways; and stereotyped behavior creates, of course, stereotyped surroundings. Therefore, when we speak of a social matrix, in which interpersonal events take place, we refer to the repetitive and consistent bombardments with stimuli to which human beings are exposed.

These originate, on the one hand, in the social behavior of other people and, on the other hand, in the objects, plants, and animals with which people surround themselves. Gradually the stimuli perceived and the responses chosen become stylized; the stimulus shapes the response, and once the response has been learned, the individual is conditioned to seek those stimuli which will elicit his learned responses. Stimulus and response are thus welded into a unit; this unit we shall refer to as "value." Values are therefore, so to speak, simply preferred channels of communication or relatedness. Information about the values which people hold enables us to interpret their messages and to influence their behavior. Values are not only characteristic of an individual but are also held by groups of people and by whole cultures. The reader will recognize that as soon as interpretation of messages is considered, no clear distinction can be made between communication theory, value theory, and anthropological statements about culture. This combination of features is the medium in which we all operate; therefore we refer to it as the social matrix (Ruesch & Bateson, 1951, p. 8).

Intrapersonal Communication: The consideration of intrapersonal events becomes a special case of interpersonal communication. An imaginary entity made up of condensed traces of past experiences represents within an individual the missing outside person. However, a crucial difference exists between interpersonal and intrapersonal communication with regard to the registration of mistakes. In the interpersonal situation the effects of purposive or expressive actions can be evaluated and if necessary corrected. In intrapersonal or fantasy communication, to perceive that one misinterprets one's own messages is extremely difficult, if not impossible, and correction rarely, if ever, occurs (Ruesch & Bateson, 1951, p. 15). Other theoretician stated that intrapersonal communication serves several social functions. Internal vocalization, or talking to ourselves, can help us achieve or maintain social adjustment (Dance & Larson, 1972, p. 51). A person may use self-talk to calm himself down in a stressful situation, or a shy person may remind herself to smile during a social event. Intrapersonal communication also helps build and maintain our self-concept. We form an understanding of who we are based on how other people communicate with us and how we process that communication

intrapersonally. The shy person in the earlier example probably internalized shyness as a part of her self-concept because other people associated her communication behaviors with shyness and may have even labeled her "shy" before she had a firm grasp on what that meant (Creative Commons, 2012, p. 7).

    Interpersonal Communication: An interpersonal event is characterized by: (a) The presence of expressive acts on the part of one or more persons. (b) The conscious or unconscious perception of such expressive actions by other persons. (c) The return observation that such expressive actions were perceived by others. The perception of having been perceived is a fact which deeply influences and changes human behavior (Ruesch & Bateson, 1951, p. 15). Since oral communication is our issue here, is vital to give language first place in the study of speech, we can advance a final argument: the faculty of articulating words - whether it is natural or not - is exercised only with the help of the instrument created by a collectivity and provided for its use; therefore, to say that language gives unity to speech is not fanciful (Saussure, 1959, p. 11). Other views state that interpersonal communication is communication between people whose lives mutually influence one another. It builds, maintains, and ends our relationships, and we spend more time engaged in interpersonal communication than the other forms of communication. Interpersonal communication occurs in various contexts and is addressed in subfields of study within communication studies such as intercultural communication, organizational communication, health communication, and computer-mediated communication. After all, interpersonal relationships exist in all those contexts. Interpersonal communication can be planned or unplanned, but since it is interactive, it is usually more structured and influenced by social expectations than intrapersonal communication. (Dance & Larson, 1972, p. 56).

    Couples, bosses and employees, and family members all have to engage in complex interpersonal communication, and it doesn't always go well. In order to be a competent interpersonal communicator, you need conflict management skills and listening skills, among others, to maintain positive relationships (Creative Commons, 2012, p. 8).

Group communication is communication among three or more people interacting to achieve a shared goal. You have likely worked in groups in high school and college, and if you're like most students, you didn't enjoy it. Even though it can be frustrating, group work in an academic setting provides useful experience and preparation for group work in professional settings. Organizations have been moving toward more team-based work models, and whether we like it or not, groups are an integral part of people's lives. Therefore the study of group communication is valuable in many contexts. Group communication is more intentional and formal than interpersonal communication. Unlike interpersonal relationships, which are voluntary, individuals in a group are often assigned to their position within a group. (Creative Commons, 2012, p. 9).

Public communication is a sender-focused form of communication in which one person is typically responsible for conveying information to an audience. Public speaking is something that many people fear, or at least don't enjoy. But, just like group communication, public speaking is an important part of our academic, professional, and civic lives. When compared to interpersonal and group communication, public communication is the most consistently intentional, formal, and goal-oriented form of communication we have discussed so far. Public communication, at least in Western societies, is also more sender focused than interpersonal or group communication. It is precisely this formality and focus on the sender that makes many new and experienced public speakers anxious at the thought of facing an audience. One way to begin to manage anxiety toward public speaking is to begin to see connections between public speaking and other forms of communication with which we are more familiar and comfortable. Despite being formal, public speaking is very similar to the conversations that we have in our daily interactions. For example, although public speakers don't necessarily develop individual relationships with audience members, they still have the benefit of being face-to-face with them so they can receive verbal and nonverbal feedback (Creative Commons, 2012, p. 10).

Mass Communication: A social event may be characterized by mass communication e.g., through the media of radio, television, movies, and the press. When exposed to such mass communications, a person is likely to feel on the one hand, that he is a participant in a larger super personal system (Ruesch & Bateson, 1951, p.16). Public communication becomes mass communication when it is transmitted to many people through print or electronic media. Print media such as newspapers and magazines continue to be an important channel for mass communication, although they have suffered much in the past decade due in part to the rise of electronic media. Television, websites, blogs, and social media are mass communication channels that you probably engage with regularly. Radio, podcasts, and books are other examples of mass media. The technology required to send mass communication messages distinguishes it from the other forms of communication. A certain amount of intentionality goes into transmitting a mass communication message since it usually requires one or more extra steps to convey the message. This may involve pressing "Enter" to send a Facebook message or involve an entire crew of camera people, sound engineers, and production assistants to produce a television show. Even though the messages must be intentionally transmitted through technology, the intentionality and goals of the person actually creating he message, such as the writer, television host, or talk show guest, vary greatly (Creative Commons, 2012, p. 10).

The communication apparatus of man is composed of: (a) his sense organs, the receivers, (b) his effector organs, the senders, (c) his communication center, the place of origin and destination, of all messages, (d) the remaining parts of the body, the shelter of the communication machinery (Ruesch & Bateson, 1951, p. 16).

Limitations of Communication: The limitations of man's communications are determined by the capacity of his intrapersonal network, the selectivity of his receivers, and the skill of his effector organs. The number of incoming and outgoing signals, as well as the signals that can be transmitted within the organism, is limited (Ruesch & Bateson, 1951, p. 17).

Effect of Communication: Communication facilitates specialization, differentiation, and maturation of the individual. In the process of maturation reliance upon protective and corrective actions of others is gradually replaced by interdependence upon contemporaries in terms of communication (Ruesch & Bateson, 1951, p. 18).

Interference and Communication: Interference with goal directed behavior of an individual gives rise to the alarm reaction. If the interference can be successfully disposed of or avoided altogether, the alarm reaction will recede. However, frequently the source of interference cannot be avoided or eliminated. Under such circumstances, the sharing of anxiety with nonanxious or non-threatening individuals by means of communication becomes an efficient device for tolerating the impact of interference (Ruesch & Bateson, 1951, p. 18).

Adjustment: Successful communication with self and with others implies correction by others as well as self-correction. In such a continuing process, up-to-date information about the self, the world, and the relationship of the self to the world leads to the acquisition of appropriate techniques, and eventually increases the individual's chances of mastery of life. (Ruesch & Bateson, 1951, p. 18).

Disturbances of Communication: Abnormalities of behavior are described in terms of disturbances of communication. In the past, these disturbances have been summarized under the heading of psychopathology. It is well to remember that the term "organic" refers to disruption of the internal communication machinery, that "intrapersonal" refers to a network limited to one individual, and that "interpersonal" refers to a network composed of several individuals. Complete descriptions of disturbances of communication therefore include: (a) on a technical level, statements about the communication apparatus, the dimensions of the network, and the functional implications as well as physical aspects of transmission and reception. (b) on a semantic level, statements about the accuracy with which a series of symbols transmit the desired meaning of a message, including semantic distortions. (c) on an interaction level, statements about the effectiveness of the transmission of information upon the behavior of people in an attempt to achieve a desired effect (Ruesch & Bateson, 1951, p. 18).

2.2.2. Social Engaged Goal-oriented Communication

Our first obstacle is to build a dynamic communication respecting our major languages all over the country to overcome national barriers. This has to be a social communication which has presence of feelings, a sense of mutual cooperation, rectitude, sharing. On the other hand, ritual views of communication contend that individuals exchange understandings not out of self-interest nor for the accumulation of information but from a need for communion, commonality and fraternity (Holmes, 2005, p. 123). According to developmental psychology anything in man is developing and growing through an endless number of reorganizations. The same happens with communication. Human beings naturally grow and develop, learning from their experiences and redefining the meaning of events as they reflect on the past in light of new events. Because we are inherently social creatures, we are also communicative creatures. Communication allows us to share our inner thoughts with others. Sharing our lives is at the heart of human existence (Pecchionni, 2005, p. xv).

There is one distinctive aspect in human communication, human beings are "symbol users" as well as "symbol makers" (Burke cited by Heath, 2000, p. 2). We should also add that they are "language users" as well as "language developers" a reason why it is growing and developing everyday. Communication has become a science and it has a special status. We live in an era of unprecedented scientific progress. However, without a general awareness of science in the public domain and a lack of a broad appreciation of scientific progress, the public is left with nothing to counterbalance the pervasive influence of mystical beliefs, such as astrology. (Christensen, 2005, p.3). It is very important to say that our country has for the first time a national news broadcast which rises and empower our national identity as Peruvians. This program has been aired entirely in Quechua. The program is called Ñuqanchik which means "we", The Guardian (2016). For any branch

of science it is necessary to find its communication niche — the features that will best enable the communication of its results (Christensen, 2005, p. 5). To be effective with any audience, communication must be an interactive process. Communication is essentially as much a matter of listening as it is of talking and, to be effective, each party must have some understanding of the other (Stocklmayer, 2001, p. 3).

An individual behavior need to be studied within the family group; a family within the community; and ultimately, perhaps, the community within the framework of the nation, and the nation within the United Nations (Ruesch & Bateson, 1951, p. 4).

Communication is the only scientific model which enables us to explain physical, intrapersonal, interpersonal, and cultural aspects of events within one system. By the use of one single system we eliminate the multiplicity of single universes, the multifarious vocabularies, and the controversies which arise because we, the scientists and clinicians, cannot understand each other (Ruesch & Bateson, 1951, p. 5).

The importance of effective communication within construction teams is well known, yet published data regarding the manner in which individuals interact within the temporary project team is scarce. Thus, managers and researchers have little other than anecdotal evidence on which to develop effective tools and methods to facilitate construction communication and hence better the performance of the project team. (Emmitt, S. & Gorse 2007, p. x, preface).

The nature of interaction affects the strength of relationships between the actors and ultimately colors their ability to transfer knowledge and appropriate task-based information to complete projects successfully. Team building, the discussion and subsequent sharing of values, resolution of minor differences and conflicts, asking questions and the creation of trust between construction team members are just a few of the factors that are crucial to the smooth running of projects and which are reliant on the ability of the actors to communicate effectively and efficiently (Emmitt, S. & Gorse 2007, p. 1).

Communication is arguably the one aspect of project management that pervades all others,

for without effective communication between the participants the project team cannot succeed in realising its objectives. Key management competences of leadership and decision-making are founded on good communication skills. (Emmitt, S. & Gorse 2007, p. 3).

The chief means of what we may call pre-verbal communication are the expression of the face—especially of the mobile portions about the eyes and mouth—the pitch, inflection, and emotional tone of the voice; and the gestures of the head and limbs. All of these begin in involuntary movements but are capable of becoming voluntary, and all are agerly practised and interpreted by children long before they learn to speak. They are immediately joined to action and emotion: the inflections of the voice, for instance, play upon the child's feelings as directly as music, and are interpreted partly by an instinctive sensibility. (Cooley, 1937, p. 66).

The principle which I have suggested as basic to human social organization is that of communication involving participation in the other. This requires the appearance of the other in the self, the identification of the other with the self, the reaching of self-consciousness through the other. This participation is made possible through the type of communication which the human animal is able to carry out—a type of communication distinguished from that which takes place among other forms which have not this principle in their societies. I discussed the sentinel, so-called, that may be said to communicate his discovery of the danger to the other members, as the clucking of the hen may be said to communicate to the chick. There are conditions under which the gesture of one form serves to place the other forms in the proper attitude toward external conditions. In one sense we may say the one form communicates with the other, but the difference between that and self-conscious communication is evident. One form does not know that communication is taking place with the other. We get illustrations of that in what we term mob-consciousness, the attitude which an audience will take when under the influence of a great speaker. One is influenced by the attitudes of those about him, which are reflected

back into the different members of the audience so that they come to respond as a whole. One feels the general attitude of the whole audience. There is then communication in a real sense, that is, one form communicates to the other an attitude which the other assumes toward a certain part of the environment that is of importance to them both. That level of communication is found in forms of society which are of lower type than the social organization of the human group. In the human group, on the other hand, there is not only this kind of communication but also that in which the person who uses this gesture and so communicates assumes the attitude of the other individual as well as calling it out in the other. He himself is in the role of the other person whom he is so exciting and influencing. It is through taking this role of the other that he is able to come back on himself and so direct his own process of communication. This taking of the role of the other, an expression I have so often used, is not simply of passing importance. It is not something that just happens as an incidental result of the gesture, but it is of importance in the development of cooperative activity. The immediate effect of such role-taking lies in the control which the individual is able to exercise over his own response (Hare, 1995, p. 22).

2.2.3. Social Engaged Communication with English-speaking people.

As said at the beginning, there are no formal studies on Social communication applied with English-speaking people as an engagement factor to learn English but we do have a study which title is Learning English without Teachers by Mark Le (2000) which is a recent ethnographic study of English learning in the Vietnamese context. It shows how street vendor kids have to interact with tourists to make their living. To do this, they have to be socially engaged to learn English by themselves. Learning English is possible just because of the interaction with tourists who are always open to cordiality on the streets they pass by. This study shows initially that language learning should be functional. It should be meaningful and contextualized. In other words, it happens in a real social context. These street kids did not have textbooks, multimedia labs, and teachers. They did not have a curriculum which was based on a profound theory. They learned English because they knew what language could do for them in real life. For them, learning took place without previous teaching of English (Le,2000, p. 1).

The main characteristics are: **Communicative Enthusiasm:** Some street kids were very demanding and pushy. But generally, they were very friendly, persistent, and enthusiastic. They were genuinely interested in communicating with tourists. **Humor:** Smile and laughing were common features of the kids in communicative interaction with tourists. They smiled and laughed at little things that tourists showed them. **Working collaboratively:** this was a special feature of the street kids' sense of survival. I did not witness any fights, mildly or violently, when they were engaged in selling with tourists. **Code-Switching:** An interesting phenomenon about street kids in Vietnam is that some of them were bilingual or multilingual. Apart from Vietnamese, their mother tongue, they could speak English, French, and German. **Stereotypical speech:** A fundamental aspect of grammar is its creativity. Language users have different ways to create a message. Even when we try to repeat a message, we can easily 'reconstruct' it as demonstrated in the language game 'Chinese whispering', in which a message transmitted through a number of people tends to be distorted and can become a new message. However, in human languages, there are also expressions which are stereotypical in the sense that they are 'already made proverbs are

the best examples.

When we want to express an idea, we may borrow a proverb to represent the idea. We do not need to create our own expression or linguistic form. Stereotypical speech is automatic in the sense that it is used without the act of deliberate encoding of a message. Words and expressions have already been fixed. Stereotypical speech is often used in rituals and celebrations such as marriage, church sermon, court case, etc. **Linguistic Interference:** Linguistic interference occurs when the first language interferes with the second language. In this case, the interference of Vietnamese in the way the street kids used English with tourists. **Conversational ability:** Amazing ability to initiate and maintain a conversation. A number of publications about Vietnamese students tend to stereotype them as passive learners. Their learning style tends to be suitable to a teacher-centered curriculum in which teachers are the source of knowledge and students are the sponges which absorbs knowledge transmitted from teachers. This could be the case in a formal classroom discourse where explicit and hidden curricula are rigidly reinforced. However, the street kids did not show any signs of passive children when they functioned in their own social context. Here, they were active and creative in conversation. One of the important factors in engaging in a conversation is to initiate a conversation. Conversation initiation can be seen as a 'make or break' stage of conversation. **Intercultural awareness:** The street kids tend to have a good intercultural awareness. Though some of them have never gone to school, they know names of cities in different countries and the languages of those countries. They know big names in sports, music, and cinema. **Personal praise:** Street kids were very eager to praise tourists, particularly when an attempt was made to speak Vietnamese. **Direct topic:** The use of direct topic statements often occurs in a situation in which the encounter between street kids and tourists are very brief, such as walking along the street, getting on a taxi, sitting at a restaurant where street kids were not allowed to come in. **Pleading:** Pleading was not a common strategy among old kids. Pleading was often used by very young children, around the age of five or six. It seemed that these young

children were instructed by their parents or older siblings to sell small things to tourists. Seeing very young children trying their best to sell things late at night, it was very hard for foreign tourists to refuse buying from them. **Offering:** Guiding service was often provided by older children, approximately 13 years old. Their English was fluent. They learned some basic knowledge about a certain historic site and acted very competently as a tourist guide. They could carry out a conversation and knew how to joke in English with tourists (Le, 2000, p. 2).

Some theoretical considerations: The strength of Hymes' concept of communicative competence lies in its focus on social context as an essential factor determining language ability. Language is not syntactically based. It is socially based, as human beings know what language is because they know what language does for them: interacting with one another in a language community. Communicative competence is real because it exists in a socio-cultural context. It deals with a human discourse involving participants, setting, topic, communication channel, mode, and purposes. However, many parents and teachers tend to view communicative competence on the basis of the standard English and communicative norm which are highly valued in some prestigious social functions such as conferences, lectures, public meetings, and examinations. Academic English is the target language to be taught to students. This tendency is very strong in the practice of TESOL (Teaching English to Speakers of Other languages). My hypothesis is this: If these children had been taught in a formal classroom context, their communicative competence in English could be extremely poor, like many other children who went to formal English classes in Vietnam.

Conclusion: In the field of TESOL, it is recognized that apart from general English, attention should be given to English for a specific purpose (ESP), such as English for academic purposes, English for maritime workers and English for engineers, etc. This has taken place in many TESOL centers and schools. However, there is only one school which teaches street kids' English very effectively: the streets of life (Le,2000, p. 8).

2.2.4. Interaction

Since the earliest of times, humans have had to deal with their surroundings in order to survive (McDougal, 2009, p. 30). Today, people around the world share many things, from music, to food, to ideas. Human cultures actually have interacted with each other since ancient times (McDougal, 2009, p. 31). Throughout history, humans have changed and have been changed by their environment. Because they live on an island, the people of Singapore have built a bridge in order to travel more easily to mainland Malaysia (McDougal, 2009, p. 32). Simmel, was writing about groups of two and three persons at the turn of this century, it is a good example of a theorist whose urge toward generalized theory led him to a long, clear look at the factor of size itself as a determinant of the form of social relationships. Durkheim, Cooley and Mead, as well as Simmel, all in their own ways were deeply concerned with the problem of the social control of behavior and saw the phenomenon of "internalization" as intimately tied up with the interaction of the individual with others in small groups. Indeed, if there is any preoccupation which has been more characteristic of small group theory than the interest in leadership, it is the more general theme of social control—an interest in the social conditions under which the motivation of individuals is most effectively developed, maintained, and changed. The alone and together theme was given a new impetus in the early twenties by the experiments of F. H. Allport, and is still active today (Hare, 1995, p. 3).

The counterpart of an individual living in social interaction is isolation. Isolation thus is a relation which is lodged within an individual but which exists between him and a certain group or group life in general. But it is sociologically significant in still another way: it may also be an interruption or periodic occurrence in a given relationship between two or more persons. But where it does, there is an essential difference between the case in which they have preserved the joy of individual isolation in spite of the perfect happiness of their life in common, and the case in which the relation is never interrupted by devotion to solitude (Hare, 1995, p. 5). Socialization process of man starts within the family nucleus. As

we know children have a conscious of such extreme ductility and plasticity that any impression they receive will remain during their whole life. Translated by John Salas (Encinas, 1932, p. 20). Since we are born we have to satisfy our basic needs since the world we are in looks so wonderful and we need to explore it. As soon as we can we start crawling, explore all the things around by using our senses. This sort of interaction is supported by many cognitive mechanisms such as: perception, observation, comparison, association, reasoning, deduction, etc. and the presence of human language. Through time we will develop *habits* and *styles* for interaction. Once we become adult people, we will put into practice first communication and then, almost at the same time, social interaction skills on everyday social situations.

There are certain ways of mutual reaction which, finding themselves very conformable to the nature of things, are repeated very often and become habits. Then these habits, becoming forceful, are transformed into rules of conduct (Hare, 1995, p. 6). There is little doubt that an intact repertoire of prosocial skills is indispensable to normal growth and development. In contrast, a diminished capacity to initiate and sustain positive social interactions can have ruinous effects on life span adjustment. Unfortunately, both accumulated research and classroom experience substantiate that many students categorized as seriously emotionally disturbed, emotionally handicapped, or behaviorally disordered are deficient in the critical area of social skills (Bullock, 1996, p. 6).

By primary groups I mean those characterized by intimate face-to-face association and cooperation. The result of intimate association, psychologically, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group. Perhaps the simplest way of describing this wholeness is by saying that it is a "we"; it involves the sort of sympathy and mutual identification for which "we" is the natural expression. One lives in the feeling of the whole and finds the chief aims of his will in that feeling (Cooley, 1937, p. 23).

2.2.5. Social interaction from sociology

One of the greatest French sociologist emphasized the importance of group or collective work: Only a constituted society enjoys the moral and the material supremacy indispensable for making law for individuals, for the only moral personality above individual personalities is the one formed by collective life (Durkheim, 1995, p. 4). Nowadays, men need to interact into society with the help of closest friends and relatives. Another great German sociologist wrote that in his famous book *Economy and Society* that he did not believe, however, in the laws of class struggle, jungle or race; rather, he saw men struggle most of the time under created laws and within established organizations (Weber, 1995, p. 35). Social interaction for adult people is made mainly for economic purposes. Just as little is the mere adherence to the technical maxim of the "optimum"-the relatively greatest result with the least expenditure of means -an economic act; rather, it is a matter of purpose-rational technique (Weber, 1995, p. 339).

2.2.6. Methodological remarks from sociolinguitsics.

Anyone who begins to study languages in its social context immediately encounters the classical methodological problem: the means used to gather the data interfere with the data to be gathered. The primary means of obtaining a large body of reliable data on the speech of the person is the individual tape-recorded speech. Interview speech is formal speech - not by any absolute measure, but by comparison with the vernacular of the everyday life. On the whole, the interview is public speech - monitored and controlled in response to the presence of an outside observer. But even within that definition, the investigator may wonder if the responses in a tape - recorder interview are not a special product of the interaction between the interviewer and the subject. One way of controlling for this is to study the subject in his own natural social context. Another way is to observe the public use of language when there is no explicit observation (Labov, 1995, p.168).

2.2.7. Social interaction from social psychology Approach

For Vygotsky's Gestalt contemporaries, a crisis existed because established theories (primarily Wundt's and Watsonian behaviorism) could not, in their view, explain complex perceptual and problem solving behaviors. For Vygotsky, the crisis went much deeper. He shared the Gestalt psychologists' dissatisfaction with psychological analysis that began by reducing all phenomena to a set of psychological atoms. But he felt that the Gestalt psychologists failed to move beyond the description of complex phenomena to the explanation. of them. Even if one were to accept the Gestalt criticisms of previous approaches, a crisis would still exist because psychology would remain split into two irreconcilable halves: a natural science branch that could explain elementary sensory and reflex processes, and a mental science half that could describe emergent properties of higher psychological processes.

What Vygotsky sought was a comprehensive approach that would make possible description and explanation of higher psychological functions in terms acceptable to natural science. To Vygotsky, explanation meant a great deal. It included identification of the brain mechanisms underlying a particular function; it included a detailed explication of their developmental history to establish the relation between simple and complex forms of what appeared to be the" same behavior; and, importantly, it included specification of the societal context in which the behavior developed. Vygotsky's goals were extremely ambitious, perhaps unreasonably so. He did not achieve these goals (as he was well aware). But he did succeed in providing us with an astute and prescient analysis of modern psychology (Cole & et al, 1978, p. 6). In stressing the social origins of language and thinking, Vygotsky was following the lead of influential French sociologists, but to our knowledge he was the first modem psychologist to suggest the mechanisms by which culture becomes a part of each person's nature. Insisting that psychological functions are a product of the brain's activity, he became an early advocate of combining experimental cognitive psychology with neurology and physiology (Cole & et al, 1978, p. 6).

Contrary to the stereotype of Soviet scholars scurrying to make their theories conform to the Politburo's most recent interpretation of Marxism, Vygotsky clearly viewed Marxist thought as a valuable scientific resource from very early in his career. "A psychologically relevant application of dialectical and historical materialism' would be one accurate summary of Vygotsky's sociocultural theory of higher mental processes. Vygotsky saw in the methods and principles of dialectical materialism a solution to key scientific paradoxes facing his contemporaries. A central tenet of this method is that all phenomena be studied as processes in motion and in change. In terms of the subject matter of psychology, the scientist's task is to reconstruct the origin and course of development of behavior and consciousness. Not only does every phenomenon have its history, but this history is characterized by changes both qualitative (changes in form and structure and basic characteristics) and quantitative. Vygotsky applied this line of reasoning to explain the transformation of elementary psychological processes into complex ones. The schism between natural scientific studies of elementary processes and speculative reflection on cultural forms of behavior might be bridged by tracing the qualitative changes in behavior occurring in the course of development. Thus, when Vygotsky speaks of his approach as "developmental," this is not to be confused with a theory of child development. The developmental method, in Vygotsky's view, is the central method of psychological science (Cole & et al, 1978, p. 6).

Marx's theory of society (known as historical materialism) also played a fundamental role in Vygotsky's thinking. According to Marx, historical changes in society and material life produce changes in "human nature" (consciousness and behavior). Although this general proposition had been echoed by others, Vygotsky was the first to attempt to relate it to concrete psychological questions. In this effort he creatively elaborated on Engels' concept of human labor and tool use as the means' by which man changes nature and, in so doing, transforms himself. Vygotsky exploits the concept of a tool in a fashion that finds its direct antecedents in Engels: "The specialization of the hand - this

implies the tool, and the tool implies specific human activity, the transforming reaction of man on nature". Vygotsky brilliantly extended this concept of mediation in human-environment interaction to the use of signs as well as tools. Like tool systems, sign systems (language, writing, number systems) are created by societies over the course of human history and change with the form of society and the level of its cultural development. Vygotsky believed that the internalization of culturally produced sign systems brings about behavioral transformations and forms the bridge between early and later forms of individual development. Thus for Vygotsky, in the tradition of Marx and Engels, the mechanism of individual developmental change is rooted in society and culture (Cole & et al, 1978, p. 7).

Developmental and historical approaches to the study of human nature were not unique to Vygotsky in the Soviet Union in the 1920s. Within psychology, an older colleague, P. P. Blonsky, had already adopted the position that an understanding of complex mental functions requires developmental analysis," From Blonsky, Vygotsky adopted the notion that "behavior can be understood only as the history of behavior." Blonsky was also an early advocate of the view that the technological activities of people were a key to understanding their psychological makeup, a view that Vygotsky exploited in great detail (Cole & et al, 1978, p. 8). To serve as an effective means of studying "the course of development of process," the experiment must provide maximum opportunity for the subject to engage in a variety of activities that can be observed, not just rigidly controlled. One technique Vygotsky effectively used for this purpose was to introduce obstacles or difficulties into the task that disrupted routine methods of problem solving. For example, in studying children's communication and the function of egocentric speech Vygotsky set up a task situation that required children to engage in cooperative activity with others who did not share their language (foreign speaking or deaf children. (Cole & et al, 1978, p. 12).

Several implications follow from Vygotsky's theoretical approach and method of experimentation. One is that experimental results will be qualitative as well as quantitative in nature. Detailed descriptions, based on careful observation, will constitute an important part of experimental findings. To some, such findings may seem merely anecdotal; Vygotsky

maintained that if carried out objectively and with scientific rigor, such observations have the status of validated fact. Another consequence of this new approach to experimentation is to break down some of the barriers that are traditionally erected between "laboratory" and "field." Experimental interventions and observations may often be as well or better executed in play, school, and clinical settings than in the psychologist's laboratory (Cole, 1978, p. 14). Shapiro and Gerke offer an important analysis of the development of practical thinking in children based upon experiments modeled after Kohler's problem-solving studies with chimpanzees." They theorize that children's practical thinking is similar to adult thought in certain respects and different in others, and emphasize the dominant role of social experience in human development. In their view, social experience exerts its effect through imitation; when the child imitates the way adults use tools and objects, she masters the very principle involved in a particular activity. They suggest that repeated actions pile up, one upon another, as in a multi-exposure photograph; the common traits become clear and the differences become blurred. The result is a crystalized scheme, a definite principle of activity. The child, as she becomes more experienced, acquires a greater number of models that she understands. These models represent, as it were, a refined cumulative design of all similar actions; at the same time, they are also a rough blueprint for possible types of action in the future (Vygotsky, 1978, p. 22).

Social interaction and transformation of practical activity: the most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge. Although children's use of tools during their preverbal period is comparable to that of apes, as soon as speech and the use of signs are incorporated into any action, the action becomes transformed and organized along entirely new lines. The specifically human use of tools is thus realized, going beyond the more limited use of tools possible among the higher animals. (Vygotsky, 1978, p. 24). Prior to mastering his own behavior, the child begins to master his

surroundings with the help of speech. This produces new relations with the environment in addition to the new organization of behavior itself. The creation of these uniquely human forms of behavior later produce the intellect and become the basis of productive work: the specifically human form of the use of tools (Vygotsky, 1978, p. 25).

One way to increase the production of egocentric speech is to complicate a task in such a way that the child cannot make direct use of tools for its solution. When faced with such a challenge, the children's emotional use of language increases as well as their efforts to achieve a less automatic, more intelligent solution. They search verbally for a new plan, and their utterances reveal the close connection between egocentric and socialized speech. This is best seen when the experimenter leaves the room or fails to answer the children's appeals for help. Upon being deprived of the opportunity to engage in social speech, children immediately switch over to egocentric speech. While the interrelationship of these two functions of language is apparent in this setting, it is important to remember that egocentric speech is linked to children's social speech by many transitional forms. The first significant illustration of the link between these two language functions occurs when children find that they are unable to solve a problem by themselves.

They then turn to an adult und verbally describe the method that they cannot carry out by themselves. The greatest change in children's capacity to use language as a problem-solving tool takes place somewhat later in their development, when socialized speech (which has previously been used to address an adult) is turned inward. Instead of appealing to the adult, children appeal to themselves; language thus takes on an intrapersonal function in addition to its interpersonal use. When children develop a method of behavior for guiding themselves that had previously been used in relation to another person, when they organize their own activities according to a social form of behavior, they succeed in applying a social attitude to themselves. The history of the process of the internalization of social speech is also the history of the socialization of children's practical intellect (Vygotsky, 1978, p. 27). children confronted with a problem that is slightly too complicated for them exhibit a complex

complex variety of responses including direct attempts at attaining the goal, the use of tools, speech directed toward the person conducting the experiment or speech that simply accompanies the action, and direct, verbal appeals to the object of attention itself. If analyzed dynamically, this alloy of speech and action has a very specific function in the history of the child's development; it also demonstrates the logic of its own genesis. From the very first days of the child's development his activities acquire a meaning of their own in a system of social behavior and, being directed towards a definite purpose, are refracted through the prism of the child's environment. The path from object to child and from child to object passes through another person. This complex human structure is the product of a developmental process deeply rooted in the links between individual and social history (Vygotsky, 1978, p. 30).

The Zone of Proximal Development : That children's learning begins long before they attend school is the starting point of this discussion. Any learning a child encounters in school always has a previous history. For example, children begin to study arithmetic in school, but long beforehand they have had some experience with quantity-they have had to deal with operations of division, addition, subtraction, and determination of size. Consequently, children have their own preschool arithmetic, which only myopic psychologists could ignore. It goes without saying that learning as it occurs in the preschool years differs markedly from school learning, which is concerned with the assimilation of the fundamentals of scientific knowledge. But even when, in the period of her first questions, a child assimilates the names of objects in her environment, she is learning. Indeed, can it be doubted that children learn speech from adults; or that, through asking questions and giving answers, children acquire a variety of information; or that, through imitating adults and through being instructed about how to act, children develop an entire repository of skills. Learning and development are interrelated from the child's very first day of life. Koffka, attempting to clarify the laws of child learning and their relation to mental development, concentrates his attention on the simplest learning processes, those

that occur in the preschool years. His error is that, while seeing a similarity between preschool and school learning, he fails to discern the difference - he does not see the specifically new elements that school learning introduces. He and others assume that the difference between preschool and school learning consists of non systematic learning in one case and systematic learning in the other. But "systematicness" is not the only issue; there is also the fact that school learning introduces something fundamentally new into the child's development. In order to elaborate the dimensions of school learning, we will describe a new and exceptionally important concept without which the issue cannot be resolved: the zone of proximal development. (Vygotsky, 1978, p. 84).

A well known and empirically established fact is that learning should be matched in some manner with the child's developmental level. For example, it has been established that the teaching of reading, writing, and arithmetic should be initiated at a specific age level. Only recently, however, has attention been directed to the fact that we cannot limit ourselves merely to determining developmental levels if we wish to discover the actual relations of the developmental process to learning capabilities. We must determine at least two developmental levels. The first level can be called the actual developmental level, that is, the level of development of a child's mental functions that has been established as a result of certain already completed developmental cycles. When we determine a child's mental age by using tests, we are almost always dealing with the actual developmental level. In studies of children's mental development it is generally assumed that only those things that children can do on their own are indicative of mental abilities. We give children a battery of tests or a variety of tasks of varying degrees of difficulty, and we judge the extent of their mental development on the basis of how they solve them and at what level of difficulty. On the other hand, if we offer leading questions or show how the problem is to be solved and the child then solves it, or if the teacher initiates the solution and the child completes it or solves it in collaboration with other children - in short, if the child barely misses an independent solution of the problem - the solution is not regarded as indicative

of his mental development. This "truth" was familiar and reinforced by common sense. Over a decade even the profoundest thinkers never questioned the assumption; they never entertained the notion that what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone (Vygotsky, 1978, p. 85). When it was first shown that the capability of children with equal levels of mental development to learn under a teacher's guidance varied to a high degree, it became apparent that those children were not mentally the same age and that the subsequent course of their learning would obviously be different. This difference between twelve and eight, or between nine and eight, is what we call the zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

A primate can learn a great deal through training by using its mechanical and mental skills, but it cannot be made more intelligent, that is, it cannot be taught to solve a variety of more advanced problems independently. For this reason animals are incapable of learning in the human sense of the term; human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them. Children can imitate a variety of actions that go well beyond the limits of their own capabilities. Using imitation, children are capable of doing much more in collective activity or under the guidance of adults. This fact, which seems to be of little significance in itself, is of fundamental importance in that it demands a radical alteration of the entire doctrine concerning the relation between learning and development in children (Vygotsky, 1978, p. 88).

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│                    Society                        │
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┌─────────────────────────────────────────────────┐
│                    Family                         │
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┌─────────────────────────────────────────────────┐
│                  Good habits                      │
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┌─────────────────────────────────────────────────────────────────┐
│  Feelings: satisfaction, confidence & character development       │
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Mental hygiene & mental discipline	Love for beauty	Be critical and self-critical	Be compe-tent	Accept respon-sability for our bad actions	Be tolerant

Be an entre-preneur	Have a positive attitude	Be friendly	Be creative	Be obedient when it is right	Be a sociable person
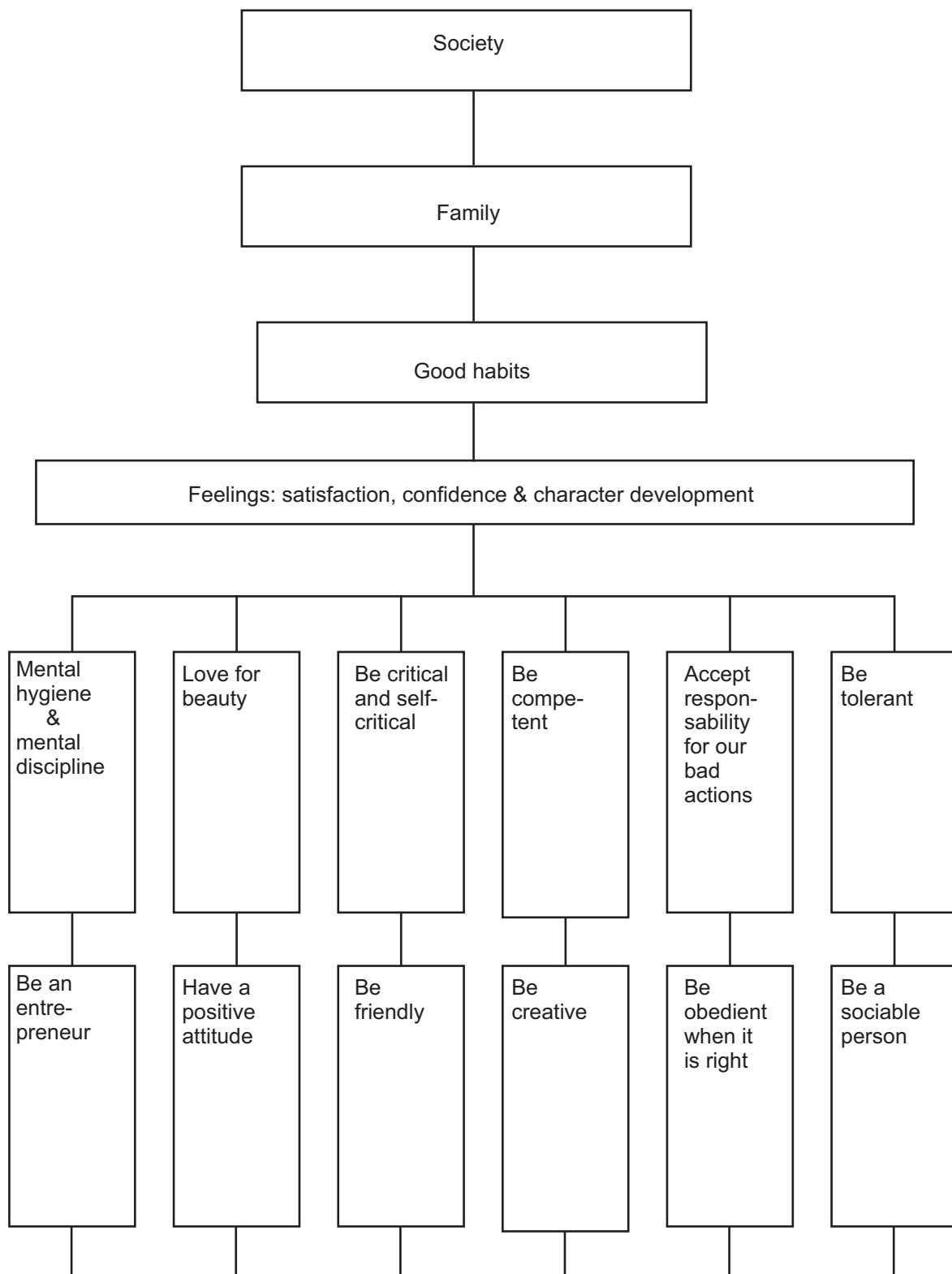
Figure 3. Essential habits which lead to a succesful social interaction from Higiene Mental, Jose Antonio Encinas and adapted and translated by J. Salas G.

2.2.8. Engagement

A motivational science perspective on student motivation in learning and teaching contexts is developed that highlights 3 general themes for motivational research. The 3 themes include the importance of a general scientific approach for research on student motivation, the utility of multidisciplinary perspectives, and the importance of use-inspired basic research on motivation. Seven substantive questions are then suggested as important directions for current and future motivational science research efforts. They include (1) What do students want? (2) What motivates students in classrooms? (3) How do students get what they want? (4) Do students know what they want or what motivates them? (5) How does motivation lead to cognition and cognition to motivation? (6) How does motivation change and develop? and (7) What is the role of context and culture? Each of the questions is addressed in terms of current knowledge claims and future directions for research in motivational science (Pintrich, 2003, p. 667).

Feelings are a powerful influence on reason. We are possessed with a passion for reason, and those who choose to pursue careers in science and medicine are passionate about learning science. Good science learning involves an emotional process beginning with frustration at not understanding a given concept. Good students use frustration to focus their attention to work through the concept, sometimes through repetition using different perspectives, until a broader general meaning within a context becomes clear. Emotions and feelings are involved in eliminating unrealistic options so that the total number of alternatives to contemplate in generating goals and plans is reduced. In this way, mental time and energy is focused on evaluation of a more limited set of viable options. Creativity, at least in science, does not merely consist of inventing new combinations, since that would result in an infinite number of mainly useless combinations. Creativity consists of making that small minority of useful combinations, and so the creative process can be described as a process of discernment or choice (Pelaez, 2009, p. 11). Emotions and feelings are manifestations of drives that are central to scientific rationality, specifically, to valuing

alternatives in discerning among choices. Attention is focused during emotional states associated with discomfort (Damasio cited by Pelaez, 1994, p. 11). Basic mechanism in which particular stimuli in the environment excite, by means of an innately set and inflexible mechanism, a specific pattern of body reaction. There was no need to evaluate the significance of the stimuli in order for the reaction to occur. Matters were not made more clear by his lapidary statement: "Every object that excites an instinct excites an emotion as well." In many circumstances of our life as social beings, however, we know that our emotions are triggered only after an evaluative, voluntary, non automatic mental process. Because of the nature of our experience, a broad range of stimuli and situations has become associated with those stimuli which are innately set to cause emotions. The reaction to that broad range of stimuli and situations can be filtered by an interposed mindful evaluation. And because of the thoughtful, evaluative filtering process, there is room for variation in the extent and intensity of preset emotional patterns; there is, in effect, a modulation of the basic machinery of the emotions (Damasio, 1994, p. 130).

There are many varieties of feelings. The first variety is based on emotions, the most universal of which are Happiness, Sadness, Anger, Fear, and Disgust, and correspond to profiles of body state response which are largely preorganized in the James sense. When the body conforms to the profiles of one of those emotions we feel happy, sad, angry, fearful, disgusted. When we have feelings connected with emotions, attention is allocated substantially to body signals, and parts of the body landscape move from the background to the foreground of our attention. A second variety of feelings is based on emotions that are subtle variations of the five mentioned above: euphoria and ecstasy are variations of happiness; melancholy and wistfulness are variations of sadness; panic and shyness are variations of fear. This second variety of feelings is tuned by experience, when subtler shades of cognitive state are connected to subtler variations of emotional body state. It is the connection between an intricate cognitive content and a variation on a preorganized body-state profile that allows us to experience shades of remorse, embarrassment,

Schadenfreude, vindication, and so on (Damasio, 1994, p. 150). Knowing the role that feelings play in reason should help us enhance their positive effect and reduce their potential harm. Knowing whether the discomfort associated with confusion is a normal step in the process of learning difficult science concepts should help teachers recognize the importance of helping students take advantage of motivation inherent with discomfort in order to broaden their knowledge. This view of the relationship between emotion and reason should actually empower us to recognize how to act on our feelings as we strive to control circumstances to the advantage of individuals and society by way of science and technology (Pelaez, 2009, p. 11).

People who are primarily motivated by mastery goals, however, believe that intelligence is malleable and strive to develop competence. According to the theory, people with mastery goals tend to choose challenging tasks, even in situations where their self-perception of ability is low, because they are intrinsically interested in the task and want to master it, rather than being concerned with others' perceptions of their ability (Beesley et al, 2010, p. 9). The importance of academic achievement and its role in students' future have enticed the educators to determine the influential factors and subsequently present different models. The first models in this arena were governed by motivational or cognitive approaches; today it is obvious that students' achievement is the result of systematic interactions between various cognitive and motivational variables. Motivation, cognitive engagement, and academic achievement. Studies have shown that students who aim at improving competence (have learning goals) in comparison with students whose goal is to show (have performance goals) use more of deep processing strategies (Green & Miller cited by Sedaghat 2011, p. 1).

As important as achievement goals are to student learning, on their own they may not be sufficient to describe the motivational picture of developing students. This is because the complex process of learning over many years is likely to be related to multiple types of motivations. It is difficult to imagine students focusing on mastery goals in domains from

which they derive no enjoyment, interest, or satisfaction. Therefore intrinsic motivation, satisfaction deriving from the activity itself, should be expected to play a role in motivating school performance (Csikszentmihalyi & Nakamura cited by Beesley et al, 2010, p. 12). By actively engaging the environment, by taking on and conquering challenges that are optimal for their capacities, people often feel a sense of self-efficacy. The reward for such activities are the spontaneous feelings and thoughts that accompany them. (Deci et al, 1984, p. 2).

Character education: is the deliberate effort to teach virtue. Virtues are objectively good human qualities. They are good for the individual (they help a person lead a fulfilling life), and they are good for the whole human community (they enable us to live together harmoniously and productively). Virtues, unlike "values," don't change. Justice, honesty, and patience always have been virtues and always will be virtues. Virtues represent objective moral standards that transcend time, culture, and individual choice. Every virtue has three parts: moral knowledge, moral feeling, and moral behavior. To possess the virtue of justice, for example, I first must understand what justice is and what justice requires of me in human relations (moral knowledge). I also must care about justice—be emotionally committed to it, have the capacity for appropriate guilt when I behave unjustly, and be capable of moral indignation when I see others suffer unjustly (moral feeling).

Finally, I must practice justice—act fairly in my personal relations and carry out my obligations as a citizen to promote social justice (moral behavior). Thus, in order to develop virtuous character in their students, teachers must help young people to know what the virtues are, to appreciate their importance and to want to possess them, and to practice them in their day-to-day conduct (Lickona, 1997, p. 65).

2.2.9. Engagement in learning

When reviewing literature related to student engagement, researchers considered both individual learning behaviors and the impact of student relationships to their external environments. In the model, traditional indicators of student engagement such as effort and persistence are linked to a broader identification with external institutions - namely, school

and society. The model assumes a reciprocal relationship between these environments and student engagement. Within the context of this literature review, identification with school is defined as the tendency of students to feel a sense of belonging towards their school, to value the institution of learning, and to feel responsibility for school-related outcomes.

Civic engagement describes the propensity of students to exercise the rights and responsibilities of citizenship and promote the common good of society. Student engagement refers to sustained, thoughtful attention to learning tasks. It includes both the cognitive and behavioral components of active involvement; both are necessary for students to be considered engaged in learning. A student who is only cognitively engaged in thinking deeply about the learning task, but without behavioral engagement will not accomplish what is necessary. A student who is only behaviorally engaged may appear to be fully concentrating on completing the learning task, but is not thinking deeply about it and is instead just going through the motions (Beesley,2010, p. 29).

Contemporary theories of academic motivation seek to explain students' behaviors in academic settings. While each theory seems to possess its own constructs and unique explanations, these theories are actually closely tied together. In this theoretical study of motivation, several theories of motivation were described and an underlying theme of the influence of emotions was used to unify the theories. In these theories, emotions and beliefs are thought to elicit different patterns of behavior such as pursuit of mastery, failure avoidance, learned helplessness and passive aggression. Implications emerged which focused upon creating classroom contexts that foster feelings of autonomy, competence and meaning as the catalysts for developing adaptive, constructive learning. Currently, four theories are prominent in contemporary educational psychology: self-efficacy theory, attribution theory, self-worth theory and achievement goal theory. While each is most often presented alone, these theories are more tightly entangled than the literature suggests. In considering these entanglements and arguing each theory in light of the others, it is possible to weave them together. In doing so, a coherent view of student motivation emerges which

and beliefs at its heart (Seifert, 2004, p. 137).

Goal theorists generally break down education goals into two groups: "mastery" (or "learning") goals and "performance" goals. Mastery goals involve demonstrating increased understanding, skills, and content knowledge. Performance goals, on the other hand, involve reaching a pre-defined performance level or outperforming others. Researchers have consistently found that students who have a mastery goal mindset exhibit deeper cognitive processes, strategize more effectively, and are more adaptable to challenges (CEP, 2012, p. 2). Performance-oriented students show more adverse reactions to failure, see less of a link between effort and outcome, and focus more on their performance relative to the performance of others.

2.2.10. Engagement to learn English as L2 from social psychology

There have been many studies that have investigated the relationship between motivational variables and second language (l2) achievement. These studies have used many different measures of motivation. Although these studies have used different conceptualizations of motivation, they all found relationships between motivation and L2 achievement or other indexes of learning. This type of research that focuses on individual difference correlates of language achievement has been criticized, however, because critics have claimed that it overlooks the importance of the teacher in the learning process and that the contributions of the teacher are being ignored. A more education-friendly approach, it is argued, would focus more on variables that would help the teacher understand motivation and encourage its development and maintenance. To this end, there have been a number of educators who have proposed ways in which motivation can be developed and supported. (Gardner, 2008, p. 387). A list of actions called the *Ten Commandments* were developed for motivating language learners.

1. Set a personal example with your own behavior. Role models in general have been found to be very influential on student motivation.

teachers both in terms of effort expenditure and orientations of interest in the subject (Dörnyei, 1994a). The importance of teacher motivation in motivating learners had largely been ignored in the psychological literature until a very recent edited volume by Bess (1997) finally targeted on issues related to 'motivating faculty to teach effectively' (see also Jesuíno, 1996, for a discussion of the relationship between motivation and leadership).

2. Create a pleasant, relaxed atmosphere in the classroom. This commandment requires little justification: in Gardner's (1985) model, 'attitudes toward the learning situation' is a key determinant of the motivation complex, and any practicing teacher is aware of the fact that student anxiety created by a tense classroom climate is one of the most potent factors that undermine L2 motivation (e.g. MacIntyre and Gardner, 1991; Young, 1991).

3. Present the tasks properly. The way teachers present a task is a powerful tool in raising students' interest in the activity as well as in increasing the expectancy of task fulfilment by setting realistic goals and offering effective strategies in reaching those. Task presentation, therefore, has been included in the motivation construct in Table 1 as a major constituent of the direct socialization of student motivation.

4. Develop a good relationship with the learners. This is a well known principle among teachers: a great deal of the students' learning effort is energized by the affiliative motive to please the teacher, and a good rapport between the teacher and the students is a basic requirement in any modern, student-centered approach to education (e.g. Rogers, 1983).

5. Increase the learners' linguistic self-confidence. This commandment reflects the recognition in the last 20 years that one's perceptions of one's own competence as well as judgements of one's abilities to achieve a goal greatly determine the person's aspiration to initiate and perform goal-directed action. It must be stressed that self-confidence is not directly related to one's actual ability or competence but rather to subjective ability/ competence; it is not necessarily what someone knows or can do which will determine their L2 use but rather what they think they know or can do. For example, some people feel quite confident about talking with only 100 words, whereas others with an extensive L2

knowledge shy away from putting that knowledge into action.

6. Make the language classes interesting. The basis of this commandment is the general observation that the quality of the learners' subjective experience is an important contributor to motivation to learn (e.g. Deci and Ryan, 1985; Schiefele and Csikszentmihalyi, 1994).

7. Promote learner autonomy. As Ushioda explicitly stated, 'Autonomous language and Schunk, 1996), and the most prominent model in the classroom is the teacher: student attitudes and orientations towards learning are, to a large extent, modelled after their learners are by definition motivated learners' (1996: 2).

8. Personalize the learning process. This commandment concerns the need that the L2 course should be personally relevant to the students. In the earlier set of commandments there was a similar item, 'Make the course relevant by doing a needs analysis and adjusting the syllabus accordingly.' The current version of the commandment is broader in that it extends relevance to the personal content of tasks as well (e.g. sharing personal information, interpersonal awareness-raising).

9. Increase the learners' goal-orientedness. 'Goal-setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal-setting' (Oxford and Shear, 1994, p. 19).

10. Familiarize learners with the target language culture. In spite of recent efforts in L2 motivation research to emphasize other than cultural aspects of motivation, Gardner's claim that language learning success is dependent on the learners' affective predisposition towards the target linguistic-cultural group is still valid: This suggests that the age-old practice of teaching languages through their cultures does have certain scientific basis and, therefore, there is a need to make the L2 'real' by introducing learners its cultural background, using authentic materials, and promoting contact with native speakers of the L2 (D¨ornyei, 1998, p. 218).

Line of reasoning or analysis

Any phenomena is studied from its processes and every process seen as new or future theories. Lev S. Vygotsky.

Macro view

Culture

Megastructure

+

| physical environment | + | biological environment | + | emotional environment | + | cognitive environment | + | volitive environment | + | virtual environment | + | social environment |

Structure

+

| home | + | body | + | brain | + | brain | + | concience subconcience | + | platform | + | family |

+

| school | + | hand & eyes | + | right hemesphere brain | + | left hemesphere brain | + | ego & superego | + | web | + | neighborhood |

+

| physical context | + | biological context | + | emotional context | + | cognitive context | + | volitive context | + | virtual context | + | social context |

stages

+

| physical development | + | biological development | + | emotional development | + | cognitive development | + | volitive development | + | virtual development | + | social development |

mechanisms

+

| physical adaptation | + | biological adaptation | + | emotional maturation | + | cognitive maturation | + | volitive maturation | + | virtual interaction | + | socio-cultural interaction |

Figure 4. Culture as the sum total developed by Jhon Salas.

Micro view

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                          ┌─────────────────────┐
                          │   Social context    │
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                                     │
                          ┌─────────────────────┐
                          │      domains         │
                          └─────────────────────┘
                                     │
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│  social context  │─────│  cultural context    │─────│ affective, cognitive │
└──────────────────┘     └─────────────────────┘     │  & coantive context  │
                                     │                 └──────────────────────┘
                          ┌─────────────────────┐
                          │     subdomains       │
                          └─────────────────────┘
                                     │
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│  communication   │─────│     interaction      │─────│      attitude,       │
└──────────────────┘     └─────────────────────┘     │     aptitude &       │
                                     │                 │   decision taking    │
                                                       └──────────────────────┘
┌──────────────────┐     ┌─────────────────────┐     ┌──────────────────────┐
│      social      │     │    socio-cultural    │     │       social         │
│  communicative   │─────│     interaction      │─────│    psychological     │
│    behaviour     │     │     behaviour        │     │     engagement       │
└──────────────────┘     └─────────────────────┘     └──────────────────────┘
                                     │
┌──────────────────────┐  ┌─────────────────────┐     ┌──────────────────────┐
│ communication as social│ │    socio-cultural    │     │       social         │
│  matrix of psychiatry │─│     psychology       │─────│    psychology        │
│ Ruesch Jurgen & G. Bateson│ │  Lev S. Vygotsky    │     │   Robert Gardner    │
└──────────────────────┘  └─────────────────────┘     └──────────────────────┘
                                     │
┌──────────────────────┐  ┌─────────────────────┐     ┌──────────────────────┐
│ transmission, retransmi-│ │ interchange, exploration,│ │ emotional. cogntive, │
│ ssion, mediated response│─│      exchange        │─────│      conative        │
└──────────────────────┘  └─────────────────────┘     └──────────────────────┘
```

Figure 5. The social context developed by Jhon Salas.

2.6. Definition of terms

Abstraction

A general idea or quality rather than an actual person, object, or event.

Accommodation

The process by which the ciliary muscles change the thickness of the lens of the eye to permit variable focusing on near and distant objects.

Acquisition

The stage in a classical conditioning experiment during which the conditioned response is first elicited by the conditioned stimulus.

Anxiety

An intense emotional response caused by the preconscious recognition that a repressed conflict is about to emerge into consciousness.

Assimilation

According to Piaget, the process whereby new cognitive elements are fitted in with old elements or modified to fit more easily; this process works in tandem with accommodation.

Attention

A state of focused awareness on a subset of the available perceptual information.

Attachment

The strong bond a child forms with his or her primary caregiver.

Cognition

The process of receiving, processing, storing, and using information.

Concrete operational stage

The stage of cognitive development where a child between the ages of 7 and 12 begins thinking more globally and outside of the self but is still deficient in abstract thought.

Conditioned response

The response in a stimulus-response chain that is not naturally occurring, but rather has been learned through its pairing with a naturally occurring chain.

Consciousness

Awareness of yourself and the world around you.

Construct

Any variable that can not be directly observed but rather is measured through indirect methods. (examples: intelligence, motivation).

Control group

The group of subjects in an experiment that does not receive the independent variable.

Deductive reasoning

Decision making process in which ideas are processed from the general to the specific.

Drive

An internal motivation to fulfill a need or reduce the negative aspects of an unpleasant situation.

Emotion

Feelings about a situation, person, or objects that involves changes in physiological arousal and cognitions.

Encoding

The transformation of information to be stored in memory.

Experimental method

Research method using random assignment of subjects and the manipulation of variables in order to determine cause and effect.

Extrinsic motivation

The desire or push to perform a certain behavior based on the potential external rewards that may be received as a result.

Goal

Directed behavior.

Heuristic

A rule of thumb based on experience used to make decisions.

Hierarchy of needs

Maslow's theory of motivation which states that we must achieve lower level needs, such as food, shelter, and safety before we can achieve higher level needs, such as belonging, esteem, and self-actualization.

Hypothesis:

Prediction about the relationship between two or more variables.

Intelligence

The degree to which one can adapt to one's environment.

Intrinsic motivation

The motivation or desire to do something based on the enjoyment of the behavior itself rather than relying on or requiring external reinforcement.

Motivation

The process that energizes and/or maintains a behavior.

Naturalistic observation

A research method where the subject(s) is(are) observed without interruption under normal or natural circumstances.

Operant conditioning

Learning that occurs due to the manipulation of the possible consequences.

Perception

The process of organizing and using information that is received through the senses.

Prejudice

Negative beliefs, attitudes, or feelings about a person's entire character based on only one characteristic. this belief is often based on faulty information.

Preoperational stage

Piaget's second stage of cognitive development in which a child develops objects permanency and language.

Psychology

The study of emotion, cognition, and behavior, and their interaction.

Role

The code which is used to interpret the flow of messages.

Schema

The cognitive structure utilized to make sense of the world.

Self efficacy

One's belief in his or her own ability.

Stage

A period of development that occurs at about the same time for each person. developmental and personality theories are often made up of a series of stages.

Stage theory

The idea that an individual must pass through one stage of development before he or she can reach the next stage.

Stimulus

Anything in the environment to which one responds.

Survey

A research technique in which subjects respond to a series of questions.

Temperament

A person's typical way of responding to his or her environment.

Theory

A general idea about the relationship of two or more variables.

Validity

The extent to which a test measures what it was intended to measure.

Variable

In an experimental setting, a factor that varies in amount and kind.

Chapter III
Hypothesis and variables

3.1. Hypothesis: No hypothesis.

Since this study has no hypothesis, however we tackle with a premise (a proposition antecedently supposed or proved as a basis of argument or inference). The purpose of this study is (1) to understand all the mechanisms related to social communication and socio-cultural interaction from the scholarship holder´s experience related to all the obstacles they had to tackle with since the first day in Arizona State University West while they were adapting to the cultural shock out there; and (2) stablish any relation of the independent variables with engagement.

3.2. General Premise : the presence of social communication and symmetric socio-cultural interaction skills are potential factors to develop high degree of engagement to improve English skills specially those related to speaking or vice versa.

3.3. Variables

Variable 1 : Social communication with English-speaking people.

By social communication is understood all the skills the sender uses to send a well-defined message to influence the recipient(s) and accept to communicate.

Variable 2 : Symmetric socio-cultural interaction with English-speaking people.

By symmetric socio-cultural interaction is understood all the skills to use your English and get information you need through interchange; exploration to main sites (meet new people and know places, visual displays), and exchange (symmetric socio-cultural events).

Variable 3 : Engagement as a factor to improve oral English skills.

By engagement is understood how does work all the mechanisms such as: emotional, cognitive and conative and how is affected by variable 1 and 2 to become a potential factor to activate the engagement for learning English when they are exposed at natural settings.

3.4. Operationalization of variables

Variable 1: Social communication with English-people Domain 1: Social communication					
General quantitative objective 1: Measure the degree of transmission, interpretation & retransmission mechanisms through codification, decodification and mediated response skills showed by the 2016 Scholarship Holder (sender) and the Global Launch trainer (recipient) during he 2016 specialization courses.					**Instrument**
Sub-dom.	**Component**	**Subcom-ponent**	**Specific objective**	**Indicator** **Indicator of evaluation** Action Content Condition Purpose	
I. Transmision	**1** Sender´s verbal communication	**1** Sender´s codification skills in verbal communication.	**1** Measure the sender´s degree of codification skills in verbal communication	**1** Show as a sender, a growing degree of codification skills in verbal communication thru social communication behavour to get the G.L. trainer´s attention and transmit them their need for speaking.	**1**
	2 Sender´s written communication	**2** Sender´s codification skills in written communication.	**2** Measure the sender´s degree of codification skills in written communication.	**2** Show as a sender, a growing degree of codification skills in written communication thru social communication behavour to get the G.L. trainer´s attention and transmit them their need for speaking	**2**
	3 Sender´s non verbal communication	**3** Sender´s codification skills in non verbal communication.	**3** Measure the sender´s degree of codification skills in non verbal communication skills.	**3** Show as a sender, a growing degree of codification skills in non verbal communication thru social communication behavour to get the G.L. trainer´s attention and transmit them their need for speaking.	**3**
II. Interpretation	**4** Recipient´s verbal communication	**4** Recipient´s decodification skills in verbal communication	**4** Measure the G.L. trainer´s degree of decodification skills in verbal communication.	**4** Show as a recipient. a growing degree of decodification skills in verbal communication thru communicative behavour to interpret the sender´s message.	**4**
	5 Recipient´s written communication	**5** Recipient´s decodification skills in written communication.	**5** Measure the G.L. trainer´s degree of decodification skills in written communication.	**5** Show as a recipient. a growing degree of decodification skills in written communication thru communicative behavour to interpret the sender´s message.	**5**
	6 Recipient´s non verbal communication	**6** Recipient´s decodification skills in non verbal communication.	**6** Measure the G.L. trainer´s degree of decodification skills in non verbal communication.	**6** Show as a recipient. a growing degree of decodification skills in non verbal communication thru communicative behavour to interpret the sender´s message.	**6**
III. Retransmission	**7** Mediated response	**7** Recipient´s retransmission skills to accept interaction.	**7** Measure the recipient´s retransmission skills to accept interaction with the sender.	**7** Show as a recipient. a growing degree of retransmission skills to accept interaction with the sender.	**7**

Variable 2: Symmetric socio-cultural interaction with English-speaking people					
Domain 2: Socio-cultural interaction					

General quantitative objective 2: Measure the degree of social and cultural mechanisms thru oral interaction skills achieved, exploration to main sites in ASU West and Arizona State, exploration of visual displays in ASU West and Arizona State and symmetric socio-cultural events during the 2016 specialization courses designed by Arizona State University West Community.

Sub-dom.	Component	Subcom-ponent	Specific objective	Indicator — Indicator of evaluation — Action / Content / Condition / Purpose	Instrument
IV. Social	**8** Interchange (people)	**8** Interchange for oral interaction skills develo-pment.	**8** Measure the SH´s training degree on essential oral interaction skills	**8** Show as a SH, a growing degree of essential oral interaction skills through a workshop desig-ned in a syllabus to tackle the usual osbtacles when interacting with English-speaking people	**8**
	9 Exploration (places)	**9** Exploration to main sites in ASU West & Arizona State.	**9** Measure the SH´s exploration skills to interact in the main sites inside ASU West & Ari-zona State.	**9** Show as a SH, a growing degree of exploration skills to interact in the main sites in ASU West & Arizona State through a guided tour to meet more English-speaking people and develop more English skills by experiential learning.	**9**
	10	**10** Exploration of visual displays in ASU West & Arizona State.	**10** Measure the SH´s exploration skills to register and analyze visual dis-plays inside ASU West & Arizona State.	**10** Show as a SH, a growing degree of exploration skills to register and analyze visual displays inside ASU West & Arizona State thru a guided tour to decodify messages, ads, announcements whether electronic or not, etc. to be presented and discussed at class.	**10**
V. Cultural	**10** Exchange (activity)	**11** Symmetric Socio-Cultural events.	**11** Measure the SH´s symmetric socio-cultural skills to interact in American and Peruvian events.	**11** Show as a SH, a growing degree of symmetric socio-cultural skills to interact in American and Peruvian events in order to value and appreciate both cultures with a symmetric approach.	**11**

				Indicator		

Variable 3: Engagement as a factor to improve oral English skills.

Domain 3: Engaged speaking intensity

General quantitative objective 3: Measure the degree of emotional, cognitive and conative mechanisms thru extrinsic motivation to pass the courses and intrinsic motivation to experience an English growth during the 2016 specialization courses designed by Arizona State University West Community.

Sub-dom.	Component	Subcom-ponent	Specific objective	Indicator of evaluation	Instrument
				Action Content Condition Purpose	
VI. Emotional	**11** Extrinsic Motivation (intrumental or non voluntary)	**12** Desire to pass the courses.	**12** Measure the SH´s desire to pass the ASU West courses.	**12** Show as a SH, a growing degree of desire to pass the ASU West courses thru collaborative effortful behavour skills to experience a sense of achievement.	**12**
		13 Desire for continous speaking time in group discussions.	**13** Measure the SH´s desire for continous speaking time in group discussions.	**13** Show as a SH, a growing degree of desire for continous speaking time thru group discussions to improve oral English skills and experience a sense of achievement during the 2016 specialization courses designed by ASU West.	**13**
		14 Desire for continous speaking time in group presentations.	**14** Measure the SH´s desire for continous speaking time in group presentations.	**14** Show as a SH, a growing degree of desire for continous speaking time thru group presentations to improve oral English skills and experience a sense of achievement during the 2016 specialization courses designed by ASU West.	**14**
		15 Desire for repetitive speaking frequency in group discussions.	**15** Show presence of desire for repetitive speaking frequency in group discussions to experience an English skills growth.	**15** Show as a SH, a growing degree of desire for repetitive speaking frequency thru group discussions to improve oral English skills and experience a sense of achievement during the 2016 specialization courses designed by ASU West.	**15**
		16 Desire for repetitive speaking frequency in group presentations.	**16** Show presence of desire for repetitive speaking frequency in group presentations to experience an English skills growth.	**16** Show as a SH, a growing degree of desire for repetitive speaking frequency thru group presentations to improve oral English skills and experience a sense of achievement during the 2016 specialization courses designed by ASU West.	**16**

Variable 3: Engagement as a factor to improve oral English skills. Domain 3: Engaged speaking					Instrument
General quantitative objective 3: Measure the degree of emotional, cognitive and conative mechanisms thru extrinsic skills to pass the courses and intrinsic skills to experience an English skills growth during the 2016 specialization courses designed by Arizona State University West community.					
Sub-dom.	Component	Subcom-ponent	Specific objective	Indicator — Indicator of evaluation (Action / Content / Condition / Purpose)	
VI. Cognitive	**12** Conversatio-nal Abilities	**17** Presence of Conversatio-nal Abilities	**17** Measure presence of conversa-tional abilities.	**17** Show as SH, a growing degree of conversational abilities thru oral participation to improve oral English skills and experience a sense of achievement during the 2016 specialization courses designed by ASU West.	**17**
VIII. Conative	**13** Intrinsic Motivation (integrative or voluntary)	**18** Perseverance for continous speaking time in personal questions or comments	**18** Measure SH´s perseverance for continous speaking time in personal questions or comments.	**18** Show as SH, a growing degree of perseverance for continous speaking time thru personal questions or comments to improve oral English skills and expe-rience a sense of engagement during the 2016 speciali-zation courses designed by ASU West.	**18**
		19 Perseverance for repetitive speaking fre-quency with personal ques-tions or comments	**19** Measure perseverance for repetitive speaking frequency in personal questions or comments.	**19** Show as SH, a growing degree of perseverance for repetitive speaking frequency thru personal questions or comments to improve oral English skills and expe-rience a sense of engagement during the 2016 speciali-zation courses designed by ASU West..	**19**
	14 Engaged Speaking Intensity	**20** Perseverance for continous speaking time with experien-tial learning.	**20** Measure perseverance for conti-nous speaking time on the Arizona streets.	**20** Show growing degree of perseverance for continous speaking time thru experiential learning on the Arizona streets to improve oral English skills and experience a sense of engagement during the 2016 specialization courses designed by ASU West.	**20**

Chapter IV

Research methodology

It is only with repeated investigation that the complexity of an area can be truly appreciated and comprehended. Gardner, Robert C.

4.1. Basic Information

1. Research type : Mixed method approach.

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone Creswell and Plano Clark (2007: 5).

Mixed methods research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

To do this study we have gathered theoretical information on social interaction from a cultural approach, also theoretical information on human communication from a linguistic approach and finally theoretical information on engagement from a social psychology approach. Then we have organized all this theoretical information in domains, sequences and processes.

2. Method approach.

2.1. empiricism – knowledge gained by sensory experience (using inductive reasoning);

2.2. rationalism – knowledge gained by reasoning (using deductive reasoning).

3. Study type: Interpretative-Descriptive.

Descriptive–interpretive qualitative research methods go by many *brand names* in which various common elements are mixed and matched according to particular researchers' predilections; currently popular variations include grounded theory

4. Research Design : Ethnographic.

Ethnography is a method for collecting data, but this cannot be distinguished from the broader theoretical and philosophical frameworks that give authority to this way of collecting data. Because method and methodology are so intertwined some authors describe ethnography as a perspective rather than a means of data collection (Wolcott 1973), although its features as a method and a methodology need to be distinguished. While the 'procedural rules' of ethnography are described, the discussion goes beyond the technical level in order to locate ethnography within the different methodological positions that compete for the intellectual legitimation of ethnography. Technical advice on how to do and write ethnography is matched with consideration of theoretical issues raised by the practice of the method, such as reflexivity, representation and realism (Brewer, 2000, p. 7).

Ethnography is the study of people in naturally occurring settings or 'fields' by means of methods which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, in order to collect data in a systematic manner but without meaning being imposed on them externally (Brewer, 2000, p. 10).

5. Perspective: Positivism.

The positivist approach to scientific investigation is based on acceptance as fact that the world around us is real, and that we can find out about these realities. There is an order made up of atomistic, discrete and observable events. Knowledge is derived using scientific method and based on sensory experience gained through experiments or comparative analysis. It aims at developing a unique and elegant description of any chosen aspect of the world that is true regardless of what people think. By developing these scientific facts, knowledge is built up in a cumulative fashion, despite some false starts. Science builds on what is already known, for example, even Einstein's radical theories are a development from Newton's. The approach to

knowledge is reductionist in character, by maintaining that less measurable sciences are reducible to more measurable ones. Sociology is reducible to psychology, psychology to biology, biology to chemistry, and chemistry to physics. Social sciences can therefore be value free and objective (Walliman, 2011, p. 21).

6. Paradigm: Socio-critic.

7. Context : Reductionist (or Materialism).

Insists that only physical things and their interactions exist and that our minds and consciousness are wholly due to the active operation of materials. Hence, phenomena are independent of social factors and are therefore stable e.g. music is just vibrations in the air (Brewer, 2000, p. 21).

8. Interpretative Framework : Interactionism.

9. Inquiry Process: Holistic.

10. Process: No parametric.

It was not evaluated as a part of requisites previously stablished as a syllabus for instance. The parameters have just been stablished to correlate them on the study.

11. Logics :

11.1. Inductive reasoning for the qualitative study. It starts from specific observations or sensory experiences and then develops a general conclusion from them.

11.2. Deductive reasoning for the quantitative study. It begins with general statements (premises) and, through logical argument, comes to a specific conclusion.

4.2. Population and sample

Population: 170 scholarship holders at Arizona State University West.

Subset Number: 30 students.

Sampling type: non-probability sampling.

4.3. Data collection technics and instruments

Focus groups and observation (direct interaction with individuals in a group setting).

Instruments: Time and frequency chart (quantitative) and observation form (qualitative).

Although it is difficult, and some maintain that it is impossible, to be free from bias,

distorting your data or results knowingly is a serious lapse of honesty. Scientific objectivity should be maintained as much as possible. If you can see any reason for a possibility of bias in any aspect of the research, it should be acknowledged and explained. If the study involves personal judgements and assessments, the basis for these should be given. Silently rejecting or ignoring evidence which happens to be contrary to one's beliefs, or being too selective in the data used and in presenting the results of the analysis constitutes a breach of integrity. The sources of financial support for the research activities should be mentioned, and pressure and sponsorship from sources which might influence the impartiality of the research outcomes should be avoided.

Recording data: There is a danger of simplifying transcripts when writing up data from interviews and open questions. When you clean up and organize the data, you can start to impose your own interpretation, ignoring vocal inflections, repetitions, asides, and subtleties of humor, thereby loosing some the meanings. Further distortion can be introduced by being governed by one's own particular assumptions

4.4. Technics:

Technics: Participant observation.

4.5. Data Analysis Technics

Chi-Square Test. The chi-square test basically checks if the frequencies of occurrences across any pair of variables (such as type of investment and customer demographic) are correlated. Thus it is simply a means for comparing categorical correlations.

4.6. Ethic Aspects

Working with human participants in your research always raises ethical issues about how you treat them. People should be treated with respect, which has many implications for how exactly how you deal with them before, during and after the research. Educational and professional organizations who oversee research projects have strict ethical guidelines that must be followed. However, the issues can become quite complicated, with no clear-cut solutions. It is therefore important that you consult with others, especially advisers appointed for that purpose. Even if you are not using human participants in your research, there is still the question of

honesty in the way you collect, analyze and interpret data. By explaining exactly how you arrived at your conclusions you can avoid accusations of cover-ups or false reasoning (Brewer, 2000, p. 43).

Chapter V
Research Results

The research took place at the Arizona State University-USA during the specialization course of a group of Peruvian English teachers working in public schools seen and as 2016 scholarship holders by PRONABEC.

5.1. Presentation and Analysis of Results

5.1.1. Validation of Instruments

The validation of the 20 instruments was in charge of a group of experts.

Experts	From	Score
Mg. Milton Pastor Ovidio Pastor Neyra. Professor	Ugel 03-Minedu.	
Dr. Victor Solis Deza. Mathematics Teacher.	2089 Micaela Bastidas high school.	
Mg. Antenor Oraldo Chávez Dávila. Statistician.	Cesar Vallejo University	
		Average

5.1.2. Instruments Criteria.

Stages	Score
Elementary	1
High Elementary	2
Intermediate	3
High Intermediate	4
Higher	5

5.1.3. Reliability of instruments

No reliability values.

5.1.4. Results

5.1.4.1. Inferential Results

<div align="center">Descriptivos</div>

		Estadístico	Error tip.
Transmission	Media	3,0000	0,00000
	Intervalo de confianza para la media al 95% — Limite inferior	1,6377	
	Limite superior	4,3623	
	Media recortada al 5%	2,8333	
	Mediana	0,0000	
	Varianza	13,310	
	Desv. tip.	3,64833	
	Mínimo	0,00	
	Màximo	9,00	
	Rango	9,00	
	Amplitud intercuartil	6,00	
	Asimetría	0,552	0,427
	Curtosis	-1,466	0,833
Interpretation	Media	3,0000	0,66609
	Intervalo de confianza para la media al 95% — Limite inferior	1,6377	
	Limite superior	4,3623	
	media recortada al 5%	2,8333	
	Mediana	0,0000	
	Varianza	13,310	
	Desv. tip.	3,64833	
	Mìnimo	0,00	
	Màximo	9,00	
	Rango	9,00	
	Amplitud intercurtil	6,00	
	Asimetría	0,552	0,427
	Curtosis	-1,466	0,833
Retransmission	Media	1,0667	0,37118
	Intervalo de confianza para la media 95% — Limite inferior	0,3075	
	Limite superior	1,8258	
	Media recortada al 5%	0,9074	
	Mediana	0,0000	
	Varianza	4,133	

	Desv. tip.		2,03306	
	Mínimo		0,00	
	Máximo		5,00	
	Rango		5,00	
	Amplitud intercuartil		0,50	
	Asimetría		1,486	0,427
	Curtosis		0,304	0,833
	Medias		7,0667	1,63576
	Intervalo de confianza para	Limite inferior	3,7212	
	la media al 95 %	Limite superior	10,4122	
	Media recortada al 5%		6,5741	
	Mediana		0,0000	
	Varianza		80,271	
Communication	Desv. tip.		8,95942	
	Mínimo		0,00	
	Máximo		23,00	
	Rango		23,00	
	Amplitud intercuartil		14,00	
	Asimetrìa		0,763	
	Curtosis		-1,009	0,427
	Media		10,5000	0,833
	Intervalo de confianza para		9,2224	0,62468
	la media al 95%		11,7776	
	Media recortada al 5%		9,9444	
	Mediana		9,0000	
	Varianza		11,707	
Emotional	Desv. tip.		3,42153	
	Minimo		9,00	
	Maximo		25,00	
	Rango		16,00	
	Amplitud intercuartil		1,00	
	Asimetría		3,110	0,427
	Curtosis		10,960	0,833

	Media	3,0000	0,16609
	Intervalo de confianza para	2,6603	
	la media al 95%	3,3397	
	Media recortada al 5%	2,9444	
	Mediana	3,0000	
	Varianza	0,828	
Cognitive	Desv. tip.	0,90972	
	Mínimo	2,00	
	Máximo	5,00	
	Rango	3,00	
	Amplitud intercuartil	2,00	
	Asimetría	0,589	0,427
Conative	Curtosis	-,369	0,833
	Media	3,5667	0,40876
	Intervalo de confianza para	2,7307	
	la media al 95 %	4,4027	
	Media recortada al 5%	3,1296	
	Mediana	3,0000	
	Varianza	5,013	
	Desv. tip.	2,23889	
	Mínimo	3,00	
	Máximo	15,00	
	Rango	12,00	
	Amplitud intercuartil	0,00	
	Asimetría	4,953	0,427
	Curtosis	25,575	0,833
	Media	17,0667	1,08695
	Intervalo de confianza para	14,8436	
	la media 95%	19,2897	
	Media recortada al 5%	16,0556	
Engaged speaking intensive	Mediana	15,0000	
	Varianza	35,444	
	Dev. tip.	5,95346	

Minimo	14,00	
Maximo	45,00	
Rango	31,00	
Amplitud intercuartil	1,50	
Asimetría	3,902	0,427
Curtosis	17,436	0,833

a. Social es una constante y se ha desestimado.

b. Cultural es una constante y se ha desestimado.

c. Interaction es una constante y se ha desestimado.

Luego se realiza la prueba de normalidad de cada uno de las dimensiones, subdimensiones y variables. Dado que el tamaño de la muestra en menor de 50 unidades de análisis, la prueba de normalidad es determinado por el estadístico Shapiro-Wilk, como se muestra en la siguente:

Pruebas de Normalidad

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Estadístico	Gl	Sig.	Estadístico	gl	Sig.
Transmissión	0,361	30	0,000	0,738	30	0,000
Interpretation	0,361	30	0,000	0,738	30	0,000
Retransmission	0,467	30	0,000	0,530	30	0,000
Communication	0,352	30	0,000	0,745	30	0,000
Emotional	0,391	30	0,000	0,508	30	0,000
Cognitive	0,233	30	0,000	0,849	30	0,001
Conative	0,467	30	0,000	0,279	30	0,000
Engaged speaking intensity	0,338	30	0,000	0,504	30	0,000

a. Corrección de la significación de Lilliefors.

b. Social es una constante y se ha desestimado.

c. Cultural es una constante y se ha desestimado.

d. Interaction es una constante y se ha desestimado.

Como se puede observar en la tabla anterior, para un nivel de significancia del 5% ($\alpha=0.05$), ninguno de los elementos provienen de una población normal, debido a que el "sig" es menor que alfa (sig < α), por lo cual el estadístico para probar si hubiera algún tipo de asociación es el Chi-Cuadrado.

Pruebas Chi cuadrado

Se busca responder a las hipótesis mediante pruebas de relación o independencia de las variables, para lo cual se ha utilizado la prueba Chi cuadrado. A continuación se muestran las tablas de contingencia de cada pareja de variables y/o dimensiones, seguida por la prueba chi cuadrado considerando un nivel de significancia de 5% ($\alpha = 0.05$).

Communication * interaction

Tabla de contingencia

		Interaction	Total
		Intermediate	
Communication	Elementary	20	20
	Intermediate	10	10
Total		30	30

Pruebas de Chi-cuadrado

	Valor
Chi-cuadrado de Pearson.	a
N de casos válidos	30

a. No se calculará ningún estadístico porque Interaction es una constante.

Interpretation: No es posible realizar una prueba de asociación porque Interaction es una constante.

Communication * engaged speaking intensity

Tabla de contingencia

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
Communication	Elementary	5	15	0	20
	Intermediate	2	7	1	10
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bil.)
Chi-cuadrado de Pearson	2,094a	2	0,351
Razón de verosimilitudes	2,293	2	0,318
Asociación lineal por linea	1,640	1	0,424

N de casos válidos   30

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,33.

Interpretación: Las variables communication y engaged speaking intensity no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0.351).

Interaction * engaged speaking intensity

Tabla de contingencia

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
Interaction	Intermediate	7	22	1	30
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor
Chi-cuadrado de Pearson.	a
N de casos válidos	30

a. No se calculará ningún estadístico porque Interaction es una constante.

Interpretación: No es posible realizar una prueba de asociación porque Interaction es una constante.

Transmisión * Communication

Tabla de contingencia

		Communication		Total
		Elementary	Intermediate	
Transmisión	Elementary	17	0	17
	Intermediate	3	10	13
Total		20	10	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	19,615[a]	1	0,000		
Corrección por continuidad[a][b]	16,307	1	0,000		
Razón de verosimilitudes	24,146	1	0,000		
Estadístico exacto de Fisher				0,000	0,000

Asociación lineal por lineal	18,962	1	0,000
N de casos válidos		30	

a. 1 casillas (25,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 4,33.b. Calculado sólo para una tabla de 2x2.

Interpretación: La dimensión transmisión y la variable Communication si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,000$).

Transmission * Engaged speaking intensity

Tabla de contingencia

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
Transmisión	Elementary	5	12	0	17
	Intermediate	2	10	1	13
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bil.)
Chi-cuadrado de Pearson	1,969ª	2	0,374
Razón de verosimilitudes	2,362	2	0,307
Asociación lineal por lineal	1,482	1	0,223
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.

Interpretación: La dimensión Transmission y la variable Engaged speaking intensity no están relacionadas debido a que sig asintótica es mayor que 0.05 ($\alpha < 0,374$).

Interpretation * Communication

Tabla de contingencia

		Communication		Total
		Elementary	Intermediate	
Interpretation	Elementary	17	0	17
	Intermediate	3	10	13
Total		20	10	30

Chi-cuadrado de Pearson	19,615ª	1	0,000	
Corrección por continuidad	16,307	1	0,000	

Razón de verosimilitudes	24,146	1	0,000		
Estadístico exacto de Fisher				0,000	0,000
Asociación lineal por lineal	18,962	1	0,000		
N de casos válidos		30			

a. 1 casillas (25,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 4,33.b. Calculado sólo para una tabla de 2x2.

Interpretación: La dimensión Interpretation y la variable Communication si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,000$).

Interpretation * Engaged speaking intensity

Tabla de contingencia

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
	Elementary	5	12	0	17
Interpretatión	Intermediate	2	10	1	13
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilat.)
Chi-cuadrado de Pearson	1,969[a]	2	0,374
Razón de verosimilitudes	2,362	2	0,307
Asociación lineal por lineal	1,482	1	0,223
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.

Interpretación: La dimensión Interpretación y la variable Engaged speaking intensity no están relacionadas debido a que sig asintótica es mayor que 0.05 ($\alpha < 0,374$).

Retransmisión * Communication

Tabla de contingencia

		Communication		Total
		Elementary	Intermediate	
Retransmisión	Elementary	20	3	23
	Intermediate	0	1	1
	Higher	0	6	6
Total		20	10	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	18,261ª	2	0,000
Razón de verosimilitudes	20,379	2	0,000
Asociación lineal por lineal	16,871	1	0,000
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,33.

Interpretación: La dimensión Retransmisión y la variable Communication si están relacionadas debido a que sig asintótica es menor que 0.05 (α > 0,000).

Retransmisión * Engaged speaking intensity

Tabla de contingencia

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
Retransmisión	Elementary	6	17	0	23
	Intermediate	1	0	0	1
	Higher	0	5	1	6
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	8,810ª	4	0,066
Razón de verosimilitudes	9,014	4	0,061
Asociación lineal por lineal	2,854	1	0,091
N de casos válidos	30		

a. 7 casillas (77,8%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,03.

Interpretación: La dimensión Retransmisión y la variable Engaged speaking intensity no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,066).

Communication * Emotional

Tabla de contingencia

		Emotional		Total
		Intermediate	Higher	
COMMUNICATION	Elementary	20	0	20

Intermediate	9		1	10
Total			29	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	2,069[a]	1	0,150		
Corrección por continuidad[b]	,129	1	0,719		
Razón de verosimilitudes	2,267	1	0,132		
Estadístico exacto de Fisher				0,333	0,333
Asociación lineal por lineal	2,000	1	0,157		
N de casos válidos	30				

a. 2 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,33.b. Calculado sólo para una tabla de 2x2.

Interpretación: La variable Communication y la dimensión Emotional no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,150).

Communication * Cognitive

Tabla de contingencia

		Cognitive		Total
		Intermediate	Higher	
	Elementary	17	3	20
Communication	Intermediate	5	5	10
Total		22	8	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	4,176[a]	1	0,041		
Corrección por continuidad[b]	2,578	1	0,108		
Razón de verosimilitudes	4,024	1	0,045		
Estadístico exacto de Fisher				0,078	0,056
Asociación lineal por lineal	4,037	1	0,045		
N de casos válidos	30				

a. 1 casillas (25,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 2,67. b. Calculado sólo para una tabla de 2x2.

Interpretación: La variable Communication y la dimensión Cognitive si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0{,}041$).

Communication * Conative

Tabla de contingencia

		Conative			Total
		Elementary	Intermediate	Higher	
COMMUNICATION	Elementary	20	0	0	20
	Intermediate	8	1	1	10
Total		28	1	1	30

Pruebas de Chi-cuadrado

	Valor	Gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	4,286ª	2	0,117
Razón de verosimilitudes	4,688	2	0,096
Asociación lineal por lineal	3,702	1	0,054
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,33.

Interpretación: La variable Communication y la dimensión Conative no están relacionadas debido a que sig asintótica es mayor que 0.05 ($\alpha < 0{,}117$).

Emotional * Engaged speaking intensive

Tabla de contingencia

		Engaged speaking intensive			Total
		Elementary	Intermediate	Higher	
Emocional	Intermediate	7	22	0	29
	Higher	0	0	1	1
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	30,000ª	2	0,000
Razón de verosimilitudes	8,769	2	0,012
Asociación lineal por lineal	6,353	1	0,012
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,03.

Interpretación: La dimensión Emotional y la variable Engaged speaking intensity si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,000$).

Cognitive * Engaged speaking intensity

Tabla de contingencia

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
	Intermediate	7	15	0	22
Cognitive	Higher	0	7	1	8
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	5,594[a]	2	0,061
Razón de verosimilitudes	7,273	2	0,026
Asociación lineal por lineal	4,914	1	0,027
N de casos válidos	30		

a. 3 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,27.

Interpretación: La dimensión Cognitive y la variable Engaged speaking intensity no están relacionadas debido a que sig asintótica es mayor que 0.05 ($\alpha < 0,061$).

Tabla de contingencia Conative * Engaged speaking intensity

		Engaged speaking intensity			Total
		Elementary	Intermediate	Higher	
	Elementary	7	21	0	28
Conative	Intermediate	0	1	0	1
	Higher	0	0	1	1
Total		7	22	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	30,341[a]	4	0,000
Razón de verosimilitudes	9,332	4	0,053
Asociación lineal por lineal	6,134	1	0,013
N de casos válidos	30		

a. 7 casillas (77,8%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,03.

Interpretación: La dimensión Conative y la variable Engaged speaking intensity si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,000$).

Transmisión * Interpretation

Tabla de contingencia

		Interpretatión		Total
		Elementary	Intermediate	
Transmisión	Elementary	17	0	17
	Intermediate	0	13	13
Total		17	13	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	30,000[a]	1	0,000		
Corrección por continuidadb	26,066	1	0,000		
Razón de verosimilitudes	41,054	1	0,000		
Estadístico exacto de Fisher				0,000	0,000
Asociación lineal por lineal	29,000	1	0,000		
N de casos válidos	30				

a. 0 casillas (0,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 5,63.b. Calculado sólo para una tabla de 2x2.

Interpretación: Las dimensiones Transmisión e Interpretación si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,000$).

Transmisión * Retransmisión

Tabla de contingencia

		Retransmission			Total
		Elementary	Intermediate	Higher	
	Elementary	17	0	0	17
Transmisión	Intermediate	6	1	6	13
Total		23	1	6	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	11,940ª	2	0,003
Razón de verosimilitudes	14,652	2	0,001
Asociación lineal por lineal	11,031	1	0,001
N de casos válidos	30		

4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.

Interpretación: Las dimensiones Transmisión y Retrasmisión si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,003$).

Transmisión * Emotional

Tabla de contingencia

		Emotional		Total
		Intermediate	Higher	
	Elementary	17	0	17
Transmisión	Intermediate	12	1	13
Total		29	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	1,353ª	1	0,245		
Corrección por continuidadb	0,019	1	0,891		
Razón de verosimilitudes	1,718	1	0,190		
Estadístico exacto de Fisher				0,433	0,433
Asociación lineal por lineal	1,308	1	0,253		

N de casos válidos   30

a. 2 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.b. Calculado sólo para una tabla de 2x2.

Interpretación: Las dimensiones Transmisión y Emocional no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,245).

Transmisión * Cognitive

Tabla de contingencia

		Cognitive		Total
		Intermediate	Higher	
Transmisión	Elementary	16	1	17
	Intermediate	67	1	3
Total		22	8	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	8,666ª	1	0,003		
Corrección por continuidadb	6,387	1	0,011		
Razón de verosimilitudes	9,244	1	0,002		
Estadístico exacto de Fisher				0,009	0,005
Asociación lineal por lineal	8,377	1	0,004		
N de casos válidos	30				

a. 2 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 3,47.b. Calculado sólo para una tabla de 2x2.

Interpretación: Las dimensiones Transmisión y Cognitive si están relacionadas debido a que sig asintótica es menor que 0.05 (α > 0,003).

Transmisión * Conative

Tabla de contingencia

		Conative			Total
		Elementary	Intermediate	Higher	
	Elementary	17	0	0	17
Transmisión	Intermediate	11	1	1	13
Total		28	1	1	30

Pruebas de Chi-cuadrado

	Valor	Gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	2,802a	2	0,246
Razón de verosimilitudes	3,533	2	0,171
Asociación lineal por lineal	2,421	1	0,120
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.

Interpretación: Las dimensiones Transmisión y Conative no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,246).

Interpretación * Retransmission

Tabla de contingencia

		Retransmisión			Total
		Elementary	Intermediate	Higher	
Interpretación	Elementary	17	0	0	17
	Intermediate	6	1	6	13
Total		23	1	6	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	11,940a	2	0,003
Razón de verosimilitudes	14,652	2	0,001
Asociación lineal por linea	111,031	1	0,001
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.

Interpretación: Las dimensiones Interpretación y Retrasmisión si están relacionadas debido a que sig asintótica es menor que 0.05 (α > 0,003).

Interpretatión * Emotional

Tabla de contingencia

		Emotional		Total
		Intermediate	Higher	
Interpretación	Elementary	17	0	17

	Intermediate	12	1	13
Total		29	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	1,353a	1	0,245		
Corrección por continuidadb	,019	1	0,891		
Razón de verosimilitudes	1,718	1	0,190		
Estadístico exacto de Fisher				0,433	0,433
Asociación lineal por lineal	1,308	1	0,253		
N de casos válidos	30				

a. 2 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.b. Calculado sólo para una tabla de 2x2.

Interpretación: Las dimensiones Interpretación y Emocional no están relacionadas debido a que sig asintótica es mayor que 0.05 ($\alpha < 0,245$).

Interpretation * Cognitive

Tabla de contingencia

		Cognitive		Total
		Intermediate	Higher	
Interpretatión	Elementary	16	1	17
	Intermediate	6	7	13
Total		22	8	30

Pruebas de Chi-cuadrado

	Valor	Gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	8,666ª	1	0,003		
Corrección por continuidadb	6,387	1	0,011		
Razón de verosimilitudes	9,244	1	0,002		
Estadístico exacto de Fisher				0,009	0,005
Asociación lineal por lineal	8,377	1	0,004		
N de casos válidos	30				

a. 2 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 3,47.b. Calculado sólo para una tabla de 2x2.

Interpretación: Las dimensiones Interpretación y Cognitive si están relacionadas debido a que sig asintótica es menor que 0.05 (α > 0,003).

Interpretation * Conative

Tabla de contingencia

		Conative			Total
		Elementary	Intermediate	Higher	
	Elementary	17	0	0	17
Interpretation	Intermediate	11	1	1	13
Total		28	1	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	2,802ª	2	0,246
Razón de verosimilitudes	3,533	2	0,171
Asociación lineal por lineal	2,421	1	0,120
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,43.

Interpretación: Las dimensiones Interpretation y Conative no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,246).

Retransmission * Emotional

Tabla de contingencia

		Emotional		Total
		Intermediate	Higher	
	Elementary	23	0	23
Retransmission	Intermediate	1	0	1
	Higher	5	1	6
Total		29	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	4,138ª	2	0,126
Razón de verosimilitudes	3,362	2	0,186
Asociación lineal por lineal	3,802	1	0,051
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,03.

Interpretación: Las dimensiones Retransmission y Emotional no están relacionadas debido a que sig asintótica es mayor que 0.05 ($\alpha < 0,126$).

Retransmission * Cognitive

Tabla de contingencia

		Cognitive		Total
		Intermediate	Higher	
	Elementary	19	4	23
Retransmission	Intermediate	1	0	1
	Higher	2	4	6
Total		22	8	30

Pruebas de Chi-cuadrado

	Valor	Gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	6,285ª	2	0,043
Razón de verosimilitudes	5,903	2	0,052
Asociación lineal por lineal	5,246	1	0,022
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,27.

Interpretatión: Las dimensiones Retransmission y Cognitive si están relacionadas debido a que sig asintótica es menor que 0.05 ($\alpha > 0,126$).

Retransmission * Conative

Tabla de contingencia

		Conative			Total
		Elementary	Intermediate	Higher	
	Elementary	23	0	0	23
Retransmission	Intermediate	1	0	0	1
	Higher	4	1	1	6
Total		28	1	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	8,571ª	4	0,073

	Valor	Gl	Sig. asintótica
Razón de verosimilitudes	7,058	4	0,133
Asociación lineal por lineal	7,038	1	0,008
N de casos válidos	30		

a. 7 casillas (77,8%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,03.

Interpretación: Las dimensiones Retransmission y Conative no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,073).

Emotional * Cognitive

Tabla de contingencia

		Cognitive		Total
		Intermediate	Higher	
	Intermediate	22	7	29
Emotional	Higher	0	1	1
Total		22	8	30

Pruebas de Chi-cuadrado

	Valor	Gl	Sig.asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	2,845ª	1	0,092		
Corrección por continuidadb	0,288	1	0,591		
Razón de verosimilitudes	2,740	1	0,098		
Estadístico exacto de Fisher				0,267	0,267
Asociación lineal por lineal	2,750	1	0,097		
N de casos válidos	30				

a. 2 casillas (50,0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,27.b. Calculado sólo para una tabla de 2x2.

Interpretación: Las dimensiones Emotional y Cognitive no están relacionadas debido a que sig asintótica es mayor que 0.05 (α < 0,092).

Emotional * Conative

Tabla de contingencia

		Conative			Total
		Elementary	Intermediate	Higher	
	Intermediate	28	1	0	29
Emotional	Higher	0	0	1	1
Total		28	1	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	30,000ª	2	0,000
Razón de verosimilitudes	8,769	2	0,012
Asociación lineal por lineal	23,043	1	0,000
N de casos válidos	30		

a. 5 casillas (83,3%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,03.

Interpretación: Las dimensiones Emotional y Conative si están relacionadas debido a que sig asintótica es menor que 0.05 (α > 0,000).

Cognitive * Conative

Tabla de contingencia

		Conative			Total
		Elementary	Intermediate	Higher	
	Intermediate	22	0	0	22
Cognitive	Higher	6	1	1	8
Total		28	1	1	30

Pruebas de Chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	5,893ª	2	0,053
Razón de verosimilitudes	5,698	2	0,058
Asociación lineal por lineal	5,090	1	0,024
N de casos válidos	30		

a. 4 casillas (66,7%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es ,27.

Interpretación: Las dimensiones Cognitive y Conative no están relacionadas debido a que sig asintótica es menor que 0.05 (α < 0,000).

5.1.4.2. Descriptive Results

Table 1 Transmission

Stage	Frequency	%
Elementary	17	57%
Intermediate	13	43%
Higher	0	0%
Total	30	100%
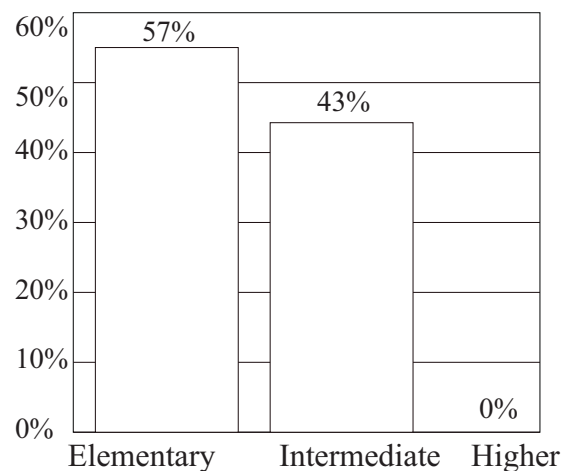
Figure 6

En la medición del componente Transmisión se usaron tres instrumentos con valores de 0 a 5 cada uno, lo cual en suma hacen un rango de 0 a 15. Dentro de ese parámetro baremizado se obtuvó: en fase elementary un 57%; en fase Intermediate 43% y en la fase Higher 0%.

Table 2 Interpretation

Stage	Frequency	%
Elementary	17	57%
Intermediate	13	43%
Higher	0	0%
Total	30	100%
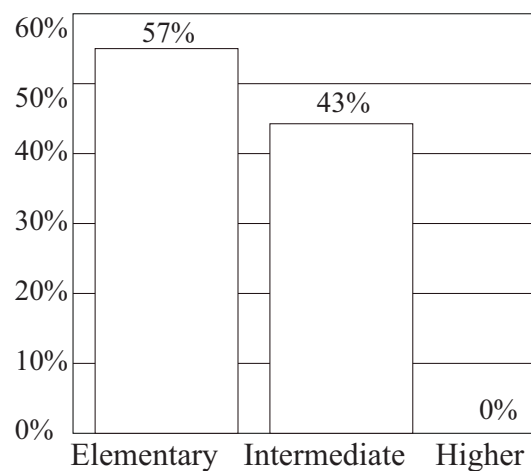
Figure 7

Para la medición de la dimensión Interpretación, se han utilizado tres instrumentos, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 15. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase elementary se encuentran el 57%, fase Intermediate 43%, no presentando ningún participante en la fase Higher.

Table 3 Retransmission

Stage	Frequency	%
Elementary	23	77%
Intermediate	1	3%
Higher	6	20%
Total	30	100%
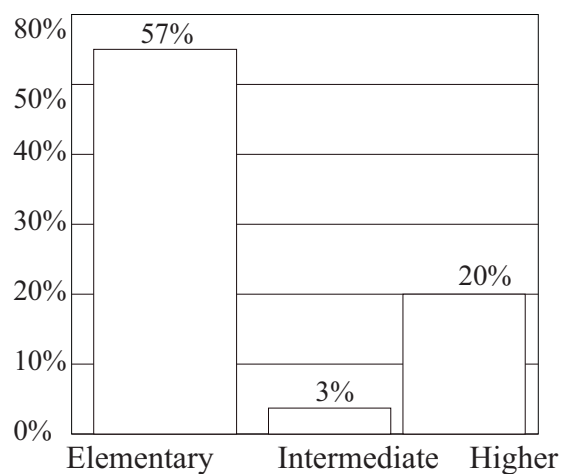
Figure 8

Para la medición de la dimensión Retransmisión, se ha utilizado solo un instrumento, siendo que el cual tiene valores de 0 a 5. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase elementary se encuentran el 77%, fase Intermediate 3% y la fase Higher con el 20%.

Table 4 Communication

Stage	Frequency	%
Elementary	20	67%
Intermediate	10	33%
Higher	0	0%
Total	30	100%
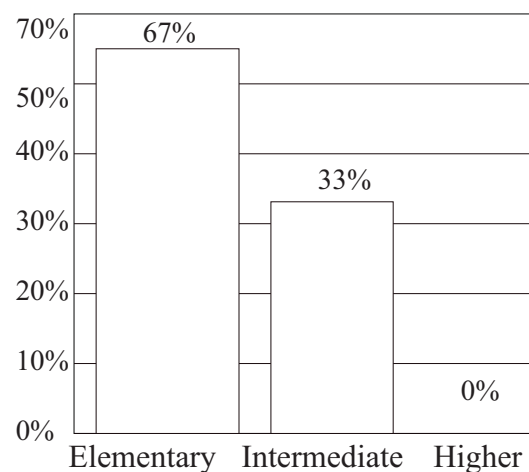
Figure 9

Para la medición de la Variable Communication, se han utilizado siete instrumentos, las que forman parte de las dimensiones transminsión, interpretación y retrasmisión, siendo que cada uno tiene valores de 0 a 5, que en suma hacen un rango de 0 a 35. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase elementary se encuentran el 67%, fase Intermediate 33%, no presentando ningún participante en la fase Higher.

Table 5 Social interaction

Stage	Frequency	%
Elementary	0	0%
Intermediate	30	100%
Higher	0	0%
Total	30	100%
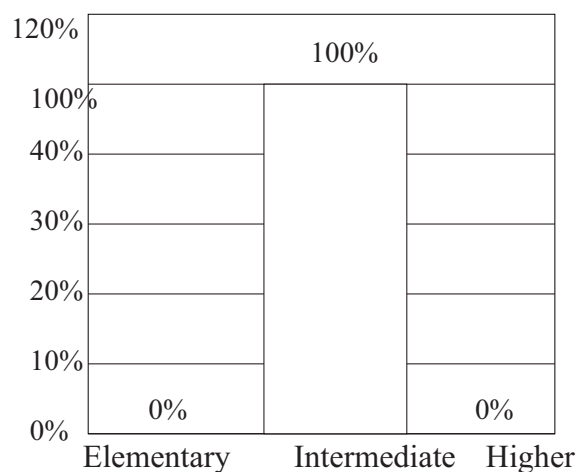
Figure 10

Para la medición de la dimensión Social se han utilizado tres instrumentos, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 15. Dentro del marco de ese parámetro baremizado en tres niveles se han detectado participantes unicamente en la fase Intermediate que viene a ser el 100%.

Table 6 Cultural interaction

Stage	Frequency	%
Elementary	0	0%
Intermediate	30	100%
Higher	0	0%
Total	30	100%
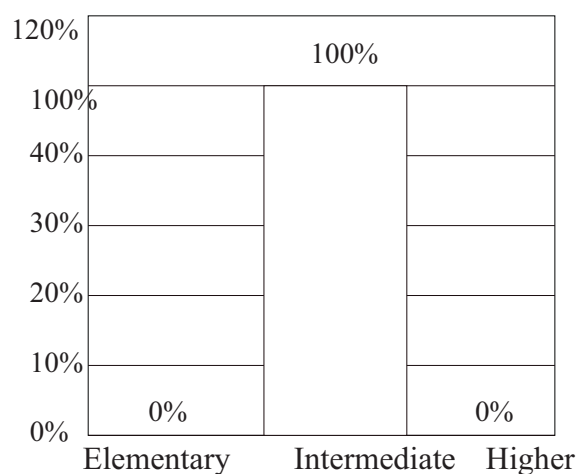
Figure 11

Para la medición de la dimensión Cultural, se ha utilizado solo un instrumento, que el cual tiene valores de 0 a 5. Dentro del marco de ese parámetro baremizado en tres niveles se han detectado participantes únicamente en la fase Intermediate que viene a ser el 100%.

Table 7 Interaction

Stage	Frequency	%
Elementary	0	0%
Intermediate	30	100%
Higher	0	0%
Total	30	100%
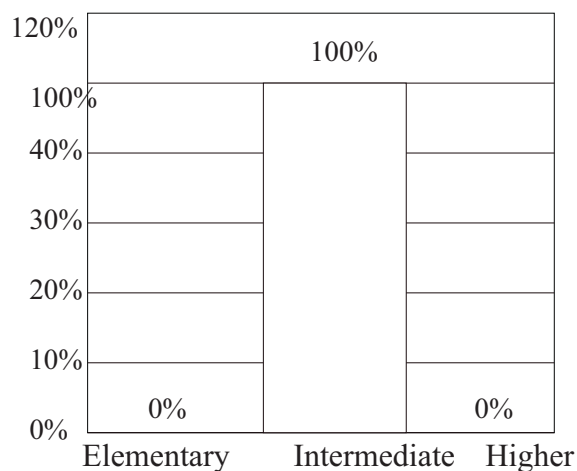
Figure 12

Para la medición de la variable interaction, se han utilizado cuatro instrumentos, las que forman parte de las dimensiones Social y Cultural, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 20. Dentro del marco de ese parámetro baremizado en tres niveles se han detectado participantes unicamente en la fase Intermediate que viene a ser el 100%.

Table 8 Emotional

Stage	Frequency	%
Elementary	0	0%
Intermediate	29	97%
Higher	1	3%
Total	30	100%
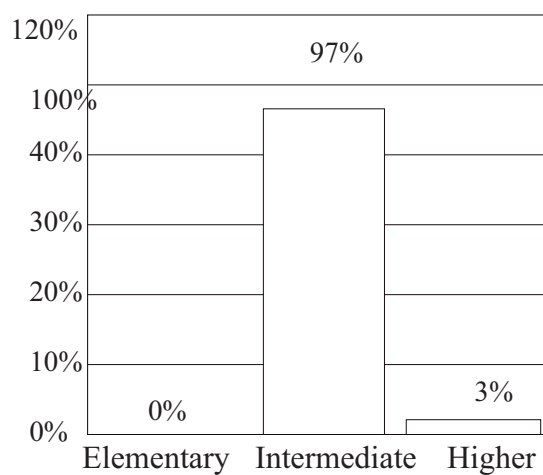
Figure 13

Para la medición de la dimensión Emocional se han utilizado cinco instrumentos, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 25. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase Intermediate se encuentran el 97%, fase Higher 3%, no presentando ningún participante en la fase Elementary.

Table 9 Cognitive

Stage	Frequency	%
Elementary	0	0%
Intermediate	22	73%
Higher	8	27%
Total	30	100%
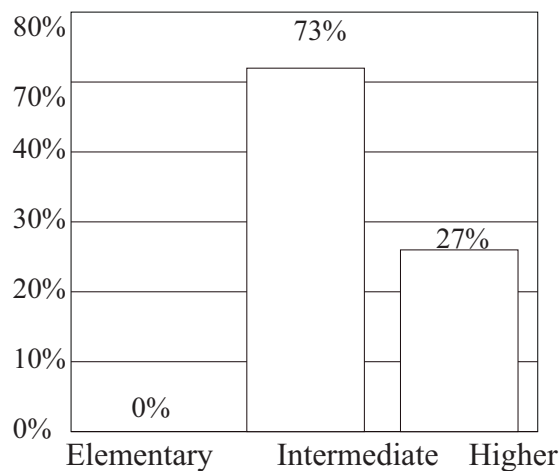
Figure 14

Para la medición de la dimensión Cognitive, se ha utilizado solo un instrumento, el cual tiene valores de 0 a 5. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en la fase Intermediate se encuentran el 73%, en fase Higher 27% no presentando ningún participante en la fase Elementary.

Table 10 Conative

Stage	Frequency	%
Elementary	28	94%
Intermediate	1	3%
Higher	1	3%
Total	30	100%
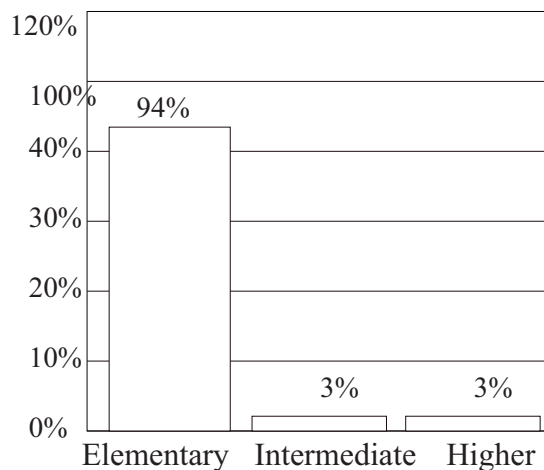
Figure 15

Para la medición de la dimensión Conative se han utilizado tres instrumentos, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 15. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase elementary se encuentran el 93%, en fase Intermediate 3% y en la fase Higher el 3%.

Table 11 Engaged-speaking intensity

Stage	Frequency	%
Elementary	7	23%
Intermediate	22	74%
Higher	1	3%
Total	30	100%
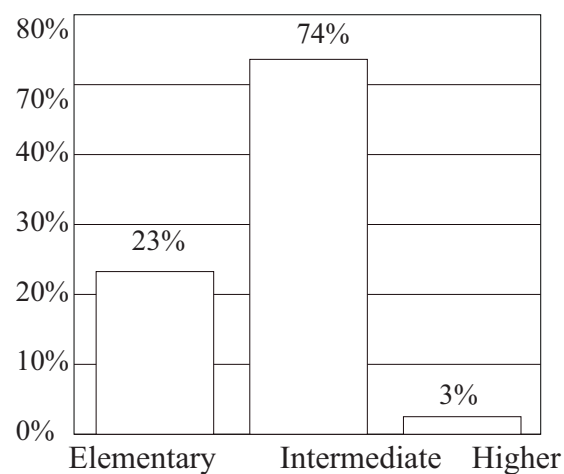
Figure 16

Para la medición de la Variable Engaged Speaking Intensity, se han utilizado nueve instrumentos, las que forman parte de las dimensiones Emocional, Cognitive y Conative, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 45. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase elementary se encuentran el 23%, en fase Intermediate 73% y en la fase Higher el 3%.

Table 12 Summary of the 20 intruments

Stage	Frequency	%
Elementary	17	57%
Intermediate	12	40%
Higher	1	3%
Total	30	100%
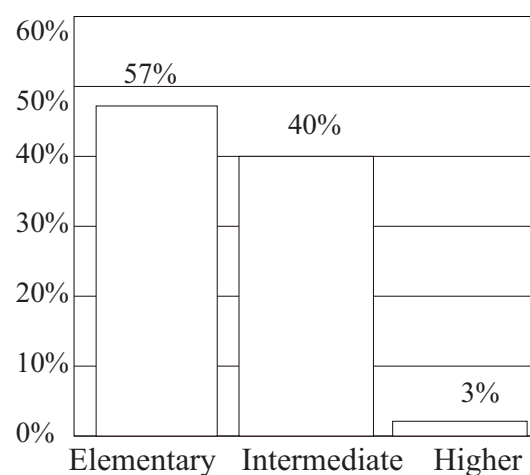
Figure 17

Resumidos los veinte instrumentos, las que forman parte de las variables Communication, Interactión y Engaged Speaking Intensity, siendo que cada uno tiene valores de 0 a 5, lo cual en suma hacen un rango de 0 a 100. Dentro del marco de ese parámetro baremizado en tres niveles se ha obtenido que en fase elementary se encuentran el 57%, fase Intermediate 40% y en la fase Higher el 3%.

5.1.5. Discussion on the Results

Introduction: During the whole observation and filming in general to the sample or subjects, there was a tendency on behavior communication; not to communicate orally at all. From the very first day. As a common example, when they were at the American embassy in Peru, most of them avoided talking with white Anglo-Americans; instead they looked for Americans with brown skin or Latino root.

Reasons for. It is true that Peruvian English teachers were very hard-working and friendly people too and after a couple of weeks in the United States, they started to gain confidence to work by groups and their written homework at class as a part of their academic duties. However, it is also true that the tendency for not talking orally at all with white Anglo-Americans did not change at all during the many interactions at diverse settings in the state of Arizona with some few exceptions.

Reasons against. It is true from the perception of our countrymen that many times American people can be hostile or use ethnic insults and so they normally kept silence and did not use their oral English to communicate with them and avoid these embarrassing situations. However, most of them did not feel engaged to speak or talk to improve their oral English in out of academic contexts.

Crunch: When a non native speaker of English is on the street, not in the classroom anymore, it is impossible to avoid or skip all the various social situations since language is a social means of communication. At that very moment the person who is alone has to use his or her English orally, in the first place, then gestures and some writing means if needed. At that moment it does not matter if his/her English is basic, intermediate or advanced.

American ways of living is normally fast paced and this is specially true when they speak English in real everyday social situations. To make their oral English superfast they use many mechanisms which are really complex for non native speakers of English like us and that´s the main reason why most people in our sample chose no to tackle with this main linguistic problem. Our brain mechanisms automatically avoids anything which is confusing or complex to understand. That´s our normal behavior as humans.

Conclusions

For the measurement of the variable Communication, seven instruments were applied to its components Transmission, Interpretation and Retransmission. Each of them show values from 0 to 5, which, at the same time, make a range from 0 to 35. Within this parameter arranged in three levels, the result is that 67% of the sample are in the elementary phase; 33% in the intermediate phase and 0% in the higher phase. For the measurement of the variable Interaction, four instruments were applied to its components Social and Cultural. Each of them show values from 0 to 5, which, at the same time, make a range from 0 to 20. Within this parameter arranged in three levels, the result is that 0% of the sample are in the elementary phase; 100% in the intermediate phase and 0% in the higher phase. For the measurement of the variable Engagement to Learn English, nine instruments were applied to its components Emotional, Cognitive and Conative. Each of them show values from 0 to 5, which, at the same time, make a range from 0 to 45. Within this parameter arranged in three levels, the result is that 23% of the sample are in the elementary phase; 73% in the intermediate phase and 3% in the higher phase.

This present work aims to contribute to sciences giving to it another way to see the social psychology potentialities and so as one of the best routes to learn to learn in natural and diverse settings through symmetric socio-cultural interaction with other people.

And as said before, on English teaching field, it will mark a new territory for the training of prospective or professional English teachers who need to become scholarship holders and who are required to take courses in English-speaking countries to achieve high oral English language skills and become a certificate coordinated English speaker with the C2 level of English proficiency according to the Common European Framework of Reference for Languages.

Recommendations

The present recommendations are intended to be considered by the Peruvian Ministry of Education and any other institution dealing with English teaching administration. These recommendations are already been applied in Argentina high school which is in Cercado de Lima where students are expected to become school socio-cultural reporters after finishing high school.

1. Repeat the same research study of experimental intervention since we need to make some predictions about English learning through socio-cultural interaction.

2. The interaction should focusing on oral English skills development. That means that the sample or interactors should talk more and more and the trainers less.

3. Develop a course for the Peruvian teachers in social communication, symmetric socio-cultural interaction skills and phonetics of American English before visiting any American university.

4. Establish agreement with Minedu and Arizona University State West to carry out an experimental research for second time by doing interdisciplinary research with other experts. The experience for Peruvian teachers of English in an American University showed statistically that they were adapting to oral English with great difficulty at the beginning. The main of the course should be make our teachers speak with American people as much as possible and avoid staying at class the whole day talking with the American professor or with their peers. With the help of the group and some leaders through interaction with native speakers in different settings we might get better results. So it is important to improve the model or program of the courses offered by any American university to our Peruvian teachers.

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Appendixes

	Operationalization of variable 1: communication			
Subdomains	**Domain 1: social communication**			**Items**
	Components	Sub components	**Indicator** **Indicator of evaluation** Action Content Condition Purpose	
III. Retransmission	1 Sender´s verbal communication	1 Sender´s codification skills in verbal communication	1 Measure the sender´s degree of codification skills in verbal communication through social communication behavour to get the G.L. trainer´s attention and transmit need for speaking during classes.	20
	2 Sender´s written communication	2 Sender´s codification skills in written communication	2 Measure the sender´s degree of codification skills in written communication through social communication behavour to get the G.L. trainer´s attention and transmit need for speaking during classes.	5
	3 Sender´s Nnn verbal communication	3 Sender´s codification skills in non verbal communication	3 Measure the sender´s degree of codification skills through in non verbal communication social communication behavour to get the G.L. trainer´s attention and transmit need for speaking during classes.	10
II. Interpretation	4 Recipient´s verbal communication	4 Recipient´s decodification skills in verbal communication	4 Measure the G.L. trainer´s degree of decodification skills in verbal communication through social communication behavour to get the G.L. trainer´s attention and transmit need for speaking during classes.	20
	5 Recipient´s written communication	5 Recipient´s decodification skills in written communication	5 Measure the G.L. trainer´s degree decodification skills in written communication through social communication behavour to get the G.L. trainer´s attention and transmit need for speaking during classes.	5
	6 Recipient´s non verbal communication	6 Recipient´s decodification skills in non verbal communication	6 Measure the G.L. trainer´s degree decodification skills in non verbal communication through social communication behavour to get the G.L. trainer´s attention and transmit need for speaking during classes.	10
I. Transmision	7 Mediated response	7 Positive response for communication	7 Measure the G.L. trainer´s degree of response through positive response for communication in order to speak with the sender during classes.	5

Operationalization of variable 2: Interaction				
Subdomains	Domain 2: Symmetric socio-cultural interaction			**Items**
	Components	Sub components	Indicator — Indicator of evaluation Action Content Condition Purpose	
V. Cultural	8 Interchange (people)	8 Interchange for oral interaction skills development.	8 Measure the sender´s degree of essential oral interaction skills achieved through an ASU West induction workshop designed in a syllabus to tackle the usual osbtacles when interacting with English-speaking people in ASU West community, in Arizona State and the United States.	5
	9 Exploration (places)	9 Exploration to main sites in ASU West & Arizona State.	9 Measure the sender´s degree of exploration activity to the main sites in ASU West & Arizona State through a guided tour to meet more English-speaking people and develop more English skills by experiential learning.	10
		10 Exploration of visual displays in ASU West and Arizona State.	10 Measure the sender´s degree of visual displays exploration activity in ASU West thru a guided tour to decodify messages, ads, announcements whether electronic or not, etc. to be presented and discussed at class.	10
IV. Social	10 Exchange (activity)	11 Symmetric socio-cultural events.	11 Measure the sender´s degree of symmetric socio-cultural interaction exchange through events which lead to value and appreciate both cultures in a symmetric way.	5

Operationalization of variable 3: Engagement			
	Domain 2: Engaged speaking			Items

Subdomains	Components	Sub components	Indicator	
			Indicator of evaluation	
			Action Content Condition Purpose	
VI. Emotional	11 Extrinsic Motivation 12 Intrinsic Motivation	12 Desire to pass the all courses.	12 Measure the degree of desire to pass the courses through collaborative effortful bevaour to experience a sense of achievement. during the 2016 specialization courses designed by ASU West.	20
		13 Desire for continous speaking time in group discussions.	13 Measure the degree of desire for continous speaking time thru group discussions to experience an English skills growth during the 2016 specialization courses designed by ASU West.	4
		14 Desire for continous speaking time in group presentations.	14 Measure the degree of desire for continous speaking time through group presentations to experience an English skills growth during the 2016 specialization courses designed by ASU West.	10
		15 Desire for repetitive speaking frequency in group discussions.	15 Measure the degree of desire for repetitive speaking frequency thru group discussions to experience an English skills growth during the 2016 specialization courses designed by ASU West.	8
		16 Desire for repetitive speaking frequency in group presenta-tions.	16 Measure the degree of desire for repetitive speaking frequency through group presentations to experience an English skills growth during the 2016 specialization courses designed by ASU West.	4

Operationalization of variable 3: Engagement			
Subdomains	Domain 2: Engaged speaking		Items
	Components	Sub components	Indicator Indicator of evaluation Action Content Condition Purpose	
VIII. Conative	13 Conversational abilities	17 Presence of conversational abilities	17 Measure the degree of conversational abilities through oral participation to experience an English language growth during the 2016 specialization courses designed by ASU West.	5
VI. Cognitive	14 Engaged speaking intensity	18 Perseverance for continous speaking time with personal questions or personal comments	18 Measure the degree of perseverance for continous speaking time through personal questions or comments to improve oral English skills during the 2016 specialization courses designed by ASU West.	3
		19 Perseverance for repetitive speaking frequency with personal questions or personal comments	19 Measure the degree of perseverance for repetitive speaking frequency through personal questions or comments to improve oral English skills during the 2016 specialization courses designed by ASU West.	13
		20 Perseverance for continous speaking time with experiential learning.	20 Measure the degree of perseverance for continous speaking time through experiential learning on the Arizona streets to improve oral English skills during the 2016 specialization courses designed by Arizona State University.	9

Consistency matrix

General problem	General objective	General premise	Variable 1	Design	Sample
Determine what is the degree of presence of communication skills showed by the scholarship holder and the global launch trainer during the ASU West specialization?	Determine the degree of presence of communication skills showed by the scholarship holder and the global launch trainer during the ASU West specialization.	The presence of social communication skills influence the receiver to accept talking.	Social Communication with English-Speaking People at Arizona State University West	Method: Mixed Method Approach Study: Interpretative-Descriptive.	Population: 170 professional students. Scholarship holders for the Specialization Courses at Arizona State University West.
Determine what is the degree of presence of symmetric socio-cultural skills showed by the scholarship holder during the ASU West specialization?	Determine the degree of presence of symmetric socio-cultural skills showed by the scholarship holder during the ASU West specialization.	The presence of symmetric socio-cultural interaction skills develop more oral English skills. .		Design : Ethnographic.	
Determine what is the degree of engagement to learn English skills showed by the scholarship holder during the ASU West specialization?	Determine the degree of engagement to learn English skills showed by the scholarship holder during the ASU West specialization.	The presence of engagement components develop desire to improve oral English skills.	Variable 2	Perspective: Positivism	

Specific problem	Specific objectives	Specific premises		Paradigm: Socio-critic	
Stablish what is the degree of presence of communication components: transmission, interpretation and retransmission through codification, decodification and mediated response skills showed by the scholarship holder ?	Stablish the degree of presence of communication components: transmission, interpretation and retransmission through codification, decodification and mediated response skills showed by the scholarship holder.	The presence of social communication components: transmission, interpretation and retransmission through codification, decodification and mediated response skills influence the receiver to accept talking.	Symmetric Socio- Cultural Interaction with English-Speaking People at Arizona State University West	Interpretative Framework : Interactionism. Inquiry Process: Holistic.	Sample: 30
Stablish what is the degree of presence of symmetric socio-cultural components: interchange, exploration and exchange through oral interchange skills; exploration to main sites, visual displays, and cultural exchange skills showed by the scholarship holder?	Stablish the degree of presence of symmetric socio-cultural components: interchange, exploration and exchange through oral interchange skills; exploration to main sites, visual displays, and cultural exchange skills showed by the scholarship holder.	The presence of symmetric socio-cultural components: interchange, exploration and exchange through oral interchange skills; exploration to main sites, visual displays, and cultural exchange develop more oral English skills.	Variable 3 Engagement as a factor to improve oral English skills with English-Speaking People at Arizona State University West	Process: No parametric. Logics : Inductive Reasoning (qualitative) deductive-hyphotetical (quantitative)	
Stablish what is the degree of presence of engagement components to learn English: emotional, cognitive and conative through extrinsic and intrinsic motivation skills + showed by the scholarship holder?	Stablish the degree of presence of engagement components to learn English: emotional, cognitive and conative through extrinsic and intrinsic motivation skills showed by the scholarship holder.	The presence of engagement emotional, cognitive and conative components through extrinsic and intrinsic motivation develop desire to improve oral English skills.		Data Collection Techniques Focus groups & Observation	

Observation form instrument 1

Indicator of evaluation 1: Measure the degree of codification skills in verbal communication through social behavour to get the G.L. trainer´s attention to transmit need for interaction during classes.

Code	Stage Elementary Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1	Formal introduction	Social situation 1 Make formal introduction through an individual greeting and then as a group with a lively smile to open the act of communication.				
2	Tolerant Communi-cation	Social situation 2 Accept with tolerant communication what the recipient thinks or feels without judging his/her action during the conversation through a behavior based on patience to create confidence.				
3	Enthusiastic conversation	Social situation 3 Express enthusiastic conversation through an intense and eager enjoyment to show that they are willing to improve oral English skills.				
4	Courteous Expressions	Social situation 4 Use courteous expressions through the use of a few polite and courtesy expressions that are frequently used such as: "Excuse me", "Sorry", "I´m afraid", "Please" and "thank you" to maintain the conversation with the receiver				
5	Calm Speech	Social situation 5 Transmit a calm speech through a well-controlled emotional speech with no hesitation to transmit a clear communication with English-speaking people.				
6	Slow Speech	Social situation 6 Transmit a slow speech through a slow down speech as a common strategy to avoid stumbling over the words when talking to English-speaking people.				

Values: 1 to 4 times = (1 point)   5 to 8 times = (2 points)   9 to 12 times = (3 points)

13 to 16 times = (4 points)   17 to 20 times = (5 points)

7	Communica-tion need	Social situation 7 Express communication need through a friendly regard to the recipient since their goal is to improve oral English skills.	
8	Praising skills	Social situation 8 Use praising skills with the recipient from time to time through sincere words of compliments and appreciation such as: "you are fantastic", "you are very nice", "awesome", etc. to make him/her feel good.	
9	Pitch of Voice	Social situation 9 Transmit a proper pitch of voice through a moderated voice and clear message when talking to English-speaking people to send a clear communication.	
10	Standard speech	Social situation 10 Transmit a standard speech through a tailored vocabulary when talking to English-speaking people to send a clear communication.	
11	Shared Experiences Talk	Social Situation 11 Promote shared experiences talk through short interesting events happened on the last days at ASU West to create te curiosity during the communication with English-speaking people.	
12	Turn-Talking	Social Situation 12 Make turn talking through a role for establishing who talks and then who talks next with the direction of the leader to show group organization all the time.	
13	Neutral Talk	Social Situation 13 Start out a neutral talk through a short conversation conducted by leader peers about the latest or breaking news in U.S.A. and Peru or any part of the world such as: health, weather, entertainment, sports, etc. to create interest during the communication with English-speaking people.	
14	Sense of Playing	Social Situation 14 Foster a sense of playing environment through moderated jokes as common interaction features to create a sort of connection during the communication with English-speaking people.	
15	Common Ground	Social Situation 15 Establish a common ground environment through agreement about any aspect when talking with the recipient to facilitate interpersonal relationships during the communication with English-speaking people.	

Code	Stage Higher Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
16	Switching between languages	**Social situation 16** Perform switching skills between languages through a change from English into Spanish language whenever needed to develop a sense of bilingual speaking during the communication with English-speaking people.				
17	Social communi-cation	**Social situation 17** Show social communication through a group behaviour to solve problems of mispronunciation or any other situation that might happen to any of them during the communication with English-speaking people.				
18	Zone of proximal develop-ment (ZPD)	**Social situation 18** Promote zone of proximal development for less fluent peers through a continous support to solve problems of mispronunciation or any other situation that might happen to any of them during the communication with English-speaking people.				
19	Parent Language	**Social situation 19** Promote parent language approach through a skilled peers, co-teachers, or tutor seen as parents language to improve their oral skills.				
20	Occasional pause	**Social situation 20** Make occasional pauses through a moment of small rest to put emphasis on some words during the communication with English-speaking people.				

Observation form instrument 2

Indicator of evaluation 1: Measure the degree level of codification skills in written communication through social behavour to get the G.L. trainer´s attention to transmit need for interaction in classes.

Code	Stage	Indicator of evaluation				Value
	Elementary	Action	Content	Condition	Purpose	
	Mechanisms	Processes				
01	Ability to identify oneself	Social situation 1 Show ability to identify oneself thru the use of a name tag with his/her name properly written on it and a business card to create a sense of personal style with the G.L. trainer during the first classes.				
02	Intermediate Sentiments to English	Social situation 2 Show his/her sentiments of English thru the use of flash cards to transmit culture admiration, attitudes of respect, thankfulness and need to learn English.				
03	Written jokes atmosphere	Social Situation 3 Create a funny atmosphere thru the use of written short jokes on their T-shirts as a stimulus to get the recipient´s attention.				
04	Higher Creative ways	Social Situation 4 Use creative ways such as intercultural pictures, messages about the United States of America and Peru thru the use of T-shirts or any other ways to emphasize their need for learning to speak with the recipient´s help.				
05	New words registration	Social Situation 5 Make new words registration through the use of a field note to show it to the recipient whenever he/she can not pronounce it well during the act of communication.				

Values: 1 time = (1 point)   2 times = (2 points)   3 times = (3 points)

4 times = (4 points)   5 times = (5 points)

Observation form instrument 3

Indicator of evaluation 3: Measure the degree level of codification skills in non verbal communication through social behavour to get the G.L. trainer´s attention to transmit need for interaction during classes.

Code	Stage Elementary	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
	Mechanisms	Processes				
01	Acts of welcoming	Social Situation 1 Express acts of welcoming through wave hand greeting to express welcoming.				
02	Encoura-gement Acts	Social Situation 2 Express encouragement acts through clap hands all together as a way to make the recipient more determined, hopeful, or confident during the act of communication.				
03	Proxemics	Social Situation 3 Show proxemic skills through proper use of space to make the recipient more comfortable during the act of communication.				
04	Natural Movement	Social Situation 4 Show natural movement through a walk around when he/ she is speaking to add natural movement to the speech.				
05	Intermediate Haptics	Social Situation 5 Show haptic skills through a touch on the recipient´s shoulders to make him feel closer and so more connected and create a kinder and warmer emotional human bond.				

Values: 1 to 2 times = (1 point)   3 to 4 times = (2 points) 5 to 6 times = (3 points)

7 to 8 times = (4 points)   9 to 10 times = (5 points)

Code	Stage Intermediate Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
06	Oculesics (direct eye contact)	Social Situation 6 Show oculesic skills through a soft and inviting eye contact as a way to show interest on what the recipient say so he/she may develop an effective communication.				
07	Facial gestures	Social Situation 7 Show facial gestures skills through expressions of agreetment or disagreetment to develop an effective communication.				
08	Higher Physical appearance	Social situation 8 Show proper physical appearance through a neatly combed hair and ironed clothes to make a good visual impact on the recipient.				
09	Leaders presence	Social situation 9 Show the leaders presence thru support and careful attention to what they express either orally, written or non verbal ways to express a sense of group organization during the act of communication.				
10	Olfatics	Social situation 10 Show olfatic skills through a pleasant and fresh smell that is produced around to develop an effective communication.				

Observation form instrument 4

Indicator of evaluation 4: Measure the degree level of decodification skills in verbal communication through social behavour to make the G.L. trainer´s interprete the message to transmit need for interaction during classes.

Code	Stage Elementary	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
	Mechanisms	Processes				
1	Formal introduction	Social situation 1 Make formal introduction through an individual greeting and then as a group with a lively smile to open the act of communication.				
2	Tolerant Communi-cation	Social situation 2 Accept with tolerant communication what the recipient thinks or feels without judging his/her action during the conversation through a behavior based on patience to create confidence.				
3	Enthusiastic conversation	Social situation 3 Express enthusiastic conversation through an intense and eager enjoyment to show that they are willing to improve oral English skills.				
4	Courteous Expressions	Social situation 4 Use courteous expressions through the use of a few polite and courtesy expressions that are frequently used such as: "Excuse me", "Sorry", "I´m afraid", "Please" and "thank you" to maintain the conversation with the receiver				
5	Calm Speech	Social situation 5 Transmit a calm speech through a well-controlled emotional speech with no hesitation to transmit a clear communication with English-speaking people.				
6	Slow Speech	Social situation 6 Transmit a slow speech through a slow down speech as a common strategy to avoid stumbling over the words when talking to English-speaking people.				

Values: 1 to 4 times = (1 point)   5 to 8 times = (2 points)   9 to 12 times = (3 points)

13 to 16 times = (4 points)   17 to 20 times = (5 points)

Code	Stage Intermediate Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
7	Communica-tion need	**Social situation 7** Express communication need through a friendly regard to the recipient since their goal is to improve oral English skills.				
8	Praising skills	**Social situation 8** Use praising skills with the recipient from time to time through sincere words of compliments and appreciation such as: "you are fantastic", "you are very nice", "awesome", etc. to make him/her feel good.				
9	Pitch of Voice	**Social situation 9** Transmit a proper pitch of voice through a moderated voice and clear message when talking to English-speaking people to send a clear communication.				
10	Standard speech	**Social situation 10** Transmit a standard speech through a tailored vocabulary when talking to English-speaking people to send a clear communication.				

C o d e	Stage Higher Mechanisms	Indicator of evaluation				V a l u e
		Action	Content	Condition	Purpose	
		Processes				
11	Shared Experiences Talk	Social Situation 11 Promote shared experiences talk through short interesting events happened on the last days at ASU West to create te curiosity during the communication with English-speaking people.				
12	Turn-Talking	Social Situation 12 Make turn talking through a role for establishing who talks and then who talks next with the direction of the leader to show group organization all the time.				
13	Neutral Talk	Social Situation 13 Start out a neutral talk through a short conversation conducted by leader peers about the latest or breaking news in U.S.A. and Peru or any part of the world such as: health, weather, entertainment, sports, etc. to create interest during the communication with English-speaking people.				
14	Sense of Playing	Social Situation 14 Foster a sense of playing environment through moderated jokes as common interaction features to create a sort of connection during the communication with English-speaking people.				
15	Common Ground	Social Situation 15 Establish a common ground environment through agreetment about any aspect when talking with the recipient to facilitate interpersonal relationships during the communication with English-speaking people.				

Code	Stage Higher Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
16	Switching between languages	**Social situation 16** Perform switching skills between languages through a change from English into Spanish language whenever needed to develop a sense of bilingual speaking during the communication with English-speaking people.				
17	Social communi-cation	**Social situation 17** Show social communication through a group behaviour to solve problems of mispronunciation or any other situation that might happen to any of them during the communication with English-speaking people.				
18	Zone of proximal develop-ment (ZPD)	**Social situation 18** Promote zone of proximal development for less fluent peers through a continous support to solve problems of mispronunciation or any other situation that might happen to any of them during the communication with English-speaking people.				
19	Parent Language	**Social situation 19** Promote parent language approach through a skilled peers, co-teachers, or tutor seen as parents language to improve their oral skills.				
20	Occasional pause	**Social situation 20** Make occasional pauses through a moment of small rest to put emphasis on some words during the communication with English-speaking people.				

Observation form instrument 5

Indicator of evaluation 5: Measure the degree level of decodification skills in written communication through social behavour to make the G.L. trainer´s interprete the message of interaction desire during classes.

Code	Stage	Indicator of evaluation				Value
	Elementary	Action	Content	Condition	Purpose	
	Mechanisms	Processes				
01	Ability to identify oneself	Social situation 1 Show ability to identify oneself thru the use of a name tag with his/her name properly written on it and a business card to create a sense of personal style with the G.L. trainer during the first classes.				
02	Intermediate Sentiments to English	Social situation 2 Show his/her sentiments of English thru the use of flash cards to transmit culture admiration, attitudes of respect, thankfulness and need to learn English.				
03	Written jokes atmosphere	Social Situation 3 Create a funny atmosphere thru the use of written short jokes on their T-shirts as a stimulus to get the recipient´s attention.				
04	Higher Creative ways	Social Situation 4 Use creative ways such as intercultural pictures, messages about the United States of America and Peru thru the use of T-shirts or any other ways to emphasize their need for learning to speak with the recipient´s help.				
05	New words registration	Social Situation 5 Make new words registration through the use of a field note to show it to the recipient whenever he/she can not pronounce it well during the act of communication.				

Values: 1 time = (1 point)   2 times = (2 points)   3 times = (3 points)

4 times = (4 points)   5 times = (5 points)

Observation form instrument 6

Indicator of evaluation 6: Measure the degree level of decodification skills in non verbal communication through social behavour to make the G.L. trainer´s interprete the message of interaction desire during classes.

Code	Stage Elementary	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
	Mechanisms	Processes				
01	Acts of welcoming	Social Situation 1 Express acts of welcoming through wave hand greeting to express welcoming.				
02	Encoura-gement Acts	Social Situation 2 Express encouragement acts through clap hands all together as a way to make the recipient more determined, hopeful, or confident during the act of communication.				
03	Proxemics	Social Situation 3 Show proxemic skills through proper use of space to make the recipient more comfortable during the act of communication.				
04	Natural Movement	Social Situation 4 Show natural movement through a walk around when he/she is speaking to add natural movement to the speech.				
05	Intermediate Haptics	Social Situation 5 Show haptic skills through a touch on the recipient´s shoulders to make him feel closer and so more connected and create a kinder and warmer emotional human bond.				

Values: 1 to 2 times = (1 point)   3 to 4 times = (2 points) 5 to 6 times = (3 points)

7 to 8 times = (4 points)   9 to 10 times = (5 points)

C o d e	Stage Intermediate Mechanisms	Indicator of evaluation				V a l u e
		Action	Content	Condition	Purpose	
		Processes				
06	Oculesics (direct eye contact)	Social Situation 6 Show oculesic skills through a soft and inviting eye contact as a way to show interest on what the recipient say so he/she may develop an effective communication.				
07	Facial gestures	Social Situation 7 Show facial gestures skills through expressions of agreetment or disagreetment to develop an effective communication.				
08	Higher Physical appearance	Social situation 8 Show proper physical appearance through a neatly combed hair and ironed clothes to make a good visual impact on the recipient.				
09	Leaders presence	Social situation 9 Show the leaders presence thru support and careful attention to what they express either orally, written or non verbal ways to express a sense of group organization during the act of communication.				
10	Olfatics	Social situation 10 Show olfatic skills through a pleasant and fresh smell that is produced around to develop an effective communication.				

Observation form instrument 7

Indicator of evaluation 7: Measure the degree level of G.L. trainer´s of mediated response to accept the act of communication.

Code	Stage	Indicator of evaluation				Value
	Elementary	Action	Content	Condition	Purpose	
	Mechanisms	Processes				
1	Reflecting	Social situation 1 Show reflecting mechanisms through a patient and pleasant attention offered to the sender to keep focused on the message.				
2	Clarification test	Social situation 2 Make clarification questions regularly to be sure that the verbal, written or non verbal communication made by the sender is understood through phrases: Could you repeat ....? to transmit a clear message.				
3	Higher Feedback	Social situation 3 Gives feedback to the sender idea through the acceptance of the message which is clearly heard and understood to develop an effective communication.				
4	Summarising	Social situation 4 Decode the sender´s summarised idea through the comprehension of the essential part of the mesage to develop an effective communication.				
5	Acceptance for communication	Social Situation 5 Show acceptance for communication with the sender through a new cycle of transmitting information and so to start the act of interaction.				

Values: 1 time = (1 point)   2 times = (2 points)   3 times = (3 points)

4 times = (4 points)   5 times = (5 points)

Observation form instrument 8

Indicator of evaluation 8: Measure the sender´s degree of essential oral interaction skills achieved through an ASU West induction workshop designed in a syllabus to tackle the usual osbtacles when interacting with English-speaking people in ASU West, in Arizona State and USA.

Code	Stage	Indicator of evaluation				Value
	Elementary	Action	Content	Condition	Purpose	
	Mechanisms	Processes				
1	Oral interaction skills development	Social situation 1 Receive induction on essential oral interaction skills through a workshop designed in a syllabus to get previous training to understand very simple expressions at a slow speed when interacting with English-speaking people in Arizona West Community and the United States.				
2	Intermediate Oral interaction skills development	Social situation 2 Receive induction on essential oral interaction skills through a workshop designed in a syllabus to get previous training to understand very simple things at a slow speed when interacting with English-speaking people in Arizona West Community and the United States.				
3	Higher	Social situation 3 Receive induction on essential oral interaction skills through a workshop designed in a syllabus to get previous training to understand most situations when interacting with English-speaking people in Arizona West Community, Arizona state and the United States of America.				
4	Oral interaction skills development	Social situation 4 Receive induction on essential oral interaction skills through a workshop designed in a syllabus to get previous training to understand most situations with a certain level of expertise when interacting with English-speaking people in Arizona West Community, Arizona state and USA.				
5		Social situation 5 Receive induction on essential oral interaction skills through a workshop designed in a syllabus to get previous training to understand English in a flexible way in many situations when interacting with English-speaking people in Arizona West Community, Arizona state and USA.				

Values: 1 time = (1 point)   2 times = (2 points)   3 times = (3 points)

4 times = (4 points)   5 times = (5 points)

Observation form instrument 9

Indicator of evaluation 9: Measure the sender´s degree level of exploration activity to the main sites in ASU West & Arizona State through a guided tour to meet more English-speaking people and develop more English skills by experiential learning.

Code	Stage no stages Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1	Experiental learning to meet friends in ASU West community	Social situation 1 Develop experiental learning to meet American friends in ASU West community through a guided tour and improve his/her oral English skills.				
2	Experiental learning in ASU West bookstore	Social situation 2 Develop experiental learning in ASU West bookstore through a guided tour to meet American friends and improve his /her oral English skills.				
3	Experiental learning in ASU West library	Social situation 3 Develop experiental learning in The Fletcher´s Library (Big Fletch) through a guided tour to meet American friends and improve his/her oral English skills.				
4	Experiental learning in ASU West The Pavilion Dining	Social situation 4 Develop experiental learning in The Pavilion Dining Room (Big Pavie) through a guided tour to meet American friends and improve his/her oral English skills.				
5	Experiental learning in the ASU West housing	Social situation 5 Develop experiental learning in the ASU West housings seen as a Learning Community (Big L.C.) through a guided tour to meet American friends and improve his/her oral English skills.				

Values: 1 to 2 times = (1 point)   3 to 4 times = (2 points)   5 to 6 times = (3 points)

7 to 8 times = (4 points)   9 to 10 times = (5 points)

Code	Stage no stages	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
	Mechanisms	Processes				
6	Experiental learning to meet friends in Arizona State	**Social situation 6** Develop experiental learning to meet American friends in Arizona State through a guided tour and improve his/her oral English skills.				
7	Experiental learning in Phoenix Downtown malls	**Social situation 7** Develop experiental learning in Phoenix Downtown malls through a guided tour to meet American friends and improve his /her oral English skills.				
08	Experiental learning in Phoenix museums	**Social situation 8** Develop experiental learning in Phoenix museums through a guided tour to expand his/her view of American society and foster a peaceful connection with it.				
09	Experiental learning in Renaissance Festival 2016	**Social situation 9** Develop experiental learning in Renaissance Festival 2016 through a guided tour to expand his/her view of American society and foster a peaceful connection with it.				
10	Experiental learning in Arizona schools	**Social situation 10** Develop experiental learning in Arizona schools through a guided tour to expand his/her view of American educational system on teaching languages and foster a sense of community with other teachers.				

Observation form instrument 10

Indicator of evaluation 10: Measure the sender´s degree of exploration of visual & electronic displays through a guided tour in ASU West Community & Arizona State to decodify messages, ads, announcements to be presented and discussed at class.

Code	Stage no stages Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1	ASU´s book-store visual displays analysis	**Social situation 1** Register ASU´s bookstore visual displays analysis thru a guided tour to decodify messages, ads, announcements, etc. to be presented and discussed at class.				
2	ASU Sun Devil´s store visual displays analysis	**Social situation 2** Register ASU Sun Devil´s store visual displays analysis through a guided tour to decodify messages, ads, announcements, etc. to be presented and discussed at class.				
3	ASU library visual displays analysis	**Social situation 3** Register the Fletcher´s Library visual displays analysis through a guided tour to decodify messages, ads, announcements, etc. to be presented and discussed at class.				
4	The Pavilion Dining visual displays analysis	**Social situation 4** Register the Pavilion Dining visual displays analysis through a guided tour to decodify messages, ads, announcements, etc. to be presented and discussed at class.				
5	ASU clinic visual displays analysis	**Social situation 5** Register the ASU clinic visual displays analysis through a guided tour to decodify messages, ads, announcements, etc. to be presented and discussed at class.				

Values: 1 to 2 times = (1 point)   3 to 4 times = (2 points) 5 to 6 times = (3 points)

7 to 8 times = (4 points)   9 to 10 times = (5 points)

Code	Stage	Indicator of evaluation				Value
	no stages	Action	Content	Condition	Purpose	
	Mechanisms	Processes				
06	Arizona´s downtown visual displays analysis	Social Situation 6 Register Arizona´s downtown visual displays analysis through a guided tour to decodify electronic symbols, signs, ads, announcements, etc. to be presented and discussed at class.				
07	Phoenix Sky Harbor International Airport visual displays analysis	Social Situation 7 Register Phoenix Sky Harbor International Airport visual displays analysis through a virtual guided tour to decodify electronic symbols, signs, ads, announcements, etc. to be presented and discussed at class.				
08	Phoenix museums visual displays analysis	Social situation 8 Register Phoenix museums visual displays analysis through a virtual guided tour to decodify electronic symbols, signs, ads, announcements, etc. to be presented and discussed at class.				
09	The 2016 Renaissance Festival visual displays analysis	Social situation 9 Register 2016 The Renaissance Festival 2016 visual displays analysis thru a guided tour to decodify electronic symbols, signs, ads, announcements, etc. to be presented and discussed at class.				
10	Arizona schools visual displays analysis	Social situation 10 Register Arizona schools visual displays analysis through a virtual guided tour to decodify electronic symbols, signs, ads, announcements, etc. to be presented and discussed at class..				

Observation form instrument 11

Indicator of evaluation 11: Measure the sender´s degree of symmetric cultural interaction exchange in Arizona State thru events which lead to value and appreciate both cultures in a symmetric way.

Code	Stage no stages Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1	Food Exchange	Social Situation 1 Exchange emblematic American and Peruvian food through a Food Fair or any other formal ethnic events such as the "American Southwest Culture" and the "Celebration of Peru Day" to value, appreciate and share our cultural heritage.				
2	Dance Exchange	Social Situation 2 Exchange emblematic American and Peruvian dances through a Dance Fair or any other formal ethnic events such as the "American Southwest Culture" and the "Celebration of Peru Day" to value, appreciate and share our cultural heritage.				
3	Music exchange	Social situation 3 Exchange emblematic American and Peruvian music through a Music Fair or any other formal ethnic events such as the "American Southwest Culture" and the "Celebration of Peru Day" to value, appreciate and share our cultural heritage.				
4	Sport and games exchange	Social situation 4 Exchange emblematic American and Peruvian Sport and games through a fair of traditional sports and games to appreciate and share our cultural heritage.				
5	Teaching experiences exchange	Social situation 5 Develop teaching experiences Exchange through the presentations of teaching proposals to know new ways of English learning in The United States with a massive public and the support of a native English-speaking student of Arizona State University.				

Values: 1 time = (1 point)   2 times = (2 points)   3 times = (3 points)
4 times = (4 points)   5 times = (5 points)

Observation form instrument 12

Measure the degree of desire to pass the course thru collaborative behavour to experience a sense of achievement during the 2016 Specialization Courses designed by ASU West.

Code	Stage Higher Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1		**Social situation 1** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Types of Web Technology".				
2		**Social situation 2** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Task roles techniques".				
3		**Social situation 03** Show desire to pass the courses thru collaborative effortful behavour to fulfill all the tasks given by the teachers in the class "Lesson plan demo"				
4		**Social situation 4** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Methods snd approaches".				
5	Desire to pass the courses	**Social situation 5** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "How to engage students"				
6		**Social situation 6** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Plagiarism".				
7		**Social situation 7** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Lesson plan by groups".				
8		**Social situation 8** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Teaching approaches and practices"				
9		**Social situation 9** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Peru´s Tesol proposal".				
10		**Social situation 10** Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Lesson plan design".				

Values: 1-4 times = (1 point)   5-8 times = (2 points)   9-12 times = (3 points)
13-16 times = (4 points)   17-20 times = (5 points)

Code	Stage	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
	Mechanisms	Processes				
11	Desire to Pass the Courses	Social situation 11 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Teaching phylosophy".				
12		Social situation 12 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Teaching english methods".				
13		Social situation 13 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Early approaches".				
14		Social situation 14 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Subject teacher".				
15		Social situation 15 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Discussing the teaching proposal".				
16		Social situation 16 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Visual boards".				
17		Social Situation 17 Show desire to pass the courses thru collaborative effortful behavour to fulfill all the tasks given by the teachers in the class "Writing about our favorite food"				
18		Social situation 18 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Knowledge of the cultural resources".				
19		Social situation 19 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "TBL Method".				
20		Social situation 20 Show desire to pass the courses through collaborative effortful behavour to fulfill all the tasks given by the teacher in the class "Meaningful activities".				

Observation form instrument 13

Measure the degree of desire for speaking time through group discussions to experience an English skills growth in the 2016 specialization Courses designed by ASU West.

Code	Stage Intermediate Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1	Desire for notorious speaking time performance	Social situation 1 Show desire for notorious speaking time performance through group discussions to experience an English skills growth in the class "Task roles techniques".				
2		Social situation 2 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "Lesson plan demo"				
3		Social situation 3 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "Discussing our lessons"				
4		Social situation 4 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "Experiential learning".				
5		Social situation 5 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "Maker model"				
6		Social situation 6 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "How to engage students"				
7		Social situation 7 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "Plagiarism".				
8		Social situation 8 Show desire for speaking time performance through group discussions to experience an English skills growth in the class "Types of web technology".				

Values: 1´-5´ = (1 point)   6´-10´ = (2 points)   11´-15´ = (3 points)

16´-20´ = (4 points)   21´-25´ = (5 points)

Observation form instrument 14

Measure the degree of desire for speaking time through group presentations to experience an English skills growth in the 2016 specialization courses designed by ASU West.

Code	Stage Intermediate Mechanisms	Indicator of evaluation				Value
		Action	Content	Condition	Purpose	
		Processes				
1	Desire for speaking time performance	Social situation 1 Show desire for speaking time performance through group presentations to experience an English skills growth in the class "Early approaches"				
2		Social situation 2 Show desire for speaking time performance through group presentations to experience an English skills growth in the class "Methods and approaches"				
3		Social situation 3 Show desire for speaking time performance through group presentations to experience an English skills growth in the class "Plagiarism"				
4		Social situation 4 Show desire for speaking time performance through group presentations to experience an English skills growth in the class "Maker model"				

Values: 1′-2′ = (1 point)   3′-4′ = (2 points)   5′-6′ = (3 points)

7′-8′ = (4 points)   8′-10′ = (5 points)

Observation form instrument 15

Measure the degree of desire for speaking frequency through group discussions to experience an English skills growth in the 2016 specialization courses designed by ASU West.

Code	Stage Elementary Mechanisms	Indicator of evaluation				Value
		action	content	condition	purpose	
		Processes				
1	Desire for speaking frequency performance	Social situation 1 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "Task roles techniques".				
2		Social situation 2 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "Lesson Plan Demo"				
3		Social situation 3 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "Discussing our Lessons"				
4		Social situation 4 Show desire for repetitive speaking performance thru group discussions to experience an English skills growth in the class "Experiential learning".				
5		Social situation 5 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "Maker model"				
6		Social Situation 6 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "How to engage students"				
7		Social situation 7 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "Plagiarism".				
8		Social Situation 08 Show desire for repetitive speaking performance through group discussions to experience an English skills growth in the class "Types of Web Technology".				

Values: 1-30 times = (1 point)   31-60 = (2 points)   61-90 = (3 points)   91-120 = (4 points)   121-150 = (5 points)

Observation form instrument 16

Measure the degree of desire for speaking frequency thru group presentations to experience an English skills growth in the 2016 Specialization Courses designed by ASU West.

C o d e	Stage Intermediate	Indicator of evaluation				V a l u e
		Action	Content	Condition	Purpose	
	Mechanisms	Processes				
1	Desire for speaking frequency performance	**Social situation 1** Show desire for repetitive speaking frequency through group presentations to experience an English skills growth in the class "Early approaches" designed by ASU West for the 2016 specialization courses.				
2		**Social situation 2** Show desire for repetitive speaking frequency through group presentations to experience an English skills growth in the class "Methods and approaches" designed by ASU West for the 2016 specialization courses.				
3		**Social situation 3** Show desire for repetitive speaking frequency through group presentations to experience an English skills growth in the class "Plagiarism" designed by ASU West for the 2016 specialization courses.				
4		**Social situation 4** Show desire for repetitive speaking frequency through group presentations to experience an English skills growth in the class "Maker model" designed by ASU West for the 2016 specialization courses.				

Values: 1-6 times = (1 point)   7-12 times = (2 points)   13-18 times = (3 points)

19-24 times = (4 points)   25-30 times = (5 points)

Observation form instrument 17

Measure the degree of essential conversation abilities through oral participations to experience an English skills growth in the 2016 specialization courses designed by ASU West.

Code	Stage	Indicator of evaluation				Value
	Elementary	action	content	condition	purpose	
	Mechanisms	Processes				
1	Essential conversational abilities	Social situation 1 Show essential conversational abilities through oral participation to understand very simple expressions at a slow speedduring the 2016 specialization courses designed by ASU West.				
2		Social situation 2 Show essential conversational abilities through oral participation to understand very simple things at a slow speedduring the 2016 specialization courses designed by ASU West.				
3	Intermediate	Social situation 3 Show essential conversational abilities through oral participation to understand most situations during the 2016 specialization courses designed by ASU West.				
4		Social situation 4 Show essential conversational abilities through oral participation to understand most situations with a certain level of expertise during the 2016 specialization courses designed by ASU West.				
5	Higher	Social situation 5 Show essential conversational abilities through oral participation to understand English in a flexible way in many situations during the 2016 specialization courses designed by ASU West.				

Values: Beginner (1)   Elementary (2)   Intermediate (3)

Upper Intermediate (4)   Advanced (5)

Observation form instrument 18

Measure the degree of perseverance for continous speaking time through personal questions or comments to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.

Code	Stage Intermediate Mechanisms	Indicator of evaluation				Value
		action	content	condition	purpose	
		Processes				
1		**Social situation 1** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Task roles techniques"of the 2016 Specialization Courses designed by ASU West.				
2		**Social situation 2** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Experiential learning" of the 2016 Specialization Courses designed by ASU West.				
3	Perseverance for continous speaking time performance	**Social situation 3** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Lesson plan demo" of the 2016 Specialization Courses designed by ASU West.				
4		**Social situation 4** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "How to engage students"of the 2016 specialization courses designed by ASU West.				
5		**Social situation 5** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Teaching techniques"of the 2016 specialization sourses designed by ASU West				
6		**Social situation 6** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Peru´s Tesol"of the 2016 specialization courses designed by ASU West.				
7		**Social situation 7** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Discussing general aspects"of the 2016 specialization courses designed by ASU West.				

Values: 0' - 3' = 1 p   4' - 6' = 2 p   7' - 9' = 3 p

10' - 12' = 4 p   13' - 15' = 5 p

Code	Stage Intermediate	Indicator of evaluation				Value
		action	content condition purpose			
	Mechanisms	Processes				
8		**Social ituation 8** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Lesson plan improvement"of the 2016 specialization courses designed by ASU West.				
9		**Social situation 9** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Maker model" of the 2016 specialization courses designed by ASU West.				
10	Perseverance for continous speaking time performance	**Social situation 10** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "New trends on teaching" of the 2016 specialization courses designed by ASU West.				
11		**Social situation 11** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Experiencing new culture" of the 2016 specialization courses designed by ASU West.				
12		**Social situation 12** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Lesson plan and microteaching"of the 2016 specialization courses designed by ASU West.				
13		**Social situation 13** Show perseverance for continous speaking time performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Use of web technology" of the 2016 specialization courses designed by ASU West.				

Observation form instrument 19

Measure the degree of perseverance for continous speaking frequency through personal questions or comments to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.

Code	Stage Intermediate	Indicator of evaluation				Value
		action	content	condition	purpose	
	Mechanisms	Processes				
1		Social situation 1 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Task roles techniques"of the 2016 Specialization Courses designed by ASU West.				
2		Social situation 2 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Experiential learning" of the 2016 Specialization Courses designed by ASU West.				
3	Perseverance for continous speaking time performance	Social situation 3 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Lesson Plan Demo" of the 2016 specialization courses designed by ASU West.				
4		Social situation 4 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "How to engage students" of the 2016 specialization courses designed by ASU West.				
5		Social situation 5 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Teaching techniques" of the 2016 specialization courses designed by ASU West.				
6		Social situation 6 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Peru´s Tesol"of the 2016 specialization courses designed by ASU West.				
7		Social situation 7 Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Discussing general aspects" of the 2016 specialization courses designed by ASU West.				

Values: 1' - 12' = 1 p   13' - 24' = 2 p   25' - 36' = 3 p

37' - 48' = 4 p   49' - 60' = 5 p

Code	Stage Intermediate	Indicator of evaluation				Value
		action	content	condition	purpose	
	Mechanisms	Processes				
8		**Social situation 8** Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Lesson plan improvement" of the 2016 specialization courses designed by ASU West.				
9		**Social situation 9** Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Maker model" of the 2016 specialization courses designed by ASU West.				
10	Perseverance for continous speaking time performance	**Social situation 10** Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "New trends on teaching" of the 2016 specialization courses designed by ASU West.				
11		**Social situation 11** Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Experiencing new culture" of the 2016 specialization courses designed by ASU West.				
12		**Social situation 12** Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Lesson plan and microteaching" of the 2016 specialization courses designed by ASU West.				
13		**Social situation 13** Show perseverance for continous speaking frequency performance through personal questions and comments to experience engagement as a factor to improve oral English skills during the class "Use of Web Technology" of the 2016 specialization courses designed by ASU West.				

Observation form instrument 20

Measure the degree of perseverance for continous speaking frequency through experiential learning on the Arizona streetsto experience engagement as a factor to improve oral English skills during the 2016 Specialization Courses designed by ASU West.

Code	Stage Intermediate Mechanisms	Indicator of evaluation action content condition purpose Processes			Value
1		**Social situation 1** Show perseverance for continous speaking time performance through experiential learning ASU West admission interview to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.			
2	Perseverance speaking time performance on Arizona Streets	**Social situation 2** Show perseverance for continous speaking time performance through experiential learning on Orientation day in ASU West to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.			
3		**Social situation 3** Show perseverance for continous speaking time performance through experiential learning on the Inaugurational Day in ASU West to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.			
4		**Social situation 4** Show perseverance for continous speaking time performance thru conversations with ASU West students to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.			
5		**Social situation 5** Show perseverance for continous speaking time performance through casual conversations with peers on ASU community to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.			

Values: 0 - 0.5´ = 1 p   0.6´ - 1´ = 2 p   1.1´ - 1.5´ = 3 p

1.6´ - 2´ = 4 p   2.1´- 2.5´ = 5 p

Code	Stage Intermediate Mechanisms	Indicator of evaluation				Value
		action	content	condition	purpose	
		Processes				
6		**Social situation 6** Show perseverance for continous speaking time performance through experiential learning at the Night of the Open Door to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.				
7		**Social situation 7** Show perseverance for continous speaking time performance through experiential learning on ASU Tempe store to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.				
8		**Social situation 8** Show perseverance for continous speaking time performance through experiential learning on teaching proposal presentations in ASU West to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.				
9		**Social Situation 9** Show perseverance for continous speaking time performance through experiential learning at the 2016 Rennaiscence Festival to experience engagement as a factor to improve oral English skills during the 2016 specialization courses designed by ASU West.				

2016 ASU Scholarship holder etnographic record		
Dvd:	length:	date :
time :	GL trainer:	topic:
setting:	activity:	
social situation:		

Sbd	Component	Domain 1: Social communication				
III. Retransmission	1 Sender´s Verbal Communication skills	Greeting Tolerant Enthusiastic Courteous	Calm Speech Slow Speech Comm. Need Praising	Pitch of Voice Stand. Speech Shar.Exp. Talk Turn-Talking	Neutral Talk Sens.of Play Com. Ground Switch Lang.	Social Com. ZPD Parent Lang. Occas. Pause
	2 Sender´s Written Communication skills	Ability to Identify oneself	Sentiments to English	Written Jokes Atmosphere	Creative Ways	New Words Registration
	3 Sender´s Non Verbal Communication skills	Acts of Welcoming (hand shaking) Encouragement Acts	Proxemics Natural Movement	Haptics Oculesics	Facial Gestures Physical Appearance	Leaders Presence Olfatics
II. Interpretation	4 Recipient´s Verbal Communication skills	Greeting Tolerant Enthusiastic Courteous	Calm Speech Slow Speech Comm. Need Praising	Pitch of Voice Stand. Speech Shar.Exp. Talk Turn-Talking	Neutral Talk Sens.of Play Com. Ground Switch Lang.	Social Com. ZPD Parent Lang. Occas. Pause
	5 Recipient´s Written Communication skills	Ability to Identify oneself	Sentiments to English	Written Jokes Atmosphere	Creative Ways	New Words Registration
	6 Recipient´s Non Verbal Communication skills	Acts of Welcoming (hand shaking) Encouragement Acts	Proxemics Natural Movement	Haptics Oculesics	Facial Gestures Physical Appearance	Leaders Presence Olfatics
I. Transmision	7 Mediated Response skills	Reflecting	Clarification Test	Feedback	Summarising	Acceptance for communication

SBD	Component	Domain 2: Social interaction				
VI. Emotional	8 Interchange skills	Induction on essential oral interaction skills L -A1	Induction on essential oral interaction skills L -A2	Induction on essential oral interaction skills L -B1	Induction on essential oral interaction skills L -B2	Induction on essential oral interaction skills L -C1
	9 Exploration to main sites in ASU West & Arizona State.	E.L. to meet friends in ASU E.L. in ASU bookstore	E.L. in ASU library E.L. in ASU Dining	E.L. to meet friends in Ariz. E.L. in Phoenix	E.L. in museums E.L. in malls	E.L. in Renaiss. Festival 2016 E.L. in schools
	10 Explor. of visual displays in ASU and Arizona State.	Bookstore	Devil´s Store	Library	The Pavilion Dining	Clinic
V. Cultural	11 Exchange	Dance Exchange	Music Exchange	Sport & games Exchange	Food Exchange	Teaching Experiences Exchange
IV. Social	12 Extrinsic Motivation (Desire to Pass the Courses)	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8	Class 9 Class 10 Class 11 Class 12	Class 13 Class 14 Class 15 Class 16	Class 17 Class 18 Class 19 Class 20
	13 Intrinsic Motivation (desire for speaking time thru group discussions)	Class 1 Class 2	Class 3 Class 4	Class 5 Class 6	Class 7 Class 8	
	14 Intrinsic Motivation (desire for speaking time thru group presentations)	Class 1 Class 2	Class 3 Class 4			
	15 Intrinsic Motivation (desire for speaking frequency thru group discussions)	Class 1 Class 2	Class 3 Class 4	Class 5 Class 6	Class 7 Class 8	
	16 Intrinsic Motivation (desire for spea-king frequency thru group presen-tations)	Class 1 Class 2	Class 3 Class 4			

SBD	Component	Domain 3: Engaged speaking				
VIII. Conative	17 Conversational Abilities	Conversational skills L -A1	Conversational skills L -A2	Conversational skills L -B1	Conversational skills L -B2	Conversational skills L -C1
VI. Cognitive	18 Engaged Speaking Intensity Perseverance for continous speaking time with personal questions or personal comments	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8	Class 9 Class 10 Class 11 Class 12	Class 13	
	19 Engaged Speaking Intensity Perseverance for repetitive speaking frequency with personal questions or personal comments	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8	Class 9 Class 10 Class 11 Class 12	Class 13	
	20 Engaged Speaking Intensity Perseverance for continous speaking time with experiential learning.	Experiential. Learning at ASU West Admission Interview. Experiential learning on Orientation Day in ASU West. Experiential learning on the Inaugurational Day in ASU West. Experiential learning thru conversations with ASU West students. Experiential learning thru casual conversations with peers on ASU Community. Experiential learning thru the Teaching Proposal Presentations in ASU West. Experiential learning thru experiential learning at the Night of the Open Door. Experiential learning thru experiential learning on ASU Tempe Store. Experiential learning at the 2016 Rennaiscence Festival.				

UNIVERSIDAD NACIONAL DE EDUCACION
ENRIQUE GUZMAN Y VALLE
"Alma Mater del Magisterio Nacional"

INFORME DE VALIDACION DE INSTRUMENTOS POR JUICIO DE EXPERTO

I. DATOS GENERALES

a. Apellidos y Nombres del Informante: Milton Ovidio Pastor Neyra
b. Cargo e Institución donde labora: Docente en la UAP y la universidad J. Bausate y Meza
c. Nombre los Instrumentos : Fichas de observación
d. Autor de los Instrumentos : Jhon Silverio SALAS GÓMEZ
e. Carrera: Maestría en Docencia Univérsitaria
f. Tesis : The importance of symmetric interaction with English-speaking tourists as an engagement
   factor to learn English as a foreign language from a social psychology.

II. Aspectos de Validación

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS CUANTITATIVO CUALITATIVO	Deficiente (01-20)	Regular (21-40)	Buena (41-60)	Muy Buena (61-80)	Excelente (81-100)
1. CLARIDAD	Está formulado con lenguaje apropiado.					90
2. OBJETIVIDAD	Está expresado en conductas observables.					100
3. ACTUALIDAD	Adecuado a la ciencia y la tecnología.					100
4. ORGANIZACION	Existe una organizacion lógica de variables e indicadores.					100
5. SUFICIENCIA	Comprende los aspectos en calidad y cantidad.					100
6. INTENCIONALIDAD	Adecuados para valorar aspectos de la actitud.					100
7. CONSISTENCIA	Basados en aspectos teóricos, científicos y pedagógicos					100
8. COHERENCIA	Entre las variables, dimensiones, e indicadores.					100
9. METODOLOGIA	La estrategia responde al proposito de la investigación.					100
10. PERTINENCIA	Adecuado para tratar el tema de la investigación.					90
Promedio de la Valoración Cuantitativa						98

III. Opinión de Aplicabilidad : .... excelente

IV. Promedio de Valoración : .... noventa y ocho

V. Lugar y Fecha : .... Lima 10 de febrero 2018

....

Mg. Milton Ovidio Pastor Neyra
DNI: 09924407
Telefono: 99851249

Universidad Nacional de Educación
Enrique Guzmán y Valle
"Alma Mater del Magisterio Nacional"

Informe de Validación de Instrumentos por Juicio de Experto

I. Datos Generales

a. Apellidos y Nombres del Informante: Victor Solis Deza
b. Cargo e Institución donde labora: Docente de la IIEE 2089 Micaela Bastidas.
c. Nombre los Instrumentos : Fichas de observación
d. Autor de los Instrumentos : Jhon Silverio SALAS GÓMEZ
e. Carrera: Maestría en Docencia Universitaria
f. tesis : The Importance of Symmetric Interaction with English-Speaking People as Engagement
   Factor to learn English as a Foreign Language from a Social Psychology, 2016.

II. Aspectos de Validación

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS CUANTITATIVO CUALITATIVO	Deficiente (01-20)	Regular (21-40)	Buena (41-60)	Muy Buena (61-80)	Excelente (81-100)
1. CLARIDAD	Está formulado con lenguaje apropiado.					95
2. OBJETIVIDAD	Está expresado en conductas observables.					100
3. ACTUALIDAD	Adecuado a la ciencia y la tecnología.					100
4. ORGANIZACION	Existe una organizacion lógica de variables e indicadores.					95
5. SUFICIENCIA	Comprende los aspectos en calidad y cantidad.					95
6. INTENCIONALIDAD	Adecuados para valorar aspectos de la actitud.					95
7. CONSISTENCIA	Basados en aspectos teóricos, científicos y pedagógicos					100
8. COHERENCIA	Entre las variables, dimensiones, e indicadores.					100
9. METODOLOGIA	La estrategia responde al proposito de la investigación.					100
10. PERTINENCIA	Adecuado para tratar el tema de la investigación.					100
Promedio de la Valoración Cuantitativa						98

III. Opinión de Aplicabilidad : Excelente
IV. Promedio de Valoración : Nventa y ocu
V. Lugar y Fecha : Lima, 12 de Febrero 2018

Dr. Victor Solis Deza
DNI: 10532911
Telefono: 942181777

UNIVERSIDAD NACIONAL DE EDUCACION
ENRIQUE GUZMAN Y VALLE
"Alma Mater del Magisterio Nacional"

INFORME DE VALIDACION DE INSTRUMENTOS POR JUICIO DE EXPERTO

I. DATOS GENERALES

a. Apellidos y Nombres del Informante: Antenor Oraldo Chávez Dávila
b. Cargo e Institución donde labora: Docente de ls Universidad Privada Cesar Vallejo
c. Nombre los Instrumentos : Fichas de observación
d. Autor de los Instrumentos : Jhon Silverio SALAS GÓMEZ
e. Carrera: Maestría en Docencia Universitaria
f. Tesis : THE IMPORTANCE OF SYMMETRIC INTERACTION WITH ENGLISH-SPEAKING PEOPLE AS ENGAGEMENT FACTOR TO LEARN ENGLISH AS A FOREIGN LANGUAGE FROM A SOCIAL PSYCHOLOGY, 2016.

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS CUANTITATIVO CUALITATIVO	Deficiente (01-20)	Regular (21-40)	Buena (41-60)	Muy Buena (61-80)	Excelente (81-100)
1. CLARIDAD	Está formulado con lenguaje apropiado.					95
2. OBJETIVIDAD	Está expresado en conductas observables.					100
3. ACTUALIDAD	Adecuado a la ciencia y la tecnología.					100
4. ORGANIZACION	Existe una organizacion lógica de variables e indicadores.					90
5. SUFICIENCIA	Comprende los aspectos en calidad y cantidad.					98
6. INTENCIONALIDAD	Adecuados para valorar aspectos de la actitud.					100
7. CONSISTENCIA	Basados en aspectos teóricos, científicos y pedagógicos					95
8. COHERENCIA	Entre las variables, dimensiones, e indicadores.					100
9. METODOLOGIA	La estrategia responde al proposito de la investigación.					100
10. PERTINENCIA	Adecuado para tratar el tema de la investigación.					95
PROMEDIO DE LA VALORACION CUANTITATIVA						97

III. OPINION DE APLICABILIDAD : Excelente
IV. PROMEDIO DE VALORACION : Noventisiete
V. LUGAR Y FECHA : Lima, 12 de Febrero de 2018

Mg. Antenor Oraldo Chávez Dávila
DNI: 18042165
Telefono: 964 864 057

5. quantitative data collection

5.1. Speaking English through group discussions.

Apapuway

2016 ASU scholarship holder speaking time and frequency

dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date :   Feb., 2016

time :   9:00 a.m.   GL trainer: Mrs. Anostas   topic: task roles techniques

setting: classroom   activity: group discussion

social situation: GL trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques.

interactors		time speaking or talking					mood
apapuway		2.9-2.23	14"	nv/st	8.42-8.45	3"	17"	r/r
		1.10-1.12	2"	nv/ss	1.43-1.47	4"	6"	e/e
		1.57-1.58	1"		1.59-2.2	3"	4"	e/e
		2.40-2.42	2"		3.5-3.7	2"	4"	e/e
		3.54-3.55	1"		3.10-3.11	1"	2"	e/e
		4.17-4.18	1"		4.20-4.21	1"	2"	se/se
		4.49-4.55	6"		4.49-5.1	12"	18"	se/se
		4.59-5.1	2"		5.3-5.4	1"	03"	se/r
		5.5-5.8	3"		5.12-5.13	1"	4"	r/r
		5.19-5.20	1"		5.35-5.38	3"	4"	
	nv/ss	5.58-5.59	1"		8.58-8.59	1"	2"	
		9.28-9.29	1"		9.43-9.48	1"	6"	
		9.52-9.54	2"		10.0-10.1	1"	3"	r/r
		12.27-12.32	5"		14.38-14.39	1"	6"	r/se
		15.51-15.52	1"		17.28-17.30	2"	3"	se/se
		25.27-25.28	1"		26.19-26.20	1"	2"	r/r
		28.13-28.51	38"		29.8-29.10	2"	40"	e/r
		31.20-31.26	6"		31.50-31.52	2"	8"	r/r
		32.27-32.32	5"		32.52-32.58	6"	11"	
		33.37-33.38	1"		34.14-34.22	8"	9"	
		34.44-34.51	7"	nv/ss	35.52-35.58	6"	13"	r/r

36.21-36.39	18"		36.48-36.49	1"	19"	R/R
36.59-37.5	6"		37.17-37.26	9"	15"	R/L
37.35-37.36	1"		37.38-37.40	3"	04"	R/R
39.42-39.47	5"		41.14-41.29	15"	20"	R/R
45.42-46.5	23"	NV/SS	48.35-49.20	45"	1.8"	R/R
NV/SS 50.20-50.22	2"	-	-	-	02"	R/-

total time speaking: 294" 4.39"   number of speaking times: 49

Dvd: 01 click: 002 -2- length: 0-12.2"=12.2"   date :   February, 2016
time : 11:30 a.m.   GL trainer: Mrs. Anostas   topic: lesson plan & demo
setting: classroom   activity: group discussion
social situation: listen to a sample of a lesson plan to make a microteaching demo at class.

interactors		time speaking or talking				mood
Apapuway	NV/SS 10.29-10.31	2"	-	-	-	2"	R/-

total time speaking: 2"   number of speaking times: 1

Dvd: 05 click: 014 length: 4.21"-1.2.19"=57.58   date :   February, 2016
time : 10:30 a.m. gl trainer: mrs. rebecca topic: discussing our lessons
setting: classroom   activity: group discussion
social situation: Students discuss openly general aspects about our lessons

interactors		time speaking or talking				mood
Apapuway	NV/SS 11.17-11.21	4"	-	-	-	4"	R/-

total time speaking: 4"   number of speaking times: 1

total time speaking: 4.45"   number of speaking times: 51

Imacha chay

Dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date : Feb., 2016

time : 9:00 a.m. GL trainer: Mrs. Anostas topic: task roles techniques

setting: classroom activity: group discussion

social situation: gl trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques.

interactors	time speaking or talking						MOOD
Imacha chay	NV/SS 1.21-1.23	2"	16"				R/R
	0.53-0.54	1"	-	-	-	1"	R/-
	0.58-1.0	2"	NV/SS 1.6-1.7	1"	3"		R/R
	1.31-1.34	3"	1.50-1.51	1"	4"		
	5.50-5.51	1"	7.11-712	1"	2"		
	8.0-8.1	1"	8.53-8.54	1"	2"		
	8.57-8.58	1"	9.3-9.4	1"	2"		
	9.8-9.9	1"	9.10-9.11	1"	2"		
	9.14-9.18	4"	9.19-9.2	1"	5"		
	9.57-9.58	1"	16.2-16.4	2"	3"		
	17.28-17.30	2"	17.45-17.49	4"	6"		
	20.12-20.13	1"	25.36-25.37	1"	2"		
	25.47-25.51	4"	25.58-25.59	1"	5"		
	26.0-26.1	1"	31.38-31.48	10"	11"		R/R
	32.59-33.34	35"	35.13-35.21	8"	43"		R/R

total time speaking: 1.15" number of speaking times: 24

dvd: 06 click: 018 length: 0-54.0"=54.0" date : February, 2016

time : 10:30 a.m. gl trainer: Mrs. Anostas topic: experiential learning

setting: classroom activity: (open)group discussion

social situation: discussing openly topics related to experiential learning.

interactors	time speaking or talking		mood
Imacha chay	NV/SS 25.21-25.22	1"	R/R

total time speaking: 1" number of speaking times: 1

dvd: 0x click: 017 length: 0-51.40"=51.40" date : february, 2016

time : 9:00 a.m. GL trainer: Mrs. Elizabeth topic: maker model

setting: classroom activity: group discussion (open)

social situation: express freely their views about approaches thru open and continous conversation between students and gl instructor.

interactors		time speaking or talking				mood
imacha chay	nv/st	19.45-20.50	65"	nv/st	23.34-23.35	1"	1.6"	r/r
		23.36-23.37	1"	nv/st	26.10-26.12	2"	3"	r/r
		26.41-26.45	4"	-	-	-	4"	r/-

total time speaking: 1.13" number of speaking times: 5

total time speaking: 1.29" number of speaking times: 30

kutimusaq

dvd: 06 click: 018 length: 0-54.0"=54.0" date : February, 2016

time : 10:30 a.m. gl trainer: Mrs. Anostas topic: experiential learning

setting: classroom activity: (open)group discussion

social situation: discussing openly topics related to experiential learning. 08

interactors		time speaking or talking			mood
kutimusaq	nv/ss	29.22-29.23	1"	1"	r/--

total time speaking: 1" number of speaking times: 1

llamk'ananchik

dvd: 02 click: 003 length: 4.1"-1.2.31"=58.30" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: how to engage students

setting: classroom activity: **group discussion**

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion. 07

interactors		time speaking or talking				mood
llamk'ananchik	nv/ss	8.24-8.47	23"	nv/ss	8.55-8.58	3"	26"	r/r
		10.28-10.32	4"		14.41-14.44	3"	7"	r/r

total time speaking: 33" number of speaking times: 2

maqanakunku

dvd: 02   click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: group discussion

social situation: the gl trainer explains how to engage students and then invite to the
                student for group discussion.   07

interactors		time speaking or talking					mood
maqanakunku	nv/ss	8.3-8.22	19"	nv/ss	8.47-8.54	7"	26"	r/attent
		8.47-8.54	7"			7"	7"	

total time speaking: 33"   number of speaking times: 3

niripuway

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: group discussion

social situation: reading articles prepared for closed group exposition.

interactors		time speaking or talking					mood
niripuway	nv/sc	1.21-1.43	22"	-	-	-	22"	n/w/ upset

total time speaking: 22"   number of speaking times: 1

parapayan

dvd: 05   click: 014   length: 4.21"-1.2.19"=57.58   date :   february, 2016
time :   10:30 a.m.   gl trainer: mrs. rebecca   topic: discussing our lessons
setting: classroom   activity: group discussion
social situation: students discuss openly general aspects about our lessons

18

interactors		time speaking or talking					mood
parapayan	nv/ss	15.31-15.33	2"	nv/ss	15.36-15.36	1"	3"	r/r
		15.38-15.40	2"		15.46-15.47	1"	3"
		15.50-15.51	1"		15.54-15.54	1"	2"
		16.50-16.50	1"		17.1-17.2	1"	2"
		17.32-17.32	1"		17.33-17.38	5"	6"
		17.51-17.55	4"		20.3-20.4	1"	5"
		20.11-20.12	1"		20.12-20.13	1"	2"
		21.24-21.26	2"		21.45-21.47	2"	4"
		21.52-21.53	1"		22.36-22.39	3"	4"
		22.42-22.43	1"		23.8-23.9	1"	2"
		23.11-23.14	3"		24.24-24.26	2"	5"
		24.38-24.38	1"		24.46-24.52	6"	7"
		25.15-25.15	1"		26.45-26.52	7"	8"
		27.5-27.6	1"		27.10-27.11	1"	2"
		28.17-28.23	6"		28.37-28.41	4"	10"
		28.43-28.44	1"		28.50-28.51	1"	2"
		29.2-29.3	1"		29.8-29.22	14"	15"
		29.38-29.39	1"		29.47-29.48	1"	2"
		29.58-29.59	1"		29.59-3.2	3"	4"
		30.10-30.13	3"		31.10-31.20	10"	13"
		31.26-31.26	1"		31.40-31.42	2"	3"
		31.54-35.55	1"		31.59-32.10	11"	12"
		32.11-33.39	28"		33.55-34.0	5"	33"	r/-
		34.1-34.11	10"		34.15-35.9	44"	54"	r/r
		35.11-36.7	56"		-	-	56"	r/-

total time speaking: 260" 4.20"   number of speaking times: 49

pukllarqani

dvd: 02   click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: group discussion

social situation: the gl trainer explains how to engage students and then invite to the
                           student for group discussion.

interactors		time speaking or talking					mood
pukllarqani	nv/ss	7.9-8.3	4"			4"	r/r
		8.58-9.16	18"	nv/ss 9.27-9.28	1"	19"	
		9.33-10.28	55"	10.39-10.41	2"	57"	
		10.49-11.5	16"	11.14-11.37	23"	39"	
		12.13-13.11	58"	13.51-14.40	49"	1.47"	
		15.11-15.38	27"	16.4-16.5	1"	28"	
		16.8-16.15	7"	16.37-16.40	3"	10"	
		16.45-16.48	3"	1h.2.17-1h.2.67	10"	63"	

total time speaking: 330"   5.30"   number of speaking times: 12

puririy

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: (open)group discussion

social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking					mood
puririy	nv/st	7.1-7.2	1"	nv/st 7.2-7.3	1"	2"	r/r
		8.1-8.3	2"	8.37-8.47	10"	12"	
		8.51-8.59	8"	10.0-10.2	2"	10"	
		10.49-10.57	8"	11.0-11.56	56"	1.4"	
		16.55-17.44	49"	17.59-17.59	1"	50"	
		18.14-18.18	4"	19.6-19.7	1"	5"	
		19.13-19.15	2"	19.25-19.26	1"	3"	r/r
		19.27-19.30	3"	---	--	3"	r/--

total time speaking: 2.29"   number of speaking times: 15

riqsinakusunchik

dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date :   feb., 2016

time :   9:00 a.m. gl trainer: mrs. anostas   topic: task roles techniques

setting: classroom   activity: group discussion

social situation:

interactors		time speaking or talking				mood
riqsinaku-sunchik	nv/ss	2.10-2.11	1"	nv/ss	8.38-8.40	2"	3"	r/r
		0.44-045	1"		1.14-1.17	3"	4"	
		2.5-2.7	2"		2.9-2.25	6"	8"	
		3.17-3.53	36"		4.0-4.10	6	42"	
		4.19-4.21	2"		4.25-4.40	15"	17"	
		5.13-5.17	4"		5.29-5.31	2"	6"	
		5.39-5.52	13"		5.55-5.57	2"	15"	
		6.0-7.10	1.10"		7.13-7.19	6"	1.16"	
		7.43-7.57	14"		8.2-8.8	6"	20"	
		8.15-8.16	1"		8.19-8.21	2"	3"	
		8.24-8.39	15"		8.42-8.43	1"	16"	
		8.50-8.56	6"		9.9-9.12	3"	9"	
		9.26-9.27	1"		9.31-9.32	1"	2"	
		9.49-9.51	2"		12.34-12.59	25"	27"	
		13.46-14.2	16"		15.46-15-50	4"	20"	
		17.28-17.30	2"		26.6-26.7	1"	3"	
		26.13-26.13	1"		26.38-26.50	12"	13"	
		29.18-29.19	1"		31.53-32.13	20"	21"	
		32.17-32.18	1"		33.39-34.13	34"	35"	
		33.54-35.11	17"		35.20-35.26	6"	23"	
		35.32-35.45	13"		35.50-35.51	1"	14"	
		36.6-36.20	14"		36.40-36.48	8"	22"	
		36.50-36.59	9"		41.43-42.12	29"	38"	r/rl
		45.18-45.36	18"		47.30-48.10	40	58"	r/r
		1.47-1.48	1"		-	-	1"	r/r

total time speaking: 503" 8.23"   number of speaking times: 49

dvd:　05　click:　　014　length:　　　4.21"-1.2.19"=57.58　　date :　february, 2016

time :　10:30 a.m.　gl trainer:　　mrs. rebecca　topic:　　　discussing our lessons

setting:　　classroom　　　　　　　　activity:　　**group discussion**

social situation:　　　students discuss openly general aspects　about our lessons

interactors		time speaking or talking						mood
riqsinakusunchik	nv/ss	12.49-12.50	1"	nv/ss	12.59-13.1	2"	3"	r/r
		13.3-13.3	1"	nv/ss	13.6-13.7	1"	2"	
		15.38-15.39	1"		15.44-15.44	1"	2"	
		16.4-16.5	1"		16.39-16.43	4"	x"	
		16.44-16.50	6"		16.51-17.1	10"	16"	
		16.51-17.1	10"		17.2-17.14	12"	22"	
		17.15-17.31	16"		17.38-17.39	1"	17"	
		17.42-17.54	12"		17.55-19.13	1.18"	1.30"	
		19.34-20.2	28"		20.5-20.11	6"	34"	
		20.13-20.27	14"		21.14-21.14	1"	15"	
		21.15-21.23	8"		21.26-21.45	19"	27"	
		21.48-21.51	3"		21.53-22.36	43"	46"	
		22.40-22.41	1"		22.46-23.8	22"	23"	
		24.1-24.10	9"		24.11-24.12	1"	10"	
		24.17-24.20	3"		26.31-26.33	2"	5"	
		30.25-31.09	44"		31.20-31.26	6"	50"	
		31.49-31.51	2"		31.58-31.59	1"	3"	
		32.10-32.10	1"		32.54-32.54	1"	2"	
		33.9-33.9	1"		33.26-33.27	1"	2"	
		33.41-33.42	1"		33.48-33.51	3"	4"	
		34.12-34.14	2"		35.9-35.10	1"	3"	
		35.19-35.19	1"		37.7-37.7	1"	2"	
		41.20-41.21	1"		-	-		r/-

total time speaking:　383"　6.15"　　　　　　**number of speaking times: 43**

total time speaking:　383"　14.38"　　　　　　**number of speaking times: 92**

rikuyki

dvd:	06	click:	018	length:	0-54.0"=54.0"	date :	february, 2016

time :   10:30 a.m.   gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking			mood
rikuyki	nv/ss	29.31-29.32	1"	1"	r/-

total time speaking: 1"   number of speaking times: 1

saqirparini

dvd:	1/1/2	click:	001,002, 003	length:	0-9.41/0-51.23/0-4.0=1.5.4'	date :	feb., 2016

time :   9:00 a.m.   gl trainer: mrs. anostas   topic: task roles techniques

setting: classroom   activity: **group discussion**

social situation: gl trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques.   03

interactors		time speaking or talking						mood
saqirparini	nv/ss	32.24-32.26	2"	nv/ss	34.23-34.36	13"	15"	ewts
		32.24-32.26	2"		40.15-40.37	22"	24"	nervous
		40.45-40.47	2"		41.11-41.12	1"	3"	r/nervous
		42.16-42.22	6"		46.10-46.27	17"	23"	r/r
		50.43-50.57	14"		-	-	14"	r

total time speaking: 79" 1.19"   number of speaking times: 9

saqirparini

dvd:	06	click:	018	length:	0-54.0"=54.0"	date :	february, 2016

time :   10:30 a.m.   gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking						mood
saqirparini	nv/ss	4.3-4.3	1"	nv/ss	7.30-7.33	3"	4"	r/r
	nv/ss	8.20-8.34	14"	nv/ss	12.51-13.6	15"	29"	r/r

total time speaking: 33"   number of speaking times: 4

total time speaking: 1.52"   number of speaking times: 13

tiyakuni

dvd: 01   click: 00   length: 1.41''-9.40=7´:59''   date :   february, 2016

time :   11:30 a.m.   gl trainer: mrs. rebecca   topic: use of web technology

setting: classroom   activity: **group discussion**

social situation: discuss about types of web technology used at classroom thru group
work at the computer lab.

interactors		time speaking or talking						mood
tiyakuni	nv/ss	5.36-6.21	45"	nv/ss	6.26-6.48	22"	1.7"	weary

total time speaking: 67" 1.7"   number of speaking times: 1

dvd: 0x   click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: **group discussion**

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking						mood
tiyakuni	nv/st	21.26-21.26	1"				1"	r/-
		21.50-23.32	1.42"	nv/st	23.35-23.36	1"	1.43"	r/r
		24.58-25.1	3"		25.18-25.28	10"	13"	
		26.13-26.40	27"		37.24-38.10	46"	1.13"	

total time speaking: 3.8"   number of speaking times: 7

dvd: 1/1/2 click: 001,002, 003   length: 0-9.41/0-51.23/0-4.0=1.5.4' date :   feb., 2016

time :   9:00 a.m.   gl trainer: mrs. anostas   topic: task roles techniques

setting: classroom   activity: **group discussion**

social situation: gl trainer organizes groups to learn task roles techniques.

03

interactors		time speaking or talking						mood
tiyakuni	nv/ss	8.33-8.35	3"				3"	e/---
		0.33-0.36	3"	nv/ss	0.43-0.45	2"	5"	j/e
		0.51-0.53	2"		0.55-0.56	1"	3"	se/e
		1.3-1.5	2"		1-11-1.13	2"	4"	e/e
		1.18-1.20	2"		1.47-1.49	2"	4"	
		2.26-2.32	6"		2.36-2.38	2"	8"	
		3.51-3.53	2"		4.11-4.13	2"	4"	se/e
		4.23-4.43	20"		4.41-4.46	5"	25"	e/e
		4.56-4.58	2"		5.1-5.2	1"	3"	se/r
		5.9-5.10	1"		5.20-5.21	1"	2"	r/r
		7.20-7.39	19"		7.41-7.42	1"	20"	
		8.10-8.14	4"		8.16-8.17	1"	5"	
		8.22-8.23	1"		8.40-8.41	1"	2"	
		8.42-8.43	1"		8.47-8.49	2"	3"	
		9.21-9.22	1"		9.59-10.0	1"	2"	
		13.13-13.18	5"		13.27-13.33	6"	11"	
		14.16-14.18	2"		14.37-14.39	2"	4"	
		14.58-15.46	48"		16.7-16.12	5"	53"	r/rl
		16.17-16.22	5"		16.24-16.29	5"	10"	r/r
		17.51-17.54	3"		18.6-18.19	13"	16"	
		20.46.-24.42	3.56"		25.38-25.50	12"	4.08"	
		25.52-25.57	5"		26.1-26.6	5"	10"	
		26.8-26.12	4"		26.13-26.14	1"	5"	
		26.29-26.29	1"		26.1-26.6	5"	6"	
		31.26-31.34	8"		32.33-32.51	18"	26"	
		34.52-34-54	2"		35.59-36.5	6"	8"	
		37.9-37.15	6"		37.32-37.34	2"	8"	
		37.36-37.36	1"		37.45-37.48	3"	4"	
		40.48-41.10	22"		43.9-43.10	1"	23"	r/r
		44.15-45.3	48"		46.27-46.47	20"	68"	r/h
		47.10-47.35	25"		48.13-48.30	17"	42"	r/r
		1.33-1.36	3"		1.58-1.59	1"	4"	beg/r

total time speaking: 10.41"   number of speaking times: 60

dvd:　05　click:　　014　length:　　　4.21"-1.2.19"=57.58　　date :　february, 2016

time :　10:30 a.m.　gl trainer:　　mrs. rebecca　topic:　　discussing our lessons

setting:　　classroom　　　　　　　　activity:　　**group discussion**

social situation:　　　students discuss openly general aspects　about our lessons

18

interactors		time speaking or talking							mood
tiyakuni	nv/ss	7.12-7.13	1"		nv/ss	7.16-7.17	1"	2"	r/r
		10.5-10.8	3"			12.45-12.49	4"	7"	
		12.53-12.57	4"			13.2-13.5	3"	7"	
		13.9-13.11	2"			15.34-15.35	1"	3"	
		15.37-15.37	1"			15.41-15.42	1"	2"	
		15.48-15.49	1"			23.10-23.13	3"	4"	
		23.15-23.18	3"			24.21-24.22	1"	4"	
		24.27-24.35	8"			24.36-24.36	1"	9"	
		24.40-24.45	5"			24.48-24.49	1"	6"	
		24.54-25.14	20"			25.16-26.30	1.14"	1.34"	
		26.33-26.46	13"			26.53-27.4	11"	24"	
		27.7-27.9	2"			27.11-28.16	1.5"	1.7"	
		28.23-28.23	1"			28.24-28.36	12"	13"	
		28.42-28.42	1"			28.45-29.1	16"	17"	
		29.4-29.8	4"			29.18-29.18	1"	5"	
		29.22-29.22	1"			29.23-29.37	14"	15"	
		29.38-29.42	4"			29.49-29.56	7"	11"	
		29.59-30.19	20"			31.35-31.38	3"	23"	
		31.55-31.55	1"			32.39-32.39	1"	2"	
		33.43-33.43	1"			33.45-33.48	3"	4"	
		34.39-34.40	1"			36.15-36.16	1"	2"	
		36.19-36.20	1"			37.8-37.8	1"	2"	
		37.16-37.17	1"			-	-"	1"	r/-

total time speaking: 324" 5.24"　　　　　　　number of speaking times: 45

tiyakuni

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.   08

interactors		time speaking or talking					mood
tiyakuni	nv/st	7.2-7.2	1"	nv/st	7.23-7.29	6"	7"	r/r
		7.34-7.39	5"		7.58-8.0	2"	7"	
		8.4-8.14	10"		8.16-8.19	3"	13"	
		10.4-10.37	33"		12.25-12.27	2"	35"	
		12.30-12.31	1"		13.23-13.27	4"	5"	
		13.51-14.44	53"		15.20-15.30	10"	63"	
		15.33-15.40	7"		15.53-15.57	4"	11"	
		16.11-16.17	1"		16.32-16.54	22"	23"	
		18.10-18.13	3"		18.19-18.29	10"	13"	
		18.48-18.50	2"		18.50-18.58	8"	10"	

total time speaking: 3.7"   number of speaking times: 20

dvd: 02   click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: closed group discussion

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion.

interactors		time speaking or talking					mood
tiyakuni	nv/ss	9.17-9.26	9"	nv/ss	10.41-10.48	7"	16"	r/r
		11.6-11.14			11.44-12.12	28"	36"	
		13.12-13.50			15.57-15.57	1"	39"	

total time speaking: 1.31"   number of speaking times: 6

dvd: 0x   click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous conversation between students and gl instructor.

interactors							mood
		time speaking or talking					
tiyakuni				nv/st	21.26-21.26	1" 3"	r/r
	nv/st	21.50-23.32	1.42"	nv/st	23.35-23.36	1" 1.43"	
		24.58-25.1	3"	nv/st	25.18-25.28	10" 13"	
		26.13-26.40	27"	nv/st	37.24-38.10	46" 1.13"	

total time speaking: 3.12"   number of speaking times: 7

total time speaking: 24.58"   number of speaking times: 139

takisun

dvd: 01   click: 00   length: 1.41"-9.40=7′:59"   date :   february, 2016

time :   11:30 a.m.   gl trainer: mrs. rebecca   topic: use of web technology

setting: classroom   activity: group discussion

social situation: discuss about types of web technology used at classroom thru group work at the computer lab.

interactors	time speaking or talking						mood
takisun	nv/ss	2.30-4.13	1.43"	nv/ss	4:21" - 5:29"	1.8" 2.51"	relaxed & funny

total time speaking: 171" 2.51"   number of speaking times: 2

willaraniña

dvd: 01   click: 00   length: 1.41"-9.40=7′:59"   date :   february, 2016

time :   11:30 a.m.   gl trainer: mrs. rebecca   topic: use of web technology

setting: classroom   activity: group discussion

social situation: discuss about types of web technology used at classroom thru group work at the computer lab.

interactors	time speaking or talking						mood
willaraniña	nv/ss	4.15-4.20	5"	nv/ss	4.26-4.31	5" 10"	excited
		5.30-5.35	5"	v/ss	5.50 - 6.3	13" 18"	attentive
		6.5-6.8	3"	nv/ss	6.22-6.25	3" 6"	surprised

total time speaking: 34"   number of speaking times: 3

waqanayani

dvd: 02   click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: group discussion

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion.

interactors		time speaking or talking					mood
waqanayani	nv/ss	16.15-16.18	3"	nv/ss	-	-	3"	r/-

total time speaking: 3"   number of speaking times: 1

yanapakuway

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: (open)group discussion

social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking						mood
yanapakuway	nv/st	7.40-7.58	18"	nv/st	9.2-9.10	8"	26"	r/r
		9.13-10.0	7"		10.39-10.39	1"	8"	
		11.57-12.24	27"		12.28-12.29	1"	28"	
		12.32-12.49	17"		13.48-13.52	1"	2"	
		14.46-15.20	34"		15.30-15.32	2"	36"	
		15.45-15.51	6"		15.58-16.15	17"	23"	
		16.17-16.31	14"		17.47-17.55	8"	22"	
		18.41-18.48	7"		18.50-18.50	1"	8"	
		19.23-19.24	1"		24.14-24.18	4"	5"	
		48.30-48.32	1"		48.43-48.44	1"	2"	

total time speaking: 2.40"   number of speaking times: 22

5.2. Speaking English through group presentations.

apapuway

dvd: 08   click: 022   length: 17.10"   date :   february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: **group exposition**

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking						mood
apapuway	nv/ss	25.47-27.55	8"	---	---	--	8"	w/r

total time speaking: 8"   number of speaking times: 1

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: **group exposition**

social situation: make expositions about the different methods & approaches for teaching
english as a second language.   05

interactors		time speaking or talking						mood
apapuway	nv/ss	25.45-26.36	51"	nv/ss	26.38-27.51	73"	2.4"	r/r
				nv/ss	33.49-33.54	5"	5"	r/r
	nv/ss	43.29-44.37	1.8"	nv/ss	44.51-45.8	17"	1.15"	pushing
	nv/ss	45.14-45.22	8"	nv/ss	45.29-45.40	11"	19"	bossy
	nv/ss	48.24-49.36	1.12"	nv/ss	49.42-49.46	4"	1.16"	r/e
	nv/ss	53.52-53.59	7"	nv/ss	54.12-54.14	1"	8"	r/r
	nv/ss	55.20-55.22	2"	-	-	-	2"	r/-

total time speaking: 311" 5.9"   number of speaking times: 11

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: **group exposition**

social situation: reading articles prepared for closed group exposition.

interactors		time speaking or talking						mood
apapuway	nv/sc	0.32-0.45	13"	-	-	-	13"	r/-

total time speaking: 13"   number of speaking times: 1

february, 2016

time :   11:30 a.m.gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: **group exposition**

social situation: make expositions about the different methods & approaches for teaching
english as a second language.   05

interactors		time speaking or talking					mood
imacha chay	nv/ss	12.2-12.23	21"	nv/ss	16.45-17.45	60"	1.21"	r/r
	nv/ss	20.23-24.26	4.3"	nv/ss	25.8-25.20	16"	4.19"	r/r
	nv/ss	29.2-29.33	31"	nv/ss	29.41-29.43	2"	33"	r/r
	nv/ss	29.48-29.49	1"	nv/ss	30.3-30.7	4"	5"	r/r
	nv/ss	30.36-31.0	24"	nv/ss	31.7-31.19	12"	36	r/r
	nv/ss	31.33-31.34	1"	nv/ss	32.26-32.30	4"	5"	r/r
	nv/ss	33.20-33.22	2"	nv/ss	33.24-33.40	16"	18"	r/r
	nv/ss	33.35-33.38	3"	nv/ss	34.7-34.16	9"	12"	r/r
	nv/ss	34.36-34.45	9"	-	-	-	9"	r/-

total time speaking: 458" 7.38"   number of speaking times: 17

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: **group discussion**

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.   22

interactors		time speaking or talking					mood
imacha chay	nv/st	19.45-20.50	65"	nv/st	23.34-23.35	1"	1.6"	r/r
	nv/st	23.36-23.37	1"	nv/st	26.10-26.12	2"	3"	r/r
	nv/st	26.41-26.45	4"	-	-	-	4"	r/-

total time speaking: 73" 1.13"   number of speaking times: 5

total time speaking: 458" 8.51"   number of speaking times: 22

dvd: 06   click: 021   length: 00-   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: methods

setting: classroom   activity: **group exposition**

social situation: making exposition about topics methods in general.

interactors		time speaking or talking					mood
kutimusaq	**nv/ss** 3.50-5.1	1.11"	----	---	"	1.11"	r/---

total time speaking: 1.11"   number of speaking times: 1

llamk'ananchik

dvd: 01   click: 002 -2- length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: **group exposition**

social situation: make expositions about the different methods & approaches for teaching
english as a second language.   05

interactors		time speaking or talking					mood
llamk'ananchik	nv/ss 39.37-41.37	2"	-	-	-	2"	cs

total time speaking: 2"   number of speaking times: 1

mikhuchkani

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: **group exposition**

social situation: reading articles prepared for closed group exposition.   08

interactors		time speaking or talking					mood
mikhuchkani	nv/sc 2.16-2.55	39"	-	-	-	39"	emba-rrased

total time speaking: 39"   number of speaking times: 1

dvd: 06   click: 021   length: 00-   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: methods

setting: classroom   activity: **group exposition**

social situation: making exposition about topics methods in general.

interactors	time speaking or talking							mood
niripuway	nv/ss	2.0 -2.15	15"	nv/ss	3.0-3.47	47"	1.2"	r/r
	nv/ss	6.56-7.24	28"	nv/ss	8.3-8.21	18"	46"	r/r

total time speaking: 1.48"   10.39"   number of speaking times: 4

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dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: closed group exposition

social situation: reading articles prepared for closed group exposition.

interactors	time speaking or talking							mood
niripuway	nv/sc	1.21-1.43	22"	-	-	-	22"	n/w/ upset

total time speaking: 22"   number of speaking times: 1

total time speaking: 2.10"   number of speaking times: 5

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parapayan

dvd: 01   click: 002 -2- length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: **group exposition**

social situation: make expositions about the different methods & approaches for teaching english as a second language.   05

interactors	time speaking or talking						mood
parapayan	nv/ss	17.47-19.00	1.13"	nv/ss	31.1.-31.6	5"	1.18"	r/w
	nv/ss	34.31-34.35				-		r/r

total time speaking: 78"   1.18"   number of speaking times: 3

p'acharikuy

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37" date : february, 2016

time : 11:30 a.m. gl trainer: mrs. e. mosaidis topic: methods & approaches

setting: classroom activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors		time speaking or talking						mood
p'acharikuy	nv/ss	19.4-20.23	1.19"	nv/ss	33.55-34.5	10"	1.29"	r/r
	nv/ss	34.56-35.0	4"	-	–	-	4"	r/r

total time speaking: 93" 1.33"   number of speaking times: 3

dvd: 02 click: 004 length: 0-42.52"=42.52" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca topic: plagiarism

setting: classroom activity: group exposition

social situation: reading articles prepared for closed group exposition.   08

interactors		time speaking or talking						mood
p'acharikuy	nv/sc	4.32-4.44	12”	-	-	-	12”	r/-

total time speaking: 12"   number of speaking times: 1

total time speaking: 1.35"   number of speaking times: 4

qhaway

dvd: 02 click: 004 length: 0-42.52"=42.52" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca topic: plagiarism

setting: classroom activity: group exposition

social situation: reading articles prepared for closed group exposition.   08

interactors		time speaking or talking						mood
qhaway	nv/sc	2.58-3.36	38”	-	-	-	38”	n/w/e/u

total time speaking: 38"   number of speaking times: 1

dvd: 08   click: 022   length: 17.10"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking					mood
qhaway	nv/ss	29.58-29.59	1"	nv/ss	30.0-30.1	1"	2"	r/h
	nv/ss	30.3-30.5	2"	nv/ss	30.6-30.36	30"	32"	r/h

total time speaking: 34" 10.39"   number of speaking times: 4

total time speaking: 1.17"   number of speaking times: 5

puririy

dvd: 01   click: 002 -2- length: 12.3"-56.40"=44.37"   date : february, 2016

time : 11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors		time speaking or talking					mood
puririy	nv/ss	12.27-14.50	3.3"	nv/ss	34.11-34.19	8"	3.11"	sr/r

total time speaking: 101" 3.11"   number of speaking times: 2

dvd: 02   click: 004   length: 0-42.52"=42.52"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: group exposition

social situation: reading articles prepared for closed group exposition.   08

interactors		time speaking or talking					mood
puririy	nv/sc	3.37-4.31	54"	-	-	-	54"	r/-

total time speaking: 54"   number of speaking times: 1

total time speaking: 101" 4.5"   number of speaking times: 3

dvd: 08   click: 022   length: 17.10"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking				mood
rantikuwan	nv/ss	23.0-25.44	2.44"	nv/ss 40.19-40.36 15"	2.59"	w/r

total time speaking: 2.59"   number of speaking times: 2

riqsiniña

dvd: 06   click: 021   length: 00-   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: methods

setting: classroom   activity: group exposition

social situation: making exposition about topics methods in general.

interactors		time speaking or talking				mood
riqsiniña	nv/ss	5.25-5.40	15"	nv/ss 5.53-6.16 23"	38"	r/r

total time speaking: 38"   number of speaking times: 2

riqsinakusunchik

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37" date : february, 2016

time : 11:30 a.m. gl trainer: mrs. e. mosaidis topic: methods & approaches

setting: classroom activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.
05

interactors				time speaking or talking					mood
riqsinakusunchik			v/st	34.45-34.55	10"	35"			--/r
	nv/ss	37.41-39.33	1.52"	nv/ss	43.24-43.26	2"	1.54"		r/funny
	nv/ss	55.17-55.19	2"	-	-	-	2"		joking

total time speaking: 151" 2.29"   number of speaking times: 4

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37" date : february, 2016

time : 11:30 a.m. gl trainer: mrs. e. mosaidis topic: methods & approaches

setting: classroom activity: closed group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors				time speaking or talking				mood
riqsinakusunchik	nv/ss	37.41-39.33	1.52"	nv/ss	43.24-43.26	2"	1.54"	r/funny
	nv/ss	55.17-55.19	2"	-	-	-	2"	joking

total time speaking: 1.56"   number of speaking times: 3

total time speaking: 151" 4.25"   number of speaking times: 7

rikuyki

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37" date : february, 2016

time : 11:30 a.m. gl trainer: mrs. e. mosaidis topic: methods & approaches

setting: classroom activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors				time speaking or talking				mood
rikuyki	nv/ss	14.52-16.44	52"	nv/ss	34.23-34.30	7"	59"	r/r

total time speaking: 59"   number of speaking times: 2

saqirparini

dvd: 02   click: 004   length: 0-42.52"=42.52"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: **group exposition**

social situation: reading articles prepared for closed group exposition.   08

interactors		time speaking or talking					mood
saqirparini	nv/sc	1.3-1.19	16"	nv/ss	8.10-8.18	8"	24"	r/r
	nv/ss	8.23-8.25	2"	nv/ss	8.28-8.30	2"	4"	r/r
	nv/ss	8.54-9.0	6"	nv/ss	9.7-9.10	3"	9"	r/r
	nv/ss	9.22-9.26	4"	nv/ss	9.44-9.47	3"	7"	r/r
	nv/ss	9.54-9.59	5"	nv/ss	10.5-10.7	2"	7"	r/r
	nv/ss	10.23-10.25	2"	nv/ss	10.47-10.54	7"	9"	r/r
	nv/ss	11.41-11.43	2"	nv/ss	12.1-12.7	6"	8"	r/r
	nv/ss	12.46-13.7	21"	nv/ss	13.37-14.0	3"	24"	r/r
	nv/ss	14.15-14.49	34"	nv/ss	16.8-16.31	23"	57"	r/r
	nv/ss	18.36-19.34	58"	nv/ss	19.57-20.2	5"	1.3"	r/r
	nv/ss	20.10-20.32	22"	nv/ss	20.59-21.3	4"	26"	r/r
	nv/ss	21.20-21.23	3"	nv/ss	21.35-21.37	2"	5"	r/r
	nv/ss	22.8-22.15	7"	nv/ss	22.50-22.50	1"	8"	r/r
	nv/ss	22.51-22.56	5"	nv/ss	23.7-23.9	2"	7"	r/r
	nv/ss	23.31-24.0	9"	nv/ss	24.10-24.20	10"	19"	r/r

total time speaking: 276" 4.36"   number of speaking times: 30

tiyakuni

dvd: 02 click: 004 length: 0-42.52"=42.52" date : february, 2016
time : 10:30 a.m. gl trainer: mrs. rebecca topic: plagiarism
setting: classroom activity: **group exposition**
social situation: reading articles prepared for closed group exposition.

interactors								mood
tiyakuni	nv/ss	8.8-8.9	1"	nv/ss	8.19-8.22	3"	4"	r/r
	nv/ss	8.26-8.28	2"	nv/ss	8.28-8.53	25"	27"	r/r
	nv/ss	9.0-9.6	6"	nv/ss	9.11-9.21	10"	16"	r/r
	nv/ss	9.27-9.43	16"	nv/ss	9.48-9.53	5"	21"	r/r
	nv/ss	9.59-10.4	5"	nv/ss	10.8-10.22	14"	9"	r/r
	nv/ss	10.26-10.46	20"	nv/ss	10.55-11.40	45"	1.5"	r/r
	nv/ss	11.44-12.0	16"	nv/ss	12.8-12.40	32"	48"	r/r
	nv/ss	13.9-13.36	24	nv/ss	14.2-14.4	2"	26"	r/r
	nv/ss	14.50-16.7	17"	nv/ss	16.32-17.4	32"	49"	r/r
	nv/ss	17.30-18.34		nv/ss	19.34-19.56	22"	1.34"	r/r
	nv/ss	20.3-20.9	6"	nv/ss	20.33-20.44	11"	17"	r/r
	nv/ss	21.5-21.18	13"	nv/ss	21.24-21.34	10"	23"	r/r
	nv/ss	21.38-22.16	38"	nv/ss	22.16-22.48	32"	1.10"	r/r
	nv/ss	22.57-23.5	8"	nv/ss	23.9-23.30	21"	29"	r/r
	nv/ss	24.1-24.6	5"	nv/ss	24.21-24.38	17"	22"	r/r
	nv/ss	27.27-29.0	1.33"	nv/ss	29.26-29.31	5"	1.38"	r/r

total time speaking: 8.15"   number of speaking times: 30

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37" date : february, 2016
time : 11:30 a.m. gl trainer: mrs. e. mosaidis topic: methods & approaches
setting: classroom activity: closed group exposition
social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors							mood
tiyakuni	nv/ss	35.18-35.23	5"	nv/ss	45.16-45.20= 4"	9"	r/r

total time speaking: 9"   number of speaking times: 2

total time speaking: 8.24"   number of speaking times: 32

t'aqsakun

dvd: 01   click: 002 -2-   length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.   05

interactors	time speaking or talking							mood
t'aqsakun	nv/ss	25.45-26.36	51"	nv/ss	26.38-27.51	73"	2.4"	r/r
	nv/ss	49.47-50.26=	39"	nv/ss	52.59-53.59	60"	1.39"	r/e

total time speaking: 223"   3.43"   number of speaking times: 4

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: group exposition

social situation: reading articles prepared for closed group exposition.   08

interactors	time speaking or talking						mood
t'aqsakun	nv/sc	0.49-1.2	13"	-	-	-	13"	r/-

total time speaking: 13"   number of speaking times: 1

total time speaking: 3.56"   number of speaking times: 5

waqaspa

dvd: 08 click: 022 length: 17.10"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: early approaches

setting: classroom   activity: **group exposition**

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking				mood
waqaspa	nv/ss 29.43-29.55 8"	nv/ss 37.49-37.54 5"		13"		r/--

total time speaking: 13"   number of speaking times: 2

wikch'urqurqa

dvd: 08 click: 022 length: 17.10"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: early approaches

setting: classroom   activity: **group exposition**

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking		mood
wikch'urqurqa	nv/ss 27.57-29.29 1.31"		1.31"	w/r

total time speaking: 1.31""   number of speaking times: 1

5.3. Speaking English through alternate group roles

Code / Value Social Situation interactors	V1 C2 01 / +1 Types of Technology (Mrs. Rebecca)	V1 C3,6 02/ +1 Evaluation by Roles (Mrs. Anostas)	V4 C2 03 / +1 Discussing our Lessons (Mrs. Elizabeth)	V5 C2 04 / +1 Teaching Approaches (Mrs. Elizabeth)	V5 C2 05 / +1 Teaching Phylosophy (Mrs. Elizabeth)	score
01 Apapuway	7.35	1.3.54	1.0.1	54.1	51.40	
02 Asipayawan	7.35	1.3.54	1.0.1	54.1	51.40	
03 Imacha chay	7.35	1.3.54	1.0.1	54.1	51.40	
04 Jamunqachu	7.35	1.3.54	1.0.1	54.1	51.40	
05 Kanraqchu	7.35	1.3.54	1.0.1	54.1	51.40	
06 Kutimusaq	7.35	1.3.54	1.0.1	54.1	51.40	
07 Llamk'ananchik	7.35	1.3.54	1.0.1	54.1	51.40	
08 Mikhuchkani	7.35	1.3.54	1.0.1	54.1	51.40	
09 Maqanakunku	7.35	1.3.54	1.0.1	54.1	51.40	
10 Niripuway	7.35	1.3.54	1.0.1	54.1	51.40	
11 Parapayan	7.35	1.3.54	1.0.1	54.1	51.40	
12 Pukllarqani	7.35	1.3.54	1.0.1	54.1	51.40	
13 P'acharikuy	7.35	1.3.54	1.0.1	54.1	51.40	
14 Qhaway	7.35	1.3.54	1.0.1	54.1	51.40	
15 Puririy	7.35	1.3.54	1.0.1	54.1	51.40	
16 Rantikuwan	7.35	1.3.54	1.0.1	54.1	51.40	
17 Riqsiniña	7.35	1.3.54	1.0.1	54.1	51.40	
18 Riqsinakusunchik	7.35	1.3.54	1.0.1	54.1	51.40	
19 Rikuyki	7.35	1.3.54	1.0.1	54.1	51.40	
20 Saqirparini	7.35	1.3.54	1.0.1	54.1	51.40	
21 Tiyakuni	7.35	1.3.54	1.0.1	54.1	51.40	
22 Tususaq	7.35	1.3.54	1.0.1	54.1	51.40	
23 Takisun	7.35	1.3.54	1.0.1	54.1	51.40	
24 T'aqsakun	7.35	1.3.54	1.0.1	54.1	51.40	
25 Willaraniña	7.35	1.3.54	1.0.1	54.1	51.40	
26 Waqaspa	7.35	1.3.54	1.0.1	54.1	51.40	
27 Wikch'urqurqa	7.35	1.3.54	1.0.1	54.1	51.40	
28 Willaraniña	7.35	1.3.54	1.0.1	54.1	51.40	
29 Waqanayani	7.35	1.3.54	1.0.1	54.1	51.40	
30 Yanapakuway	7.35	1.3.54	1.0.1	54.1	51.40	

Code / Value Social Situation interactors		V6 C4 01 / +1 Peru´s TESOL Proposal (Mrs. Rebe- cca)	V8 C3 02/ +1 Subject Teachers (Mrs. Anos- tas)	V9 C1 03 / +1 Proposal Draft (Mrs. Anos- tas)	V11 C2 04 / +1 Favorite Food (Mrs. Anos- tas)	V12 C1 05 / +1 Cultural Resources (Mrs. Eliza- beth)	score
01	Apapuway	56.46	1.0.2	1.0.1	50.2	43.2	
02	Asipayawan	56.46	1.0.2	1.0.1	50.2	43.2	
03	Imacha chay	56.46	1.0.2	1.0.1	50.2	43.2	
04	Jamunqachu	56.46	1.0.2	1.0.1	50.2	43.2	
05	Kanraqchu	56.46	1.0.2	1.0.1	50.2	43.2	
06	Kutimusaq	56.46	1.0.2	1.0.1	50.2	43.2	
07	Llamk'ananchik	56.46	1.0.2	1.0.1	50.2	43.2	
08	Mikhuchkani	56.46	1.0.2	1.0.1	50.2	43.2	
09	Maqanakunku	56.46	1.0.2	1.0.1	50.2	43.2	
10	Niripuway	56.46	1.0.2	1.0.1	50.2	43.2	
11	Parapayan	56.46	1.0.2	1.0.1	50.2	43.2	
12	Pukllarqani	56.46	1.0.2	1.0.1	50.2	43.2	
13	P'acharikuy	56.46	1.0.2	1.0.1	50.2	43.2	
14	Qhaway	56.46	1.0.2	1.0.1	50.2	43.2	
15	Puririy	56.46	1.0.2	1.0.1	50.2	43.2	
16	Rantikuwan	56.46	1.0.2	1.0.1	50.2	43.2	
17	Riqsiniña	56.46	1.0.2	1.0.1	50.2	43.2	
18	Riqsinakusunchik	56.46	1.0.2	1.0.1	50.2	43.2	
19	Rikuyki	56.46	1.0.2	1.0.1	50.2	43.2	
20	Saqirparini	56.46	1.0.2	1.0.1	50.2	43.2	
21	Tiyakuni	56.46	1.0.2	1.0.1	50.2	43.2	
22	Tususaq	56.46	1.0.2	1.0.1	50.2	43.2	
23	Takisun	56.46	1.0.2	1.0.1	50.2	43.2	
24	T'aqsakun	56.46	1.0.2	1.0.1	50.2	43.2	
25	Willaraniña	56.46	1.0.2	1.0.1	50.2	43.2	
26	Waqaspa	56.46	1.0.2	1.0.1	50.2	43.2	
27	Wikch'urqurqa	56.46	1.0.2	1.0.1	50.2	43.2	
28	Willaraniña	56.46	1.0.2	1.0.1	50.2	43.2	
29	Waqanayani	56.46	1.0.2	1.0.1	50.2	43.2	
30	Yanapakuway	56.46	1.0.2	1.0.1	50.2	43.2	

Code / Value Social Situation	V12 C2 01 / +1 Bilinguism (Mrs. Anos-tas)	V13 C6 02/ +1 Meaningful Activities (Mrs. Anos-tas)	score 1	score 2	score 3	score
interactors						
01 Apapuway	1.0.2	1.0.2				
02 Asipayawan	1.0.2	1.0.2				
03 Imacha chay	1.0.2	1.0.2				
04 Jamunqachu	1.0.2	1.0.2				
05 Kanraqchu	1.0.2	1.0.2				
06 Kutimusaq	1.0.2	1.0.2				
07 Llamk'ananchik	1.0.2	1.0.2				
08 Mikhuchkani	1.0.2	1.0.2				
09 Maqanakunku	1.0.2	1.0.2				
10 Niripuway	1.0.2	1.0.2				
11 Parapayan	1.0.2	1.0.2				
12 Pukllarqani	1.0.2	1.0.2				
13 P'acharikuy	1.0.2	1.0.2				
14 Qhaway	1.0.2	1.0.2				
15 Puririy	1.0.2	1.0.2				
16 Rantikuwan	1.0.2	1.0.2				
17 Riqsiniña	1.0.2	1.0.2				
18 Riqsinakusunchik	1.0.2	1.0.2				
19 Rikuyki	1.0.2	1.0.2				
20 Saqirparini	1.0.2	1.0.2				
21 Tiyakuni	1.0.2	1.0.2				
22 Tususaq	1.0.2	1.0.2				
23 Takisun	1.0.2	1.0.2				
24 T'aqsakun	1.0.2	1.0.2				
25 Willaraniña	1.0.2	1.0.2				
26 Waqaspa	1.0.2	1.0.2				
27 Wikch'urqurqa	1.0.2	1.0.2				
28 Willaraniña	1.0.2	1.0.2				
29 Waqanayani	1.0.2	1.0.2				
30 Yanapakuway	1.0.2	1.0.2				

5.4. Speaking English through personal questions.

dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date :   feb., 2016

time :   9:00 a.m. gl trainer: mrs. anostas   topic: task roles techniques

setting: classroom   activity: **group discussion**

social situation: gl trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques.   03

interactors		time speaking or talking					mood
apapuway	v/st	0.14-0.26	12"	v/st	0.32-0.33	1"	13"	w/r/
	v/st	8.7-8.9	2"	___	---	---	15"	r/--

total time speaking: 15"   number of speaking times:3

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.   08

interactors		time speaking or talking					mood
apapuway	**v/st**	36.11-36.14	3"	**v/st**	40.2-40.6	4"	7"	r/r

total time speaking: 7"   number of speaking times: 2

dvd: 01 click: 002 -2- length: 0-12.2"=12.2"   date :   february, 2016

time : 11:30 a.m.   gl trainer: mrs. anostas   topic: lesson plan & demo

setting: classroom   activity: gl trainer exposition

social situation: listen to a sample of a lesson plan to make a microteaching demo at class.

interactors		time speaking or talking					mood
apapuway	**v/st**	8.1-8.5	4"	**v/st**	8.15-8.17	2"	6"	r/e
		10.29-10.31	2"	-	-	-	2"	r/-

total time speaking: 8"   number of speaking times: 3

dvd: 02 click: 003 length: 4.1"-1.2.31"=58.30" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: how to engage students

setting: classroom activity: closed group discussion

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion.

interactors		time speaking or talking					mood
apapuway	v/sc	20.10-20.12	2"	v/sc	21.28-21.34	6"	8"	r/r
	v/sc	21.44-22.18	34"	-	-	-	34"	r/-

total time speaking: 44" number of speaking times: 3

dvd: 02 click: 027 length: 0-16.7"=16.7" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: teaching techniques & my folder

setting: classroom activity: lesson plan

social situation: the gl trainer explains to the sh different teaching techniques and how to create a folder thru google drive. 09

interactors		time speaking or talking					mood
apapuway	v/st	3.8-3.13	5"	-	-	-	5"	r/---

total time speaking: 5" number of speaking times: 1

dvd: 02 click: 027 length: 16.8-30.19=14.11" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca topic: practicum

setting: computer lab activity: aami poonawala/ peru´s tesol

social situation: the gl trainer explains at class how to present the projects for peru´s tesol. 10

interactors		time speaking or talking					mood
apapuway	v/st	23.56-23.57	1"	v/st	24.1-24.6	5"	6"	r/r
	v/st	24.6.-24.6	1"	v/st	24.10-24.11	1"	2"	r/r

total time speaking: 8" number of speaking times: 4

dvd: 05   click: 014   length: 00-4.20"   date :   february, 2016

time :   10:30 a.m.gl trainer: mrs.elizabeth   topic: discussing general aspects

setting: classroom   activity: group discussion

social situation: students discuss openly general aspects about methodology

interactors		time speaking or talking						mood
apapuway	**v/st**	0.21-0.22	1"	**v/st**	0.23-0.26	3"	4"	r/r
	v/st	0.23-0.25	2"	**v/st**	0.43-0.50	7"	9"	r/r

total time speaking: 8"   number of speaking times: 4

dvd: 05   click: 015   length: 21.56-56.44=33.57   date :   february, 2016

time :   10:30 a.m.gl trainer: mrs.elizabeth   topic: lesson plan improvement

setting: classroom   activity: open discussion

social situation: sh watch a video to analyze leadership & lesson plan improvement

interactors		time speaking or talking					mood
apapuway	**v/st**	39.7-39.11	4"	-	-	-	4"	r/r

total time speaking: 4"   number of speaking times: 1

total time speaking: 1.49"   number of speaking times: 21

dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date : feb., 2016

time : 9:00 a.m. gl trainer: mrs. anostas topic: task roles techniques

setting: classroom activity: group discussion

social situation: gl trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques. 03

interactors		time speaking or talking					mood
imacha chay	v/st	0.48-1.2	14"	nv/ss	1.21-1.23	2"	16"	r/r
	v/st	8.2- 8.7	5"	v/st	8.58-9.0	2"	7"	r/r

total time speaking: 23" number of speaking times: 4

dvd: 06 click: 018 length: 0-54.0"=54.0" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. anostas topic: experiential learning

setting: classroom activity: (open)group discussion

social situation: discussing openly topics related to experiential learning. 08

interactors		time speaking or talking					mood
imacha chay	v/st	3.47-3.48	1”	v/ss	4.24-4.25	1”	2”	r/r
	v/ss	4.30-4.30	1"	v/ss	4.33-4.34	1”	2”	r/r

total time speaking: 4" number of speaking times: 4

dvd: 02 click: 003 length: 4.1"-1.2.31"=58.30" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: how to engage students

setting: classroom activity: closed group discussion

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion.

interactors		time speaking or talking				mood
imacha chay	v/sd	16.23-16.24 1”	-	-	1"	r/h/-

total time speaking: 1" number of speaking times: 1

total time speaking: 28" number of speaking times: 9

dvd:　06　click:　018　length:　0-54.0"=54.0"　date :　february, 2016

time :　10:30 a.m.　gl trainer:　mrs. anostas　topic:　experiential learning

setting:　classroom　activity:　**(open)group discussion**

social situation:　discussing openly topics related to experiential learning.　08

interactors		time speaking or talking					mood
jamunqachu	**v/st**	5.19-5.20	1"	-	-	-	1"	r/-

total time speaking: 1"　number of speaking times: 1

dvd:　02　click:　027　length:　0-16.7"=16.7"　date :　february, 2016

time :　10:30 a.m.　gl trainer:　mrs. elizabeth　topic:　teaching techniques & my folder

setting:　classroom　activity:　lesson plan

social situation:　the gl trainer explains to the sh different teaching techniques and how to create a folder thru google drive.　09

interactors		time speaking or talking					mood
jamunqachu	**v/st**	13.59-14.2	3"	-	-	-	3"	r/r

total time speaking: 3"　number of speaking times: 1

total time speaking: 4"　number of speaking times: 3

dvd: 06 click: 018 length: 0-54.0"=54.0" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. anostas topic: experiential learning

setting: classroom activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning. 08

interactors		time speaking or talking					mood
llamk'ananchik	**v/ss**	5.44-5.47	3"	-	-	-	3"	r/-

total time speaking: 3" number of speaking times: 1

dvd: 0x click: 017 length: 0-51.40"=51.40" date : february, 2016

time : 9:00 a.m. gl trainer: mrs.elizabeth topic: maker model

setting: classroom activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking					mood
llamk'ananchik	**v/st**	36.21-36.40	19"	**v/st**	36.58-37.3	5"	24"	r/r
		37.9-37.12	3"	-	-	-	3"	r/-

total time speaking: 27" number of speaking times: 3

total time speaking: 30" number of speaking times: 4

maqanakunku

dvd: 02 click: 003 length: 4.1"-1.2.31"=58.30" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: how to engage students

setting: classroom activity: **group discussion**

social situation: the gl trainer explains how to engage students and then invite to the
student for group discussion.

interactors		time speaking or talking			mood
maqanakunku	**v/sd**	16.30-16.31	1"	8"	r/r

total time speaking: 8" number of speaking times: 1

dvd: 06 click: 018 length: 0-54.0"=54.0" date : february, 2016
time : 10:30 a.m. gl trainer: mrs. anostas topic: experiential learning
setting: classroom activity: (open)group discussion
social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking						mood
niripuway	v/st	6.1-6.2"	1"	v/st	26.34-26.51	17	18"	r/r

total time speaking: 18" number of speaking times: 2

dvd: 0x click: 017 length: 0-51.40"=51.40" date : february, 2016
time : 9:00 a.m. gl trainer: mrs.elizabeth topic: maker model
setting: classroom activity: open group discussion
social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking						mood
niripuway	v/st	40.21.41.1	40"	v/st	41.12-41.28	14"	54"	r/r

total time speaking: 54" number of speaking times: 2
total time speaking: 1.12" number of speaking times: 4

parapayan

dvd: 06 click: 018 length: 0-54.0"=54.0" date : february, 2016
time : 10:30 a.m. gl trainer: mrs. anostas topic: experiential learning
setting: classroom activity: (open)group discussion
social situation: discussing openly topics related to experiential learning. 08

interactors		time speaking or talking						mood
parapayan	v/st	5.51-5.52"	1"	v/st	24.16-24.17	1"	2"	r/r

total time speaking: 2" number of speaking times: 2

dvd: 05 click: 015   length: 00-8.25=8.25   date :   february, 2016

time : 10:30 a.m.   gl trainer: mrs. anostas   topic: new trends on teaching

setting: classroom   activity: open class discussion

social situation: sh discuss the new trends in teaching

interactors		time speaking or talking					mood
mikhuchkani	**v/st**	5"	-	-	-	5"	r/-

total time speaking: 5"   number of speaking times: 1

dvd: 05 click: 015   length: 00-8.25=8.25   date :   february, 2016

time : 10:30 a.m.   gl trainer: mrs. anostas   topic: new trends on teaching

setting: classroom   activity: open class discussion

social situation: sh discuss the new trends in teaching

interactors			time speaking or talking					mood
mikhuchkani	**v/st**	0.0-0.5	5"	-	-	-	5"	r/-

total time speaking: 5"   number of speaking times: 1

total time speaking: 10"   number of speaking times: 2

dvd: 02 click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: **group discussion**

social situation: the gl trainer explains how to engage students and then invite to the
student for group discussion.   07

interactors		time speaking or talking					mood
pukllarqani	**v/st**	4.15-4.23	8"			8"	r/r
	v/sd	16.45-16.48	3"	**v/st**	59.5-59.21	16"	16"	r/r

total time speaking: 24"   number of speaking times: 3

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.   08

interactors		time speaking or talking						mood
pukllarqani	**v/st**	5.14-5.16"	2"	**v/st**	24.22-24.25	3"	5"	r/r
	v/st	24.19-24.20	1"	**v/st**	24.22-24.25	3"	3"	r/r
	v/st	24.29-24.31	2"	**v/st**	24.32-24.33	1"	3"	r/r
	v/st	24.43-24.45	2"	**v/st**	24.51-24.53	2"	4"	r/r
	v/st	25.50-25.53	3"	**v/st**	31.33-31.34	1"	4"	r/r
	v/st	37.40-37.44	4"	**v/st**	44.1-44.11	10"	14"	r/r
	v/st	52.7-52.14	7"	**------**	---	---	1"	r/r

total time speaking: 34"   number of speaking times: 13

dvd: 01 click: 002 -2-   length: 0-12.2"=12.2"   date : february, 2016

time : 11:30 a.m.   gl trainer: mrs. anostas   topic: lesson plan & demo

setting: classroom   activity: gl trainer exposition

social situation: listen to a sample of a lesson plan to make a microteaching demo at class.

interactors		time speaking or talking						mood
farfan c. robert pukllarqani	**v/st**	*3.12-3.15	0"	**v/st**	10.29-10.31	2"	2"	ft/r

total time speaking: 2"   number of speaking times: 2

dvd: 02 click: 027   length: 0-16.7"=16.7"   date :   february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: teaching techniques & my folder

setting: classroom   activity: lesson plan

social situation: the gl trainer explains to the sh different teaching techniques and how to create a folder thru google drive.   09

interactors		time speaking or talking						mood
pukllarqani	**v/ps**	13.0-13.10	10"	-	-	-	10"	r/r

total time speaking: 10"   number of speaking times: 1

february, 2016

time :   10:30 a.m.gl trainer: mrs.elizabeth topic: lesson plan improvement

setting: classroom   activity: open discussion

social situation: sh watch a video to analyze leadership & lesson plan improvement   21

interactors		time speaking or talking						mood
pukllarqani	**v/st**	33.16-34.0	44"	-	-	-	44"	r/r

total time speaking: 44"   number of speaking times: 1

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous conversation between students and gl instructor.

interactors		time speaking or talking					mood
pukllarqani	**v/st**	37.3-37.9	6"	**v/st**	38.11-38.36	23"	29"	r/r

total time speaking: 29"   number of speaking times: 2

total time speaking: 2.23"   number of speaking times: 22

p'acharikuy

dvd: 01   click: 00   length: 1.41"-9.40=7´:59"   date :   february, 2016

time :   11:30 a.m.   gl trainer: mrs. rebecca   topic: use of web technology

setting: classroom   activity: **group discussion**

social situation: discuss about types of web technology used at classroom thru group work at the computer lab.   02

interactors		time speaking or talking					mood
p'acharikuy	v/st	8.21-8.39	18"	-	-	18"	r & p

total time speaking: 18"   number of speaking times: 1

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking					mood
p'acharikuy	**v/st**	29.54-29.59	5"	**v/st**	38.37-39.0	23"	28"	r/r
	v/st	39.8-39.9	1"	**v/st**	53.8-53.11	3"	4"	r/r

total time speaking: 32"   number of speaking times: 4

dvd: 01   click: 002 -2-   length: 0-12.2"=12.2"   date :   february, 2016

time : 11:30 a.m.   gl trainer: mrs. anostas   topic: lesson plan & demo

setting: classroom   activity: gl trainer exposition

social situation: listen to a sample of a lesson plan to make a microteaching demo at class.

interactors		time speaking or talking					mood
p'acharikuy	v/st	5.23-5.28	5"	v/st	7.39-7.42	3"	8"	r/r

total time speaking: 8"   number of speaking times: 2

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m. gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking						mood
p'acharikuy	v/st	35.36-35.48	12"	_	36.0-36.10	10"	22"	r/-
	v/st	41.38-42.18	40"	_	-	-"	40"	r/-

total time speaking: 1.2"   number of speaking times: 3

total time speaking: 2.0"   number of speaking times:10

rantikuwan

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: (open)group discussion

social situation: discussing openly topics related to experiential learning.   08

interactors		time speaking or talking					mood
rantikuwan	v/st	40.51-41.2	11"	v/st	41.5-41.17	12"	23"	r/r

total time speaking: 23"   number of speaking times: 2

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-versation between students and gl instructor.

interactors		time speaking or talking					mood
rantikuwan	v/st	39.37-40.12	15"	v/st	-	-	15"	r/-

total time speaking: 15"   number of speaking times: 1

total time speaking: 38"   number of speaking times: 3

saqirparini

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-versation between students and gl instructor.

interactors		time speaking or talking					mood
saqirparini	v/st	20.54-21.20	1.26"	v/st	25.1-25.18	17"	1.43"	r/r

total time speaking: 1.43"   number of speaking times: 2

total time speaking: 1.43"   number of speaking times: 2

dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date : feb., 2016

time : 9:00 a.m. gl trainer: mrs. anostas topic: task roles techniques

setting: classroom activity: **group discussion**

social situation: gl trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques.

interactors		time speaking or talking						mood
riqsinakusunchik	**v/st**	8.8-8.9	1"	**v/st**	8.50-8.56	6"	7"	r/r

total time speaking: 8" number of speaking times: 2

dvd: 06 click: 018 length: 0-54.0"=54.0" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. anostas topic: experiential learning

setting: classroom activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning. 08

interactors		time speaking or talking						mood
riqsinakusunchik	**v/st**	1.36-1.50	14"	**v/st**	3.45-3.47	2"	16"	r/r
	v/st	3.50-3.52	2"	**v/st**	4.26-4.26	1"	3"	r/r
	v/st	4.52-4.53	1"	**v/st**	23.31-23.33	2"	3"	r/r
	v/st	23.37-23.38	1"	**v/st**	23.56-23.57	1"	2"	r/r
	v/st	24.14-24.15	1"	**v/st**	25.50-25.51	1"	2"	r/r
	v/st	26.0-26.3	3"	**v/st**	26.6-26.8	2"	5"	r/r
	v/st	27.31-27.32	1"	**v/st**	43.40-43.45	5"	6"	r/r
	v/st	44.8-44.9	1"	------	---	---	1"	r/r

total time speaking: 38" number of speaking times: 15

dvd: 01 click: 002 -2-   length: 0-12.2"=12.2"   date :   february, 2016

time : 11:30 a.m.   gl trainer: mrs. anostas   topic: lesson plan & demo

setting: classroom   activity: gl trainer exposition

social situation: listen to a sample of a lesson plan to make a microteaching demo at class.

interactors		time speaking or talking					mood
riqsinakusunchik	v/st	5.24-5.27	3"	v/st	6.45-6.47	2"	5"	r/r
	v/st	11.43-11.45	2"	-	-	-	2"	r/r

total time speaking: 7"   number of speaking times: 3

dvd: 02 click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: closed group discussion

social situation: the gl trainer explains how to engage students and then invite to the
        student for group discussion.

interactors		time speaking or talking				mood
riqsinakusunchik						
	v/st	32.15-32.16	1"	-	-	1"	r/-

total time speaking: 1"   number of speaking times: 1

dvd: 05 click: 015   length: 00-8.25=8.25   date :   february, 2016

time : 10:30 a.m.   gl trainer: mrs. anostas   topic: new trends on teaching

setting: classroom   activity: open class discussion

social situation: sh discuss the new trends in teaching

interactors		time speaking or talking					mood
riqsinakusunchik	v/st	1.1.-1.38	3"	v/st	2.24-2.24	1"	4"	r/r

total time speaking: 4"   number of speaking times: 2

dvd: 05   click: 015   length: 21.56-56.44=33.57   date :   february, 2016

time :   10:30 a.m.gl trainer: mrs.elizabeth   topic: lesson plan improvement

setting: classroom   activity: open discussion

social situation: sh watch a video to analyze leadership & lesson plan improvement

21

interactors		time speaking or talking						mood
riqsinakusunchik	v/st	46.19-46.19	1"	-	-	-	1"	r/r

total time speaking: 1"   number of speaking times: 1

dvd: 0x   click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking						mood
riqsinakusunchik	v/st	32.10-32.52	42"	v/st	50.1-50.55	54"	1.37"	r/r

total time speaking: 1.37"   number of speaking times: 2

total time speaking: 2.36"   number of speaking times: 26

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time : 10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.   08

interactors		time speaking or talking					mood
takisun	**v/st**	5.15-5.16	1"	-	-	-	1"	r/-

total time speaking: 1"   number of speaking times: 1

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time : 9:00 a.m. gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking					mood
takisun	**v/st**	39.4-39.21	17"	-	-	-	17"	r/-

total time speaking: 17"   number of speaking times: 1

total time speaking: 18"   number of speaking times: 2

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m.   gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: **group discussion**

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking					mood
tiyakuni	**v/st**	19.43-19.45	2"			2"	r/r
	v/st	34.31-35.0	29"	**v/st**	43.43-44.58 15"	44"	r/r
	v/st	49.9-49.9	1"	**v/st**	49.17-49.17 1"	2"	r/r
	v/st	50.33-50.33	1"	-	-	-	1"	r/-

total time speaking: 49"   number of speaking times: 6

dvd: 06   click: 018   length: 0-54.0"=54.0"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. anostas   topic: experiential learning

setting: classroom   activity: **(open)group discussion**

social situation: discussing openly topics related to experiential learning.

interactors		time speaking or talking					mood
tiyakuni	**v/st**	00-0.31"	31"	**v/st**	0.41-0.41 1"	32"	w/r
	v/st	0.45-0.45	1"	**v/st**	1.12-1.13 1"	2"	r/r
	v/st	1.31-1.31	1"	**v/st**	4.33-4.33 1"	2"	r/r
	v/st	4.36-4.37	1"	**v/st**	4.38-4.39 1"	2"	r/r
	v/st	5.13-5.13	1"			1"	r/r
	v/st	23.47-23.51	4"	**v/st**	24.38-24.40 2"	6"	r/r
	v/st	25.20-25.23	3"	**v/st**	28.14-28.19 5"	8"	r/r
	v/st	30.29-30.49	20"	**v/st**	31.32-31.33 1"	21"	r/r
	v/st	33.26-33.36	10"	**v/st**	34.49-35.12 23"	33"	r/r
	v/st	35.49-35.54	5"	**v/st**	36.56-37.46 50"	55"	r/r
	v/st	37.57-37.59	2"	**v/st**	42.11-42.21 10"	12"	r/r
	v/st	43.3-43.4	1"	---	----	---	1"	r/---

total time speaking: 3.55"   number of speaking times: 24

dvd: 02 click: 003 length: 4.1"-1.2.31"=58.30" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: how to engage students

setting: classroom activity: closed group discussion

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion.

interactors	time speaking or talking							mood
tiyakuni	v/ss	14.46-14.47	1"	v/ss	16.40-16.44	4"	5"	r/r

total time speaking: 5" number of speaking times: 2

dvd: 02 click: 027 length: 0-16.7"=16.7" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: teaching techniques & my folder

setting: classroom activity: lesson plan

social situation: the gl trainer explains to the sh different teaching techniques and how to create a folder thru google drive. 09

interactors	time speaking or talking							mood
tiyakuni	v/st	0.26-2.44	18"	v/st	3.14-3.36	22"	40"	r/r
	v/st	5.4-5.8	4"	v/st	5.10-5.11	1"	5"	r/r
	v/st	13.31-13.34	3"	v/st	13.38-13.39	1"	4"	r/r
	v/st	13.45-13.47	2"	-	-	-	2"	r/r

total time speaking: 51" number of speaking times: 7

dvd: 02 click: 027 length: 30.20-32.29=2.9" date : february, 2016

time : 10:30 a.m. gl trainer: mrs. anostas topic: experiencing new culture

setting: classroom activity: lesson plan

social situation: the gl trainer explains at class how the new culture affect the inmigrants (honeymoom stage).

interactors	time speaking or talking							mood
tiyakuni	v/st	30.20-30.42	22"	-	-	-	22"	e/-
	v/st	31.24-31.25	1"	-	-	-	1"	r/-

total time speaking: 23" number of speaking times: 3

dvd: 05 click: 015 length: 00-8.25=8.25 date : february, 2016

time : 10:30 a.m. gl trainer: mrs. anostas topic: new trends on teaching

setting: classroom activity: open class discussion

social situation: sh discuss the new trends in teaching

interactors		time speaking or talking					mood
tiyakuni	v/st	3.56-6.40	2.44"	-	-	-	2.44"	r/-

total time speaking: 2.44" number of speaking times: 1

dvd: 05 click: 015 length: 8.26-21.56=xxx date : february, 2016

time : 10:30 a.m. gl trainer: mrs.elizabeth topic: lesson plan/microteaching

setting: classroom activity: open class discussion

social situation: gl trainer explains how effective teachers might influence our english teaching.

interactors		time speaking or talking					mood
tiyakuni	v/st	17.44-17.50	3"	-	-	-	3"	r/r

total time speaking: 3" number of speaking times: 1

dvd: 05 click: 015 length: 21.56-56.44=33.57 date : february, 2016

time : 10:30 a.m.gl trainer: mrs.elizabeth topic: lesson plan improvement

setting: classroom activity: open discussion

social situation: sh watch a video to analyze leadership & lesson plan improvement

21

interactors		time speaking or talking						mood
tiyakuni	v/st	30.51-32.0	9"	v/st	34.1-35.13	1.12"	1.21"	r/r
	v/st	47.19-47.22	3"	v/st	47.28-47.28	1"	4"	r/r
	v/st	49.44-49.47	3"	v/st	53.47-53.50	3"	6"	r/r
	v/st	55.26-55.33	7"	-	-	-	7"	r/r

total time speaking: 1.38" number of speaking times: 7

dvd: 0x click: 017 length: 0-51.40"=51.40" date : february, 2016

time : 9:00 a.m. gl trainer: mrs.elizabeth topic: maker model

setting: classroom activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-versation between students and gl instructor.

interactors		time speaking or talking						mood
tiyakuni	v/st	19.43-19.45	2"				2"	r/r
	v/st	34.31-35.0	29"	v/st	43.43-44.58	15"	44"	r/r
	v/st	49.9-49.9	1"	v/st	49.17-49.17	1"	2"	r/r
	v/st	50.33-50.33	27"	-	-	-	27"	r/-

total time speaking: 1.15"   number of speaking times: 6

dvd: 1/1/2 click: 001,002, 003 length: 0-9.41/0-51.23/0-4.0=1.5.4' date : feb., 2016

time : 9:00 a.m. gl trainer: mrs. anostas topic: task roles techniques

setting: classroom activity: group discussion

social situation: gl trainer organizes groups to learn task roles techniques.   03

interactors		time speaking or talking						mood
tiyakuni	v/ps	1.41-1.42	1"	v/st	7.35-7.58	23"	24"	e/e
	v/st	9.12-9.14	2"				2"	e/--

total time speaking: 26"   number of speaking times: 3

total time speaking: 13.3"   number of speaking times: 60

dvd: 01   click: 00   length: 1.41''-9.40=7´:59''   date :   february, 2016

time :   11:30 a.m.   gl trainer: mrs. rebecca   topic: use of web technology

setting: classroom   activity: group discussion at class

social situation: discuss about types of web technology used at classroom thru group work at the computer lab.

interactors		time speaking or talking				mood
yanapakuway	v/st	7.31-8.10	39"	-	-	39"	relaxed speaking

total time speaking: 39"   number of speaking times: 1

dvd: 1/1/2 click: 001,002, 003   length: 0-9.41/0-51.23/0-4.0=1.5.4' date :   feb., 2016

time :   9:00 a.m. gl trainer: mrs. anostas   topic: task roles techniques

setting: classroom   activity: interpersonal communication/interchanging

social situation: gl trainer organizes groups(questioner, responder, timer, teacher, student) to learn task roles techniques.

interactors		time speaking or talking						mood
yanapakuway	v/st	1.6-1.12	6"	v/st	1.18-1.19	1"	7"	r/r

total time speaking: 7"   number of speaking times: 2

dvd: 02 click: 003   length: 4.1"-1.2.31"=58.30"   date :   february, 2016

time :   10:30 a.m.   gl trainer: mrs. elizabeth   topic: how to engage students

setting: classroom   activity: closed group discussion

social situation: the gl trainer explains how to engage students and then invite to the student for group discussion.

interactors		time speaking or talking			mood
yanapakuway	v/st	26.55-26.57	2"	2"	r/-

total time speaking: 2"   number of speaking times: 1

dvd: 02 click: 027   length: 0-16.7"=16.7"   date :   february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth topic: teaching techniques & my folder

setting: classroom   activity: lesson plan

social situation: the gl trainer explains to the sh different teaching techniques and
how to create a folder thru google drive.

interactors		time speaking or talking					mood
yanapakuway	**v/st**	3.10-4.21	1.11"	-	-	-	1.11"	r/r

total time speaking: 1.11"   number of speaking times: 1

dvd: 05 click: 015   length: 00-8.25=8.25   date :   february, 2016

time : 10:30 a.m.   gl trainer: mrs. anostas   topic: new trends on teaching

setting: classroom   activity: open class discussion

social situation: sh discuss the new trends in teaching

interactors		time speaking or talking					mood
yanapakuway	**v/st**	2.40-3.12	32"	-	-	-	32"	r/-

total time speaking: 32"   number of speaking times: 1

dvd: 0x click: 017   length: 0-51.40"=51.40"   date :   february, 2016

time :   9:00 a.m. gl trainer: mrs.elizabeth   topic: maker model

setting: classroom   activity: open group discussion

social situation: express freely their views about approaches thru open and continous con-
versation between students and gl instructor.

interactors		time speaking or talking						mood
yanapakuway	**v/st**	42.26.42.55	29"	**v/st**	42.59-43.2	3"	32"	r/r
	v/st	47.52.47.53	1"	**v/st**	47.56-47.56	1"	1"	r/r

total time speaking: 33"   number of speaking times: 4

total time speaking: 3.15"   number of speaking times: 10

5.5. Speaking English through personal comments.

apapuway

dvd: 01   click: 002 -2-   length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors		time speaking or talking			mood
apapuway	v/st	33.32-33.34 2"		2"	r/--

total time speaking: 2"   number of speaking times: 1

dvd: 08   click: 022   length: 17.10"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking					mood
apapuway	v/st	38.14-38.36 22"	v/st	38.28-38.34 6"	28"		r/r
	v/st	39.4-39.17 13"	13"			13"	

total time speaking: 41"   number of speaking times: 3
total time speaking: 43"   number of speaking times: 4

imacha chay

dvd: 08   click: 022   length: 17.10"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking				mood
imacha chay	v/st	37.41-37.47 6"	v/st	38.43-38.44 1"	7"	r/r

total time speaking: 6"   number of speaking times: 1

jamunqachu

dvd: 01   click: 002 -2- length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors	time speaking or talking						mood
jamunqachu	v/st	30.31-30.35	4"	nv/ss	41.39-42.56	1.17" 1.21""	r/c smile

total time speaking: 81" 1.21"   number of speaking times: 1

mikhuchkani

dvd: 01   click: 002 -2- length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

05

interactors	time speaking or talking						mood
mikhuchkani	v/st	49.37-49.38	1.1"	-	-	- 1.1"	r/-

total time speaking: 1"   number of speaking times: 1

niripuway

dvd: 08   click: 022   length: 17.10"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors	time speaking or talking						mood
niripuway	v/st	39.38-38.42	4"	---	---	-- 4"	r/r

total time speaking: 4"   number of speaking times: 1

pukllarqani

dvd: 02   click: 004   length: 0-42.52"=42.52"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: closed group exposition

social situation: reading articles prepared for closed group exposition.

interactors		time speaking or talking						mood
pukllarqani	v/st	31.11-31.12	1"	-	-	-	1"	r/-

total time speaking: 2.24"   number of speaking times: 1

p'acharikuy

dvd: 08   click: 022   length: 17.10"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors		time speaking or talking			mood
p'acharikuy	v/st	37.31-37.40	9"	9"	r/---

total time speaking: 9"   number of speaking times: 1

takisun

dvd: 02   click: 004   length: 0-42.52"=42.52"   date : february, 2016

time : 10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: closed group exposition

social situation: reading articles prepared for closed group exposition.

interactors		time speaking or talking						mood
takisun	v/st	30.19-30.21	2"	-	-	-	2"	r/-

total time speaking: 2"   number of speaking times: 1

riqsinakusunchik

dvd: 01 click: 002 -2- length: 12.3"-56.40"=44.37"   date : february, 2016

time : 11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors		time speaking or talking			mood
riqsinakusunchik	v/st	31.45-32.10	25"	25"	r/r

total time speaking: 25"   number of speaking times: 1

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: closed group exposition

social situation: reading articles prepared for closed group exposition.

interactors	time speaking or talking						mood
riqsinakusunchik	v/st	37.6-37.14	8"	v/st	39.0-39.4	4"	12"	r/funny

total time speaking: 12"   number of speaking times: 2

total time speaking: 37"   number of speaking times: 3

tiyakuni

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: group exposition

social situation: reading articles prepared for closed group exposition.   08

interactors	time speaking or talking						mood
	v/st	33.42-35.48	2.6"	v/st	36.8-36.26	18"	2.24"	r/r
tiyakuni							

total time speaking: 2.24"   number of speaking times: 2

dvd: 08   click: 022   length: 17.10"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. elizabeth   topic: early approaches

setting: classroom   activity: group exposition

social situation: making exposition about topics related to early approaches.

interactors	time speaking or talking			mood
tiyakuni	v/st	38.59-39.2	3"	3"	r/---

total time speaking: 3"   number of speaking times: 1

dvd: 01   click: 002 -2-   length: 12.3"-56.40"=44.37"   date :   february, 2016

time :   11:30 a.m. gl trainer: mrs. e. mosaidis   topic: methods & approaches

setting: classroom   activity: closed group exposition

social situation: make expositions about the different methods & approaches for teaching english as a second language.

interactors		time speaking or talking					mood
tiyakuni	v/st	32.31-32.44	15"	v/st	35.26-35.28 2"	17"	
	v/ps	54.51-54.53= 2"		v/ps	54.53-54.54= 1"	3"	doubtful
	v/ps	55.7-55.13= 6"	-	-	-	6"	r/-

total time speaking: 26"   number of speaking times: 5

total time speaking: 2.58"   number of speaking times: 8

yanapakuway

dvd: 02   click: 004   length: 0-42.52"=42.52"   date :   february, 2016

time :   10:30 a.m. gl trainer: mrs. rebecca   topic: plagiarism

setting: classroom   activity: closed group exposition

social situation: reading articles prepared for closed group exposition.

interactors		time speaking or talking				mood
yanapakuway	v/st	38.30-38.40	10"	-	-	
				-	10"	r/-

total time speaking: 10"   number of speaking times: 1

5.6. Speaking English through Experiential learning inside ASU West

DVD: 01   CLICK: 00   LENGTH: 0- 1.40''=1.40"   DATE : February, xxx, 2017

TIME : 9.00 a.m.   GL TRAINER: host   TOPIC: Inaugurational Day

SETTING: ASU West Campus   ACTIVITY: Outdoor Interchange

SOCIAL SITUATION: Opening the Inaugurational Day for the 2016 Specialization Courses at ASU West Campus.

INTERACTORS			TIME SPEAKING OR TALKING	MOOD	AV
01	Apapuway		00	attentive to the oficial host presenter	
02	Asipayawan		00		
03	Imacha chay		00		
04	Jamunqachu		00		
05	Kanraqchu		00		
06	Kutimusaq		00		
07	Llamk'ananchik		00	Amazed by the extension of the campus and all the setting around	
08	Mikhuchkani		00		
09	Maqanakunku		00		
10	Niripuway		00		
11	Parapayan		00		
12	Pukllarqani		00		
13	P'acharikuy	Non volunteer	Student - ASU oficial presenter	00	A little upset by the hot weather and shining sun	
14	Qhaway		00		
15	Puririy		00		
16	Rantikuwan		00		
17	Riqsiniña		00		
18	Riqsinakusunchik		00		
19	Rikuyki		00	excited by the host announcements	
20	Saqirparini		00		
21	Tiyakuni		00		
22	Tususaq		00		
23	Takisun		00		
24	T'aqsakun		00	Joy for being part of ASU West Community	
25	Willaraniña		00		
26	Waqaspa		00		
27	Wikch'urqurqa		00		
28	Willaraniña		00		
29	Waqanayani		00		
30	Yanapakuway				

DVD: 03   CLICK: 010   LENGTH: 6.50-43.41=36.51"/44.42"-57.7"=10.25" total=47.16"

TIME : 10:30 a.m.   GL TRAINER: General Coordinators   TOPIC: Orientation Day

SETTING: ASU Auditorium   DATE :   Feb.15th   ACTIVITY:Closed Mass Exposition

SOCIAL SITUATION: The GL assistant directors & coordinators give super full information to the mass of SH how to accomodate at ASU.

	INTERACTORS	TIME SPEAKING OR TALKING		MOOD	12 AV
01	Apapuway			00	attentive to the oficial host presenter
02	Asipayawan			00	
03	Imacha chay			00	
04	Jamunqachu			00	
05	Kanraqchu			00	
06	Kutimusaq			00	
07	Llamk'ananchik			00	
08	Mikhuchkani			00	
09	Maqanakunku			00	
10	Niripuway			00	
11	Parapayan	Non volunteer	Student - ASU oficial presenters	00	Joy for being part of ASU West Commu- nity
12	Pukllarqani			00	
13	P'acharikuy			00	
14	Qhaway			00	
15	Puririy			00	
16	Rantikuwan			00	
17	Riqsiniña			00	
18	Riqsinakusunchik			00	
19	Rikuyki			00	
20	Saqirparini			00	
21	Tiyakuni			00	
22	Tususaq			00	
23	Takisun			00	
24	T'aqsakun			00	
25	Willaraniña			00	
26	Waqaspa			00	
27	Wikch'urqurqa			00	
28	Willaraniña			00	formal / anxious
29	Waqanayani			00	
30	Yanapakuway			00	

dvd: 10   click: 01   length: 14.58"   date :   february, 2016

time :   9:30 a.m.   gl trainer: --   topic: teaching proposal presentation

setting: at the auditorium   activity: indoor experiential learning

social situation: 2016 scholarship holder are havingteaching proposal presentation at the auditorium.

	interactors			time speaking or talking	mood	av
01	Apapuway			14.58	attentive to the	
02	Asipayawan			14.58	oficial host	
03	Imacha chay			14.58	presenter	
04	Jamunqachu			14.58		
05	Kanraqchu			14.58		
06	Kutimusaq			14.58		
07	Llamk'ananchik			14.58		
08	Mikhuchkani			14.58		
09	Maqanakunku			14.58		
10	Niripuway			14.58		
11	Parapayan			14.58	Joy for being	
12	Pukllarqani		Non volunteer	Student - ASU oficial authorities	14.58	part of ASU
13	P'acharikuy			14.58	West Commu-	
14	Qhaway			14.58	nity	
15	Puririy			14.58		
16	Rantikuwan			14.58		
17	Riqsiniña			14.58		
18	Riqsinakusunchik			14.58		
19	Rikuyki			14.58		
20	Saqirparini			14.58		
21	Tiyakuni			14.58		
22	Tususaq			14.58		
23	Takisun			14.58		
24	T'aqsakun			14.58		
25	Willaraniña			14.58		
26	Waqaspa			14.58		
27	Wikch'urqurqa			14.58		
28	Willaraniña			14.58	formal / anxious	
29	Waqanayani					
30	Yanapakuway					

puririy

dvd: 13 click: 04 length: 4.1" date : february, 2016

time : 19:30 p.m. gl trainer: -- topic: casual conversation

setting: outside of the dining room activity: indoor experiential learning

social situation: me and huanca david are having a casual conversation with two fresh-men student outside of the dining room.

interactors		time speaking or talking		mood
puririy	v	00 - 4.1	4.1"	e/e

total time speaking: 4.1" number of speaking times: 1

dvd: 10 click: 01 length: 14.58" date : february, 2016

time : 9:30 a.m. gl trainer: -- topic: teaching proposal presentation

setting: at the auditorium activity: indoor experiential learning

social situation: 2016 scholarship holder are havingteaching proposal presentation at the auditorium.

12

interactors	time speaking or talking	mood	av
puririy		14.58	14.58

total time speaking: 14.58" number of speaking times: 1

total time speaking: 18.59" number of speaking times:2

dvd: 03 click: 010 length: 59.52"-1.2.33"=2.41" date : february, 2016

time : 10:30 a.m. gl trainer: -- topic: asu leader student´s interview

setting: the changemaker center activity: indoor experiential learning

social situation: a 2016 scholarship holder is having an interview with percy asu leader student´s about black month history near the dining room.

15

interactors		time speaking or talking					mood
	v/ass	59.51-.59.56	5"	v/ass	1.0.1-1.0.5	4" 9"	e/e
tiyakuni	v/ass	1.0.7-1.0.8	1"	v/ass	1.0.9-1.0.9	1" 2"	e/e
	v/ass	1.0.49-1.0.56	7"	v/ass	1.0.58-1.0.58	1" 8"	e/e
	v/ass	1.1.2-1.1.3	1"	v/ass	1.1.7-1.1.12	x" 5"	e/e
	v/ass	1.1.16-1.1.20	4"	v/ass	1.1.21-1.1.21	1" 5"	e/e
	v/ass	1.1.32-1.1.46	14"	v/ass	1.1.54-1.1.54	1" 15"	e/e
	v/ass	1.1.59-1.2.5	6"	v/ass	1.2.8-1.2.11	3" 9"	e/e
	v/ass	1.2.12-1.2.12	1"	v/ass	1.2.16-1.2.17	1" 2"	e/e
	v/ass	1.2.29-1.2.29	1"	v/ass	1.2.32-1.2.33	1" 2"	e/e

total time speaking: 57" number of speaking times: 18

tiyakuni

dvd: 03	click: 010	length: 58.1"-59.51"=1.50"	date : february, 2016

time : 10:30 a.m.   gl trainer: -   topic: meeting new friends

setting: dining room outskirts   activity: casual conversation

social situation: sh introduces himself to a group of 2016 sh at the dining room outskirts.

interactors	time speaking or talking						mood
tiyakuni	v/st	58.20-58.22	3"	v/st	58.24-58.43	-" 3"	relaxed
	v/st	59.1-59.2	1"	v/st	59.4-59.18	14" 15"	& happy

total time speaking: 18"   number of speaking times: 2

dvd: xx	click: xx	length: 12.23"	date : february, 2016

time : 16:30 p.m.   gl trainer: --   topic: preparing a lesson audio

setting: at the housing area (block b)   activity: indoor experiential learning

social situation: me and taylor, an asu west disabled student, record the audio of a lesson at the housing area (block b).

interactors	time speaking or talking		mood
tiyakuni	v	00 - 12.23	12.23" e/e

total time speaking: 12.23"   number of speaking times: 1

dvd: 10	click: 05	length: 36.10"	date : february, 2016

time : 16:30 p.m.   gl trainer: --   topic: preparing a lesson audio

setting: big fletch library   activity: indoor experiential learning

social situation: me and jason fernandez, an asu west , recording the audio of a lesson at the big fletch library.

interactors	time speaking or talking		mood
tiyakuni	v	00 - 36.10	36.10 e/e

total time speaking: 36.10"   number of speaking times: 1

dvd: 13	click: 04	length: 4.1"	date : february, 2016

time : 19:30 p.m.   gl trainer: --   topic: casual conversation

setting: outside of the dining room   activity: indoor experiential learning

social situation: me and huanca david are having a casual conversation with two freshmen student outside of the dining room.

15

interactors	time speaking or talking		mood
tiyakuni	v	00 - 4.1	4.1" e/e

total time speaking: 4.1"   number of speaking times: 1

| dvd: | 10 | click: | 01 | length: | 14.58" | | date : | february, 2016 |

time : 9:30 a.m.   gl trainer: --   topic: teaching proposal presentation

setting: at the auditorium   activity: indoor experiential learning

social situation: 2016 scholarship holder are havingteaching proposal presentation at the auditorium.

interactors	time speaking or talking	mood	av
tiyakuni	14.58	14.58	

total time speaking: 14.58"   number of speaking times: 1

total time speaking: 53.47"   number of speaking times: 24

yanapakuway

| dvd: | 03 | click: | 010 | length: | 58.1"-59.51"=1.50" | date : | february, 2016 |

time : 10:30 a.m.   gl trainer: -   topic: meeting new friends

setting: dining room outskirts   activity: casual conversation

social situation: sh introduces himself to a group of 2016 sh at the dining room outskirts.

interactors	time speaking or talking						mood
yanapakuway	**v/st**	59.2-59.3	1"	**v/st**	59.19-59.25	6" 7"	relaxed & happy

total time speaking: 7"   number of speaking times: 2

| dvd: | 10 | click: | 01 | length: | 14.58" | | date : | february, 2016 |

time : 9:30 a.m.   gl trainer: --   topic: teaching proposal presentation

setting: at the auditorium   activity: indoor experiential learning

social situation: 2016 scholarship holder are havingteaching proposal presentation at the auditorium.

interactors	time speaking or talking	mood	av
yanapakuway	14.58	**14.58**	

total time speaking: 14.58"   number of speaking times: 1

total time speaking: 21.58"   number of speaking times: 3

5.7. Speaking English through Experiential learning outside ASU West

dvd: 01   click: 00   length: 0- 1.40''=1.40''   date :   february, xxx, 2017

time :   9.00 a.m.   gl trainer: host   topic: asu admission interview

setting: asu west web (skype)   activity: outdoor interchange

social situation: opening the inaugural day for the specialization of the asu **2016 asu scholarship holders** at asu west campus.

	interactors		time speaking or talking	mood	av
01	Apapuway			5.45"	attentive to the oficial host presenter
02	Asipayawan			5.45"	
03	Imacha chay			5.45"	
04	Jamunqachu			5.45"	
05	Kanraqchu			5.45"	
06	Kutimusaq			5.45"	Amazed by the extension of the campus and all the setting around
07	Llamk'ananchik			5.45"	
08	Mikhuchkani			5.45"	
09	Maqanakunku			5.45"	
10	Niripuway			5.45"	
11	Parapayan	Non volunteer	Student - ASU oficial presenter	5.45"	
12	Pukllarqani			5.45"	A little upset by the hot weather and shining sun
13	P'acharikuy			5.45"	
14	Qhaway			5.45"	
15	Puririy			5.45"	
16	Rantikuwan			5.45"	
17	Riqsiniña			5.45"	
18	Riqsinakusunchik			5.45"	excited by the host announ-cements
19	Rikuyki			5.45"	
20	Saqirparini			5.45"	
21	Tiyakuni			5.45"	
22	Tususaq			5.45"	
23	Takisun			5.45"	
24	T'aqsakun			5.45"	Joy for being part of ASU West Commu-nity
25	Willaraniña			5.45"	
26	Waqaspa			5.45"	
27	Wikch'urqurqa			5.45"	
28	Willaraniña			5.45"	
29	Waqanayani			5.45"	
30	Yanapakuway				

apapuway

dvd: 04 click: 012   length: 0-1.2.19"=1.2.19"   date :   february, 2016

time : 10:30 a.m.   gl trainer: john deal   topic: night of the open door

setting: asu tempe   activity: socio-cultural interaction (interchange)

social situation: the cultural fair shows to the 2016 sh the many aspects of each country at the asu tempe community.   16

interactors								mood
apapuway	v	1.18-1.31	13"	v	1.33-1.34	1"	14"	happy
	v	1.57-1.58	1"	v	2.3-2.6	3"	4"	happy
	v	2.11-2.15	4"	v	2.33-2.33	1"	5"	happy
	v	2.55-2.59	4"	v	3.6-3.6	1"	5"	happy
	v	3.14-3.15	1"	v	3.16-3.16	1"	2"	happy
	v	3.18-3.18	1"	v	3.37-3.38	1"	1"	happy
	v	3.47-3.48	1"	v	3.52-3.53	1"	2"	happy
	v	4.53-4.55	2"	v	4.59-5.2	3"	5"	happy
	v	5.3-5.4	1"	v	5.7-5.8	1"	2"	happy
	v	5.31-5.36	5"	v	5.39-5.39	1"	6"	happy
	v	5.40-5.43	3"	v	6.8-6.9	1"	4"	happy
	v	6.20-6.22	2"	v	6.23-6.23	1"	3"	happy
	v	6.40-6.42	2"	v	6.50-6.56	6"	8"	happy
	v	8.16-8.16	1"	v	8.25-8.25	1"	2"	happy
	v	8.50-8.51	1"	v	8.53-8.54	1"	2"	happy
	v	9.38-9.39	1"	-	-	-	1"	happy

total time speaking: 1.7"   number of speaking times: 31

kutimusaq

dvd: 04 click: 012   length: 0-1.2.19"=1.2.19"   date :   february, 2016

time : 10:30 a.m.   gl trainer: john deal   topic: night of the open door

setting: asu tempe   activity: socio-cultural interaction (interchange)

social situation: the cultural fair shows to the 2016 sh the many aspects of each country at the asu tempe community.

interactors								mood
kutimusaq	v	11.26-11.26	1"	-	-	-	1"	happy
	v	25.17-25.21	4"	-	-	-	4"	happy

total time speaking: 5"   number of speaking times: 2

puririy

dvd: 04 click: 012 length: 0-1.2.19"=1.2.19" date : february, 2016

time : 10:30 a.m. gl trainer: john deal topic: night of the open door

setting: asu tempe activity: socio-cultural interaction (interchange)

social situation: the cultural fair shows to the 2016 sh the many aspects of each country at the asu tempe community.

interactors		time speaking or talking					mood
puririy	**v**	(0.52-0.56)	0"	-	no english talking	0"	speaking spanish

total time speaking: 0"   number of speaking times: 1

rantikuwan

dvd: 01 click: 006 length: 0-5.10"=5.10" date : february, 2016

time : 9:00 a.m. gl trainer: (shop vendor) topic: buying at asu tempe store

setting: asu tempe store activity: real life interchanging

social situation: buying personal items at asu tempe store.

interactors		time speaking or talking					mood
rantikuwan	**v/sv**	2.23-2.48	25"	**v/sv**	3.27-4.28	58"	1.23"	att/w/h laughing

total time speaking: 1.23"   number of speaking times: 2

tiyakuni

dvd: 01 click: 006 length: 0-5.10"=5.10" date : february, 2016

time : 9:00 a.m. gl trainer: (shop vendor) topic: buying at asu tempe store

setting: asu tempe store activity: real life interchanging

social situation: buying personal items at asu tempe store.

interactors		time speaking or talking						mood
tiyakuni	v/sv	2.9-2.17	8"	-	-	-	8"	vhappy

total time speaking: 8"   number of speaking times: 1

dvd: 04 click: 012 length: 0-1.2.19"=1.2.19" date : february, 2016

time : 10:30 a.m. gl trainer: john deal topic: night of the open door

setting: asu tempe activity: socio-cultural interaction (interchange)

social situation: the cultural fair shows to the 2016 sh the many aspects of each country at the asu tempe community.

interactors		time speaking or talking						mood
tiyakuni								
oral interchanging with alvirena luisa and her friend	v	1.32-1.32	1"	v	1.35-1.36	1"	2"	happy
	v	1.37-1.46	9"	v	1.47-1.54	7"	16"	happy
	v	2.54-2.55	1"	v	2.59-3.6	7"	8"	happy
	v	3.16-3.17	1"	v	6.29-6.36	7"	8"	happy
	v	9.35-9.35	1"	v	9.37-9.37	1"	2"	happy
with john deal	v	10.10-10.11	1"	v	10.17-10.17	1"	2"	happy
	v	13.47-13.47	1"	v	13.48-13.53	1"	2"	happy
	v	14.5-14.6	1"	v	14.19-14.20	1"	2"	happy
oral interchanging with the asu bus driver	v	11.24-11.25	1"	v	11.51-11.52	1"	2"	happy
	v	11.57-12.3	6"	-	-	6"	6"	happy
with carlos (puno)	v	11.26-11.26	1"	-	-	-	1"	happy
with asu tempe gardener	v	13.53-13.53	1"	-	-	-	1"	happy

total time speaking: 52"   number of speaking times: 21

interactors		time speaking or talking						mood
Tiyakuni								
with a teacher of German	V	19.31-25.9	5.40"	Choral repetition			5.40"	happy
with a Middle East dress expositor	V	15.47-15.49	2"	V	17.27-17.33	6"	8"	happy
	V	17.38-17.39	1"	V	17.52-18.5	13"	14"	happy
with an American book conservator		25.30-25.32	2"	V	25.48-25.49	1"	3"	happy
		26.28-26.30	2"	V	26.37-26.39	2"	4"	happy
		26.44-26.48	4"	V	26.54-26.59	5"	9"	happy
		26.56-27.1	5"	V	27.5-27.12	7"	12"	happy
		27.32-27.37	5"	V	27.58-28.0	2"	7"	happy
		28.4-28.14	10"	V	28.17-28.25	8"	18"	happy
		28.26-28.27	1"	V	28.28-28.32	4"	5"	happy
		28.46-2847	1"	V	28.49-28.56	7"	8"	happy
		28.58-29.01	3"		29.1-29.2	1"	4"	happy
		29.4-29.10	6"	-	29.10-29.15	5"	11"	happy
with an American kid, fun of Star Wars		26.28-26.30	2"	V	26.32-26.32	1"	3"	happy
		26.36-26.37	1"	V	26.37-26.37	1"	2"	happy
		26.42-26.47	5"	V	26.55-26.55	1"	6"	happy
with Caleb; an Americankid, assistant of the book conservator		26.56-26.58	2"	-	-	-	2"	happy
		29.2-29.2	1"	-	-	-	1"	happy
Oral interchanging with an American puzzle expositor		31.19-31.27	8"	V	31.29-31.32	3"	11"	E/E
		31.33-31.36	3"	V	31.37-31.38	1"	4"	E/E
		31.41-31.44	3"	V	31.48-31.49	1"	4"	E/E
		31.55-31.56	1"	V	31.58-32.5"	7"	8"	E/E
		32.6-32.6	1"	V	32.8-32.13	5"	6"	E/E
		32.16-32.35	18"	V	-	-	18"	E/-
oral interchanging with a Japanese chocolate expositor		33.28-33.29	1"	V	33.30-33.32	2"	3"	R/H/Hl
		33.34-33.34	1"	V	33.35-33.39	4"	5"	R/H/Hl
		33.44-33.45	1"	V	34.6-34.16	10"	11"	R/H/Hl
		34.20-34.22	2"	-	-	2"	4"	R/H/Hl /-
with a Japanese seaweed expositor	V/ES	35.3-35.13	10"	V/ES	35.16-35.17	1"	11"	R/H/Hl
	V/ES	35.20-35.20	1"	V/ES	35.22-35.23	2"	3"	R/H/Hl
	V/ES	35.24-35.27	3"	V/ES	35.28-35.31	3"	6"	R/H/Hl
	V/ES	35.32-35.33	1"	V/ES	35.33-35.34	1"	2"	R/H/Hl

interactors		time speaking or talking						mood
with a japanese sea-weed expositor	v/es	35.35-35.37	2"	v/es	35.48-35.48	1"	3"	r/h/hl
	v/es	35.50-35.51	1"	v/es	35.55-35.55	1"	2"	r/h/hl
	v/es	35.57-35.57	1"	v/es	36.0-36.0	1"	2"	r/h/hl
	v/es	36.8-36.8	1"	v/es	36.13-36.20	7"	8"	r/h/hl
oral interchange with an american passport night of the open door expositor	v/es	37.25-37.34	9"	v/es	37.35-37.37	2"	11"	enthu-siastic
	v/es	37.38-37.38	1"	v/es	37.39-37.42	3"	4"	
	v/sp	37.43-38.16	30"	v/sp	35.16-35.17	1"	31"	sp. span.
with an american visitor fun of caricatures	v/es	53.55-54.1	6"	-	-	-	6"	r/h/hl
with an american kid, fun of climbing walls	v/es	36.8-36.8	1"	v/es	36.13-36.20	7"	8"	r/h/hl
with jorge cespedes, peruvian entrepeneur	v/es	41.0-41.40	40"			x"	40"	r/h/---

total time speaking: 2.17"   number of speaking times: 26

total time speaking: 6.17"   number of speaking times: 98

willaraniña

dvd: 04   click: 012   length: 0-1.2.19"=1.2.19"   date :   february, 2016

time : 10:30 a.m.   gl trainer: john deal   topic: night of the open door

setting: asu tempe   activity: socio-cultural interaction (interchange)

social situation: the cultural fair shows to the 2016 sh the many aspects of each country at the asu tempe community.

interactors		time speaking or talking						mood
willaraniña	v	0.30-0.32	2"	-	-	-	2"	happy

total time speaking: 2"   number of speaking times: 1

dvd: 01   click: 006   length: 0-5.10"=5.10"   date :   february, 2016

time :   9:00 a.m.   gl trainer: (shop vendor)   topic: buying at asu tempe store

setting: asu tempe store   activity: real life interchanging

social situation: buying personal items at asu tempe store.

interactors		time speaking or talking						mood
willaraniña	v/sv	(0.27-0.30)	3"	00	no talking	-	00"	nice/h

total time speaking: 3"   number of speaking times: 1

total time speaking: 5"   number of speaking times: 3

6. Data processing records

Observation form - Instrument 1

Social situation / Interactors	Formal introd. S1	Tolerant Com. S2	Enthus. Comm. S3	Courteous Expr. S4	Calm Speech S5	Slow Speech S6	Comm. Need S7	Praising Skills S8	Pitch of Voice S9	Stand. Speech S10	Shared Ex. Com. S11	Alter. Speaking S12	Neutral Talk S13	Sense of Play. S14	Com. Ground S15	Switching S16	Social Com. S17	Zone of Pr. Dev. S18	Parent Lang. S19	Occas. Pause S20	Average
			Stage:elementary					Stage:intermediate							Stage: higher						
01 Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02 Asipayawan	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0.25	0	0	0	0	0	3.25
03 Imacha chay	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0.25	0	0.25	0	0.25	0	0.25	0	0	0	0.25	3
04 Jamunqachu	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0	0.25	0	0.25	0	0	0	0	0	0	2.25
05 Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07 Llamk'ananchik	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0	0.25	0	0.25	0.25	0	0	0	0	0	2.50
08 Mikhuchkani	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0.25	0.25	0.25	0	0	0	0.25	3.50
09 Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 Niripuway	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0	0.25	0	0.25	0	0	0	0	0	0	2.50
11 Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12 Pukllarqani	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0.25	0.25	0.25	0	0	0	0.25	3.50
13 P'acharikuy	0	0.25	0.25	0.25	0.25	0.25	0	0	0.25	0	0	0.25	0	0	0	0	0	0	0	0	1.75
14 Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16 Rantikuwan	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0	0	0.25	0.25	0.25	0	0	0	0.25	3.25
17 Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18 Riqsinakusunchik	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0	0	0.25	4
19 Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21 Tiyakuni	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0.25	0.25	0	0	0	0.25	3.75
22 Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23 Takisun	0	0.25	0.25	0.25	0.25	0.25	0	0	0.25	0	0	0	0	0.25	0	0	0	0	0	0	1.75
24 T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30 Yanapakuway	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0.25	0.25	0	0.25	0	0	0	0	0	0	2.50

Observation form - Instrument 2

Social situation	Sentiments to English	Creative written ways	Written jokes atmos-phere	Ability to identify oneself	New words registra-tion	Average
Interactors	Stage:elementary	Stage:intermediate		Stage: higher		
01 Apapuway	0	0	0	0	0	0
02 Asipayawan	0	0	0	0	0	0
03 Imacha chay	0	0	0	0	0	0
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	0	0	0
08 Mikhuchkani	0	0	0	0	0	0
09 Maqanakunku	0	0	0	0	0	0
10 Niripuway	0	0	0	0	0	0
11 Parapayan	0	0	0	0	0	0
12 Pukllarqani	0	0	0	0	0	0
13 P'acharikuy	0	0	0	0	0	0
14 Qhaway	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0
16 Rantikuwan	0	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0
18 Riqsinakusunchik	0	0	0	0	0	0
19 Rikuyki	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0
21 Tiyakuni	0	0	0	0	0	0
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0

Observation form - Instrument 3

	Social situation	Acts of welcom.	Encourag. acts	Proxemics	Natural movem.	Haptics	Oculesics	Facial gestures	Physical appea.	Leader´s pres.	Olfatics		Average
	Interactors	Stage: elementary				Stage:intermediate			Stage: higher				
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
01	Apapuway	0	0	0	0	0	0	0	0	0	0		0
02	Asipayawan	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4.5
03	Imacha chay	0.5	0	0.5	0	0	0	0.5	0	0	0.5		2
04	Jamunqachu	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
05	Kanraqchu	0	0	0	0	0	0	0	0	0	0		0
06	Kutimusaq	0	0	0	0	0	0	0	0	0	0		0
07	Llamk'ananchik	0.5	0	0.5	0.5	0	0	0.5	0.5	0	0.5		3
08	Mikhuchkani	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4
09	Maqanakunku	0	0	0	0	0	0	0	0	0	0		0
10	Niripuway	0.5	0	0.5	0.5	0	0	0.5	0.5	0	0.5		3
11	Parapayan	0	0	0	0	0	0	0	0	0	0		0
12	Pukllarqani	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4.50
13	P'acharikuy	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
14	Qhaway	0	0	0	0	0	0	0	0	0	0		0
15	Puririy	0	0	0	0	0	0	0	0	0	0		0
16	Rantikuwan	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0		0
18	Riqsinakusunchik	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4.5
19	Rikuyki	0	0	0	0	0	0	0	0	0	0		0
20	Saqirparini	0	0	0	0	0	0	0	0	0	0		0
21	Tiyakuni	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5		5
22	Tususaq	0	0	0	0	0	0	0	0	0	0		0
23	Takisun	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0		0
25	Willaraniña	0	0	0	0	0	0	0	0	0	0		0
26	Waqaspa	0	0	0	0	0	0	0	0	0	0		0
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0		0
28	Willaraniña	0	0	0	0	0	0	0	0	0	0		0
29	Waqanayani	0	0	0	0	0	0	0	0	0	0		0
30	Yanapakuway	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3

Observation form - Instrument 4

Social situation / Interactors	Formal introd. S1	Tolerant com. S2	Enthus. comm. S3	Courteous expr. S4	Calm speech S5	Slow speech S6	Comm. need S7	Praising skills S8	Pitch of voice S9	Stand. speech S10	Shared Ex. com. S11	Alter. speaking S12	Neutral talk S13	Sense of play. S14	Com. ground S15	Switching S16	Social com. S17	Zone of pr. dev. S18	Parent lang. S19	Occas. pause S20	Average
		Stage:elementary					Stage:intermediate				Stage: higher										
01 Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02 Asipayawan	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0.25	0	0	0	0	0	3.25
03 Imacha chay	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0.25	0	0.25	0	0.25	0	0.25	0	0	0	0.25	3
04 Jamunqachu	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0	0.25	0	0.25	0	0	0	0	0	0	2.25
05 Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07 Llamk'ananchik	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0	0.25	0	0.25	0.25	0	0	0	0	0	2.50
08 Mikhuchkani	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0.25	0.25	0.25	0	0	0	0.25	3.50
09 Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 Niripuway	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0	0.25	0	0.25	0	0	0	0	0	0	2.50
11 Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12 Pukllarqani	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0.25	0.25	0.25	0	0	0	0.25	3.50
13 P'acharikuy	0	0.25	0.25	0.25	0.25	0.25	0	0	0.25	0	0	0.25	0	0	0	0	0	0	0	0	1.75
14 Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16 Rantikuwan	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0	0	0.25	0.25	0.25	0	0	0	0.25	3.25
17 Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18 Riqsinakusunchik	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0	0	0.25	4
19 Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21 Tiyakuni	0	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0.25	0.25	0	0	0	0.25	3.75
22 Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23 Takisun	0	0.25	0.25	0.25	0.25	0.25	0	0	0.25	0	0	0	0	0.25	0	0	0	0	0	0	1.75
24 T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30 Yanapakuway	0	0.25	0.25	0.25	0.25	0.25	0.25	0	0.25	0	0.25	0.25	0	0.25	0	0	0	0	0	0	2.50

Observation form - Instrument 5

Social situation	Sentiments to English	Creative written ways	Written jokes atmos-phere	Ability to identify oneself	New words registra-tion	Average
Interactors	S:elementary	Stage:intermediate		Stage:higher		
01 Apapuway	0	0	0	0	0	0
02 Asipayawan	0	0	0	0	0	0
03 Imacha chay	0	0	0	0	0	0
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	0	0	0
08 Mikhuchkani	0	0	0	0	0	0
09 Maqanakunku	0	0	0	0	0	0
10 Niripuway	0	0	0	0	0	0
11 Parapayan	0	0	0	0	0	0
12 Pukllarqani	0	0	0	0	0	0
13 P'acharikuy	0	0	0	0	0	0
14 Qhaway	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0
16 Rantikuwan	0	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0
18 Riqsinakusunchik	0	0	0	0	0	0
19 Rikuyki	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0
21 Tiyakuni	0	0	0	0	0	0
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0

Observation form - Instrument 6

	Social situation	Acts of welcom.	Encourag. acts	Proxemics	Natural movem.	Haptics	Oculesics	Facial gestures	Physical appea.	Leader´s pres.	Olfatics		Average
	Interactors	Stage: elementary				Stage: intermediate			Stage: higher				
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10		
01	Apapuway	0	0	0	0	0	0	0	0	0	0		0
02	Asipayawan	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4.5
03	Imacha chay	0.5	0	0.5	0	0	0	0.5	0	0	0.5		2
04	Jamunqachu	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
05	Kanraqchu	0	0	0	0	0	0	0	0	0	0		0
06	Kutimusaq	0	0	0	0	0	0	0	0	0	0		0
07	Llamk'ananchik	0.5	0	0.5	0.5	0	0	0.5	0.5	0	0.5		3
08	Mikhuchkani	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4
09	Maqanakunku	0	0	0	0	0	0	0	0	0	0		0
10	Niripuway	0.5	0	0.5	0.5	0	0	0.5	0.5	0	0.5		3
11	Parapayan	0	0	0	0	0	0	0	0	0	0		0
12	Pukllarqani	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4.50
13	P'acharikuy	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
14	Qhaway	0	0	0	0	0	0	0	0	0	0		0
15	Puririy	0	0	0	0	0	0	0	0	0	0		0
16	Rantikuwan	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0		0
18	Riqsinakusunchik	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5		4.5
19	Rikuyki	0	0	0	0	0	0	0	0	0	0		0
20	Saqirparini	0	0	0	0	0	0	0	0	0	0		0
21	Tiyakuni	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5		5
22	Tususaq	0	0	0	0	0	0	0	0	0	0		0
23	Takisun	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0		0
25	Willaraniña	0	0	0	0	0	0	0	0	0	0		0
26	Waqaspa	0	0	0	0	0	0	0	0	0	0		0
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0		0
28	Willaraniña	0	0	0	0	0	0	0	0	0	0		0
29	Waqanayani	0	0	0	0	0	0	0	0	0	0		0
30	Yanapakuway	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5		3

Observation form - Instrument 7

Social situation	Reflecting	Clarification test	Feedback	Summa-rizing	Acceptance for communic.	Average
Interactors	S: elementary S1	S:intermediate S2	S3	Stage: higher S4	S5	
01 Apapuway	0	0	0	0	0	0
02 Asipayawan	1	1	1	1	1	5
03 Imacha chay	0	0	0	0	0	0
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0
07 Llamk'ananchik	1	1	1	1	1	5
08 Mikhuchkani	1	1	1	1	1	5
09 Maqanakunku	0	0	0	0	0	0
10 Niripuway	0	0	0	0	0	0
11 Parapayan	0	0	0	0	0	0
12 Pukllarqani	1	1	1	1	1	5
13 P'acharikuy	0	0	0	0	0	0
14 Qhaway	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0
16 Rantikuwan	0	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0
18 Riqsinakusunchik	1	1	1	1	1	5
19 Rikuyki	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0
21 Tiyakuni	1	1	1	1	1	5
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0
30 Yanapakuway	1	0	1	0	0	2

Observation form - Instrument 8

Social situation	Beginner level	Elemen-tary level	Interme-diate level	Upper interme-diate level	Advanced level	Average
Interactors	Stage: elementary		Stage: intermediate		S: higher	
01 Apapuway	0	0	0	0	0	0
02 Asipayawan	0	0	0	0	0	0
03 Imacha chay	0	0	0	0	0	0
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	0	0	0
08 Mikhuchkani	0	0	0	0	0	0
09 Maqanakunku	0	0	0	0	0	0
10 Niripuway	0	0	0	0	0	0
11 Parapayan	0	0	0	0	0	0
12 Pukllarqani	0	0	0	0	0	0
13 P'acharikuy	0	0	0	0	0	0
14 Qhaway	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0
16 Rantikuwan	0	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0
18 Riqsinakusunchik	0	0	0	0	0	0
19 Rikuyki	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0
21 Tiyakuni	0	0	0	0	0	0
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0

Observation form - Instrument 9

Social situation / Interactors	ASU West friends	ASU West book-store	The Fletcher's library	The Pavilion dining room	ASU West housings	Exploration ro Ariz. State to meet friends	Explor. Phoenix downtown malls	Explorat. Phoenix museums	Explor. Renaissance Festival	Explorat. Arizona schools	Average
01 Apapuway	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
02 Asipayawan	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
03 Imacha chay	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
04 Jamunqachu	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
05 Kanraqchu	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
06 Kutimusaq	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
07 Llamk'ananchik	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
08 Mikhuchkani	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
09 Maqanakunku	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
10 Niripuway	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
11 Parapayan	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
12 Pukllarqani	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
13 P'acharikuy	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
14 Qhaway	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
15 Puririy	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
16 Rantikuwan	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
17 Riqsiniña	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
18 Riqsinakusunchik	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
19 Rikuyki	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
20 Saqirparini	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
21 Tiyakuni	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
22 Tususaq	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
23 Takisun	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
24 T'aqsakun	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
25 Willaraniña	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
26 Waqaspa	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
27 Wikch'urqurqa	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
28 Willaraniña	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
29 Waqanayani	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
30 Yanapakuway	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5

Observation form - Instrument 10

	Social situation / Interactors	ASU West Book-store	ASU Sun Devil's-Store	The Fletcher´s Library	The Pavilion Dining Room	ASU West Clinic	Arizona Downtown	Phoenix Sky Harbor International Airport	Explorat. Phoe-nix museums	Renaissance Festival	Arizona schools	Average
01	Apapuway	0	0	0	0	0	0	0	0	0	0	0
02	Asipayawan	0	0	0	0	0	0	0	0	0	0	0
03	Imacha chay	0	0	0	0	0	0	0	0	0	0	0
04	Jamunqachu	0	0	0	0	0	0	0	0	0	0	0
05	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0
06	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0
07	Llamk'ananchik	0	0	0	0	0	0	0	0	0	0	0
08	Mikhuchkani	0	0	0	0	0	0	0	0	0	0	0
09	Maqanakunku	0	0	0	0	0	0	0	0	0	0	0
10	Niripuway	0	0	0	0	0	0	0	0	0	0	0
11	Parapayan	0	0	0	0	0	0	0	0	0	0	0
12	Pukllarqani	0	0	0	0	0	0	0	0	0	0	0
13	P'acharikuy	0	0	0	0	0	0	0	0	0	0	0
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0
15	Puririy	0	0	0	0	0	0	0	0	0	0	0
16	Rantikuwan	0	0	0	0	0	0	0	0	0	0	0
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0
18	Riqsinakusunchik	0	0	0	0	0	0	0	0	0	0	0
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0
20	Saqirparini	0	0	0	0	0	0	0	0	0	0	0
21	Tiyakuni	0	0	0	0	0	0	0	0	0	0	0
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0
23	Takisun	0	0	0	0	0	0	0	0	0	0	0
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0
30	Yanapakuway	0	0	0	0	0	0	0	0	0	0	0

Observation form - Instrument 11

Code / Value	01 / +1	02/ +1	03 / +1	04 / +1	05 / +1	Average
Social situation	Food exchange	Dance exchange	Music exchange	Sport & Games exchange	Teaching Experiences exchange	
Interactors						
01 Apapuway	1	---	1	---	1	3
02 Asipayawan	1	---	1	---	1	3
03 Imacha chay	1	---	1	---	1	3
04 Jamunqachu	1	---	1	---	1	3
05 Kanraqchu	1	---	1	---	1	3
06 Kutimusaq	1	---	1	---	1	3
07 Llamk'ananchik	1	---	1	---	1	3
08 Mikhuchkani	1	---	1	---	1	3
09 Maqanakunku	1	---	1	---	1	3
10 Niripuway	1	---	1	---	1	3
11 Parapayan	1	---	1	---	1	3
12 Pukllarqani	1	---	1	---	1	3
13 P'acharikuy	1	---	1	---	1	3
14 Qhaway	1	---	1	---	1	3
15 Puririy	1	---	1	---	1	3
16 Rantikuwan	1	---	1	---	1	3
17 Riqsiniña	1	---	1	---	1	3
18 Riqsinakusunchik	1	---	1	---	1	3
19 Rikuyki	1	---	1	---	1	3
20 Saqirparini	1	---	1	---	1	3
21 Tiyakuni	1	---	1	---	1	3
22 Tususaq	1	---	1	---	1	3
23 Takisun	1	---	1	---	1	3
24 T'aqsakun	1	---	1	---	1	3
25 Willaraniña	1	---	1	---	1	3
26 Waqaspa	1	---	1	---	1	3
27 Wikch'urqurqa	1	---	1	---	1	3
28 Willaraniña	1	---	1	---	1	3
29 Waqanayani	1	---	1	---	1	3
30 Yanapakuway	1	---	1	---	1	3

Observation form - Instrument 12

	Social situation Interactors	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20	Score	Aver.
												Stage: higher											
01	Apapuway	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
02	Asipayawan	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
03	Imacha chay	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
04	Jamunqachu	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
05	Kanraqchu	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25		5	5
06	Kutimusaq	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25		5	5
07	Llamk'ananchik	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
08	Mikhuchkani	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
09	Maqanakunku	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
10	Niripuway	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
11	Parapayan	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
12	Pukllarqani	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25		5	5
13	P'acharikuy	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
14	Qhaway	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
15	Puririy	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
16	Rantikuwan	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
17	Riqsiniña	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
18	Riqsinakusunchik	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
19	Rikuyki	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
20	Saqirparini	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
21	Tiyakuni	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
22	Tususaq	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
23	Takisun	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
24	T'aqsakun	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
25	Willaraniña	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25		5	5
26	Waqaspa	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
27	Wikch'urqurqa	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
28	Willaraniña	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
29	Waqanayani	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5
30	Yanapakuway	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	5	5

Observation form - Instrument 13

	Social situation	Task Roles tech-niques		Lesson plan demo	Discu-ssing our lessons	Experien-tial lear-ning	Maker model	How to engage students
	Interactors				Time			
01	Apapuway	0	0	0	0	0	0	0
02	Asipayawan	4.39"		2"	4"	0	0	0
03	Imacha chay	1.15"		0	0	1"	1.13"	0
04	Jamunqachu	0		0	0	0	0	0
05	Kanraqchu	0		0	0	0	0	0
06	Kutimusaq	0		0	0	1"	0	0
07	Llamk'ananchik	0		0	0	0	0	33"
08	Mikhuchkani	0		0	0	0	0	0
09	Maqanakunku	0		0	0	0	0	33"
10	Niripuway	0		0	0	0	0	0
11	Parapayan	0		0	4.20"	0	0	0
12	Pukllarqani	0		0	0	0	0	5.30"
13	P'acharikuy	0		0	0	0	0	0
14	Qhaway	0		0	0	0	0	0
15	Puririy	0		0	0	2.29"	0	0
16	Rantikuwan	0		0	0	0	0	0
17	Riqsiniña	0		0	0	0	0	0
18	Riqsinakusunchik	8.23"		0	6.15"	0	0	0
19	Rikuyki	0		0	0	0	0	0
20	Saqirparini	1.19"		0	0	33"	0	0
21	Tiyakuni	10.41"		0	5.24"	3.7"	3.8"	1.31"
22	Tususaq	0		0	0	0	0	0
23	Takisun	0		0	0	0	0	0
24	T'aqsakun	0		0	0	0	0	0
25	Willaraniña	0		0	0	0	0	0
26	Waqaspa	0		0	0	0	0	0
27	Wikch'urqurqa	0		0	0	0	0	0
28	Willaraniña	0		0	0	0	0	0
29	Waqanayani	0		0	0	0	0	3"
30	Yanapakuway	0		0	0	0	2.40"	0

Observation form - Instrument 13

Social situation	Plagia-rism	Types of web techno-logy	Total speaking time in group discussions	Score	Average
Interactors					
01 Apapuway	0	0	0	0	0
02 Asipayawan	0	0	4.45"	1	1
03 Imacha chay	0	0	1.29"	1	1
04 Jamunqachu	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0
06 Kutimusaq	0	0	1"	1	1
07 Llamk'ananchik	0	0	33"	1	1
08 Mikhuchkani	0	0	0	0	0
09 Maqanakunku	0	0	33"	1	1
10 Niripuway	22"	0	22"	1	1
11 Parapayan	0	0	4.20"	1	1
12 Pukllarqani	0	0	5.30"	2	2
13 P'acharikuy	0	0	0	0	0
14 Qhaway	0	0	0	0	0
15 Puririy	0	0	2.29"	1	1
16 Rantikuwan	0	0	1"	1	1
17 Riqsiniña	0	0	0	0	0
18 Riqsinakusunchik	0	0	14.38"	3	3
19 Rikuyki	0	0	1"	1	1
20 Saqirparini	0	0	1.52"	1	1
21 Tiyakuni	0	1.7"	24.58"	5	5
22 Tususaq	0	0	0	0	0
23 Takisun	0	2.51"	2.51"	1	1
24 T'aqsakun	0	0	0	0	0
25 Willaraniña	0	34"	34"	1	1
26 Waqaspa	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0
28 Willaraniña	0	0	0	0	0
29 Waqanayani	0	0	3"	1	1
30 Yanapakuway	0	0	2.40"	1	1

Observation form - Instrument 14

Social situation	Early approaches	Methods & approaches	Plagia-rism	Maker model	Total spea-king time	Average
Interactors			Time			
01 Apapuway	8"	0	0	0	8"	1
02 Asipayawan	0	5.9"	13"	0	5.22"	3
03 Imacha chay	0	7.38"	0	1.13"	8.51"	4
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	1.11"	0	0	1.11"	1
07 Llamk'ananchik	0	2"	0	0	2"	1
08 Mikhuchkani	0	0	39"	0	39"	1
09 Maqanakunku	0	0	0	0	0	0
10 Niripuway	0	1.48"	22"	0	2.10"	2
11 Parapayan	0	1.18"	0	0	1.18"	1
12 Pukllarqani	0	0	0	0	0	0
13 P'acharikuy	0	1.33"	12"	0	1.35"	1
14 Qhaway	34"	38"	0	0	1.17"	1
15 Puririy	0	3.11"	54"	0	4.5"	2
16 Rantikuwan	2.59"	0	0	0	2.59"	2
17 Riqsiniña	0	38"	0	0	3.8"	1
18 Riqsinakusunchik	0	2.29"	0	0	2.29"	2
19 Rikuyki	0	59"	0	0	59"	1
20 Saqirparini	0	0	4.36"	0	4.36"	2
21 Tiyakuni	0	9"	8.15"	0	8.24"	4
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	3.43"	13"	0	3.56"	2
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	13"	0	0	0	13"	0
27 Wikch'urqurqa	1.31"	0	0	0	1.31	1
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0

Observation form - Instrument 15

Social situation / Interactors	Task Roles techniques	Lesson plan demo	Discussing our lessons	Experiential learning	Maker model	How to engage students
			Frequency			
01 Apapuway	0 0	0	0	0	0	0
02 Asipayawan	49	1	1	0	0	0
03 Imacha chay	24	0	0	1	5	0
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	0	0	1	0	0
07 Llamk'ananchik	0	0	0	0	0	2
08 Mikhuchkani	0	0	0	0	0	0
09 Maqanakunku	0	0	0	0	0	3
10 Niripuway	0	0	0	0	0	0
11 Parapayan	0	0	49	0	0	0
12 Pukllarqani	0	0	0	0	0	12
13 P'acharikuy	0	0	0	0	0	0
14 Qhaway	0	0	0	0	0	0
15 Puririy	0	0	0	15	0	0
16 Rantikuwan	0	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0
18 Riqsinakusunchik	49	0	43	0	0	0
19 Rikuyki	0	0	0	0	0	0
20 Saqirparini	9	0	0	4	0	0
21 Tiyakuni	1	0	7	60	45	20
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	1
30 Yanapakuway	0	0	0	0	22	0

Observation form - Instrument 15

Social situation	Plagia-rism	Types of web techno-logy	Total speaking time in group discussions	Score	Average
Interactors	Time	Time			
01 Apapuway	0	0	0	0	0
02 Asipayawan	0	0	51	2	2
03 Imacha chay	0	0	30	1	1
04 Jamunqachu	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0
06 Kutimusaq	0	0	1	1	1
07 Llamk'ananchik	0	0	2	1	1
08 Mikhuchkani	0	0	0	0	0
09 Maqanakunku	0	0	3	1	1
10 Niripuway	1	0	1	1	1
11 Parapayan	0	0	49	2	2
12 Pukllarqani	0	0	12	1	1
13 P'acharikuy	0	0	0	0	0
14 Qhaway	0	0	0	0	0
15 Puririy	0	0	15	1	1
16 Rantikuwan	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0
18 Riqsinakusunchik	0	0	92	4	4
19 Rikuyki	0	0	0	0	0
20 Saqirparini	0	0	13	1	1
21 Tiyakuni	0	6	139	5	5
22 Tususaq	0	0	0	0	0
23 Takisun	0	2	2	1	1
24 T'aqsakun	0	0	0	0	0
25 Willaraniña	0	3	3	1	1
26 Waqaspa	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0
28 Willaraniña	0	0	0	0	0
29 Waqanayani	0	0	1	1	1
30 Yanapakuway	0	0	22	1	1

Observation form - Instrument 16

Social situation	Early approa-ches	Methods & approa-ches	Plagia-rism	Maker model	Total spea-king time	Average
Interactors			Frequency			
01 Apapuway	1	0	0	0	1	1
02 Asipayawan	0	11	1	0	12	2
03 Imacha chay	0	17	0	5	22	4
04 Jamunqachu	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0
06 Kutimusaq	0	1	1	0	1	1
07 Llamk'ananchik	0	1	0	0	1	1
08 Mikhuchkani	0	0	1	0	1	1
09 Maqanakunku	0	0	0	0	0	0
10 Niripuway	0	4	1	0	5	1
11 Parapayan	0	3	0	0	3	1
12 Pukllarqani	0	0	0	0	0	0
13 P'acharikuy	0	3	1	0	4	1
14 Qhaway	1	4	0	0	5	1
15 Puririy	0	2"	1	0	3	1
16 Rantikuwan	2	0	0	0	2	1
17 Riqsiniña	0	2	0	0	2	1
18 Riqsinakusunchik	0	4	0	0	4	1
19 Rikuyki	0	2	0	0	2	1
20 Saqirparini	0	0	30	0	30	5
21 Tiyakuni	0	30	2	0	32	5
22 Tususaq	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0
24 T'aqsakun	0	4	1	0	5	1
25 Willaraniña	0	0	0	0	0	0
26 Waqaspa	2	0	0	0	2	1
27 Wikch'urqurqa	1	0	0	0	1	1
28 Willaraniña	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0

Observation form - Instrument 17

Social situation / Interactors	Beginner level	Elementary level	Intermediate level	Upper intermediate level	Advanced level	Average
	STAGE: ELEMENTARY		STAGE: INTERMEDIATE		S: HIGHER	
01 Apapuway			3			3
02 Asipayawan			3			3
03 Imacha chay				4		4
04 Jamunqachu			3			3
05 Kanraqchu		2				2
06 Kutimusaq				4		4
07 Llamk'ananchik			3			3
08 Mikhuchkani				4		4
09 Maqanakunku			3			3
10 Niripuway		2				2
11 Parapayan			3			3
12 Pukllarqani					5	5
13 P'acharikuy			3			3
14 Qhaway		2				2
15 Puririy		2				2
16 Rantikuwan				4		4
17 Riqsiniña			3			3
18 Riqsinakusunchik				4		4
19 Rikuyki			3			3
20 Saqirparini		2				2
21 Tiyakuni					5	5
22 Tususaq			3			3
23 Takisun				4		4
24 T'aqsakun		2				2
25 Willaraniña		2				2
26 Waqaspa			3			3
27 Wikch'urqurqa		2				2
28 Willaraniña			3			3
29 Waqanayani		2				2
30 Yanapakuway		2				2

Observation form - Instrument 18

Social situation / Interactors	Personal comments			Score 1	Score 2	Total speaking time	Average
	Methods & approaches	Early Approaches	Plagiarism	Time			
01 Apapuway	0	0	0	0	0	0	0
02 Asipayawan	2"	41"	0	1'33"	43"	2'16"	1
03 Imacha chay	0	6"	0	28"	6"	34"	1
04 Jamunqachu	1.21"	0	0	4"	1.21"	1.25"	1
05 Kanraqchu	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	30"	0	30"	1
08 Mikhuchkani	1"	0	0	5"	1"	6"	1
09 Maqanakunku	0	0	0	8"	0	8"	1
10 Niripuway	0	4"	0	1'.12"	4"	1'.16"	1
11 Parapayan	0	0	0	2"	0	2"	1
12 Pukllarqani	0	0	2.24	2'.13"	2.24"	4'.37"	2
13 P'acharikuy	0	9"	0	2'	9"	2'.9"	1
14 Qhaway	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0
16 Rantikuwan	0	0	0	38"	0	38"	1
17 Riqsiniña	0	0	0	0	0	0	0
18 Riqsinakusunchik	25"	0	12"	2'.36"	37"	3'.13"	2
19 Rikuyki	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	1'.43"	0	1'.43"	1
21 Tiyakuni	26"	3"	2.24"	10'.54"	2.58"	13'.52"	5
22 Tususaq	0	0	0	0	0	0	0
23 Takisun	0	0	2"	18"	2"	20"	1
24 T'aqsakun	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0
30 Yanapakuway	0	0	10"	2'.4"	10"	2'20"	1

Observation form - Instrument 19

Social situation	Personal questions						
Interactors	Task Roles Techniques	Experient-Learning	Lesson Plan Demo	How to Engage Students	Teaching Techniques	Peru´s Tesol	Discussing General Aspects
				Frequency			
01 Apapuway	0	0	0	0	0	0	0
02 Asipayawan	3	2	3	3	1	4	4
03 Imacha chay	4	4	0	1	0	0	0
04 Jamunqachu	0	1	0	0	1	0	0
05 Kanraqchu	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0
07 Llamk'ananchik	0	1	0	0	0	0	0
08 Mikhuchkani	0	0	0	0	0	0	0
09 Maqanakunku	0	0	0	1	0	0	0
10 Niripuway	0	2	0	0	0	0	0
11 Parapayan	0	2	0	0	0	0	0
12 Pukllarqani	0	13	2	3	1	0	0
13 P'acharikuy	0	4	2	0	0	0	0
14 Qhaway	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0
16 Rantikuwan	0	2	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0	0
18 Riqsinakusunchik	2	15	3	1	0	0	0
19 Rikuyki	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0	0
21 Tiyakuni	3	24"	0	2	7	0	0
22 Tususaq	0	0	0	0	0	0	0
23 Takisun	0	1	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0
30 Yanapakuway	2	0	0	1	1	0	0

Observation Form - Instrument 19

Social situation	Personal questions						Score 1
Interactors	Lesson plan impro-vement	Maker model	New trends on tea-ching	Experien-cing new culture	Lesson plan & micro-teaching	Use of web techno-logy	Frequency
01 Apapuway	0	0	0	0	0	0	0
02 Asipayawan	0	0	0	0	0	0	20
03 Imacha chay	0	0	0	0	0	0	9
04 Jamunqachu	0	0	0	0	0	0	2
05 Kanraqchu	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	0	0	0	4
08 Mikhuchkani	0	0	0	0	0	0	1
09 Maqanakunku	0	0	0	0	0	0	1
10 Niripuway	0	0	0	0	0	0	4
11 Parapayan	0	0	0	0	0	0	2
12 Pukllarqani	0	0	0	0	0	0	22
13 P'acharikuy	0	0	0	0	0	10	10
14 Qhaway	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0
16 Rantikuwan	0	0	0	0	0	0	3
17 Riqsiniña	0	0	0	0	0	0	0
18 Riqsinakusunchik	0	0	0	0	0	0	26
19 Rikuyki	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	0	0	0	2
21 Tiyakuni	0	0	0	0	0	0	54
22 Tususaq	0	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0	2
24 T'aqsakun	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0	10

Observation Form - Instrument 19

Social situation	Personal comments					Total speaking frequency performance	Average
Interactors	Methods & approaches	Early approaches	Plagiarism	Score 1 Frequency	Score 2		
01 Apapuway	0	0	0	0	0	0	0
02 Asipayawan	1	3	0	20	4	24	2
03 Imacha chay	0	1	0	9	1	10	1
04 Jamunqachu	1	0	0	2	3	5	1
05 Kanraqchu	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	4	0	4	1
08 Mikhuchkani	1	0	0	1	1	2	1
09 Maqanakunku	0	0	0	1	0	1	1
10 Niripuway	0	1	0	4	1	5	1
11 Parapayan	0	0	0	2	0	2	1
12 Pukllarqani	0	0	1	22	1	23	1
13 P'acharikuy	0	1	0	10	1	11	1
14 Qhaway	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0
16 Rantikuwan	0	0	0	3	0	3	1
17 Riqsiniña	0	0	0	0	0	0	0
18 Riqsinakusunchik	1	0	2	26	3	29	2
19 Rikuyki	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	2	0	2	1
21 Tiyakuni	5	1	2	54	8	62	5
22 Tususaq	0	0	0	0	0	0	0
23 Takisun	0	0	1	2	1	3	1
24 T'aqsakun	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0
30 Yanapakuway	0	0	1	10	1	11	1

Observation form - Instrument 20

Social situation Interactors	ASU West Admission interview	Orientation Day	Inaugurational Day	Percy xxx	Conversation with ASU West students		
					Taylor	Jason F.	Freshmen
01 Apapuway	0	0	0	0	0	0	0
02 Asipayawan	0	0	0	0	0	0	0
03 Imacha chay	0	0	0	0	0	0	0
04 Jamunqachu	0	0	0	0	0	0	0
05 Kanraqchu	0	0	0	0	0	0	0
06 Kutimusaq	0	0	0	0	0	0	0
07 Llamk'ananchik	0	0	0	0	0	0	0
08 Mikhuchkani	0	0	0	0	0	0	0
09 Maqanakunku	0	0	0	0	0	0	0
10 Niripuway	0	0	0	0	0	0	0
11 Parapayan	0	0	0	0	0	0	0
12 Pukllarqani	0	0	0	0	0	0	0
13 P'acharikuy	0	0	0	0	0	0	0
14 Qhaway	0	0	0	0	0	0	0
15 Puririy	0	0	0	0	0	0	0
16 Rantikuwan	0	0	0	0	0	0	0
17 Riqsiniña	0	0	0	0	0	0	0
18 Riqsinakusunchik	0	0	0	0	0	0	0
19 Rikuyki	0	0	0	0	0	0	0
20 Saqirparini	0	0	0	57"/18	12.23"/1	36.10"/1	4.11"/1
21 Tiyakuni	0	0	0	0	0	0	0
22 Tususaq	0	0	0	0	0	0	0
23 Takisun	0	0	0	0	0	0	0
24 T'aqsakun	0	0	0	0	0	0	0
25 Willaraniña	0	0	0	0	0	0	0
26 Waqaspa	0	0	0	0	0	0	0
27 Wikch'urqurqa	0	0	0	0	0	0	0
28 Willaraniña	0	0	0	0	0	0	0
29 Waqanayani	0	0	0	0	0	0	0
30 Yanapakuway	0	0	0	0	0	0	0

Observation form - Instrument 20

#	Social situation / Interactors	Conversations with Peers	At the Night of the Open Door	At the ASU Tempe store	Renaissence Festival	Teaching proposal presentations	Total time speaking	Average
01	Apapuway	0	0	0	0	0	0	0
02	Asipayawan	0	1.7"/31	0	0	0	1.7"	0
03	Imacha chay	0	0	0	0	0	0	0
04	Jamunqachu	0	0	0	0	0	0	0
05	Kanraqchu	0	0	0	0	0	0	0
06	Kutimusaq	0	5"/2	0	0	0	5"	0
07	Llamk'ananchik	0	0	0	0	0	0	0
08	Mikhuchkani	0	0	0	0	0	0	0
09	Maqanakunku	0	0	0	0	0	0	0
10	Niripuway	0	0	0	0	0	0	0
11	Parapayan	0	0	0	0	0	0	0
12	Pukllarqani	0	0	0	0	0	0	0
13	P'acharikuy	0	0	0	0	0	0	0
14	Qhaway	0	0	0	0	0	0	0
15	Puririy	0	0"/1	0	0	0	0	0
16	Rantikuwan	0	0	1.23"/2	0	0	1.23"	0
17	Riqsiniña	0	0	0	0	0	0	0
18	Riqsinakusunchik	0	0	0	0	0	0	0
19	Rikuyki	0	0	0	0	0	0	0
20	Saqirparini	0	0	0	0	0	0	0
21	Tiyakuni	18"/2	6.17"/98	8"/1	0	0	62'.4"	0
22	Tususaq	0	0	0	0	0	0	0
23	Takisun	0	0	0	0	0	0	0
24	T'aqsakun	0	0	0	0	0	0	0
25	Willaraniña	0	8"/1	3"/1	0	0	11"	0
26	Waqaspa	0	0	0	0	0	0	0
27	Wikch'urqurqa	0	0	0	0	0	0	0
28	Willaraniña	0	0	0	0	0	0	0
29	Waqanayani	0	0	0	0	0	0	0
30	Yanapakuway	7"/2	0	0	0	0	7"/2	0

OBSERVATION FORM - INSTRUMENT 1

Social Situation

	Interactors	STAGE: ELEMENTARY						STAGE: INTERMEDIATE				STAGE: HIGHER										SCORE	Scale	
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20			
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
2	Asipayawan	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	13	4	Higher
3	Imachachay	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	12	3	Intermedia
4	Jamunqachu	0	1	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	9	3	Intermedia
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	0	0	0	0	10	3	Intermedia
8	Mikhuchkani	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	14	4	Higher
9	Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
10	Niripuway	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	10	3	Intermedia
11	Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	14	4	Higher
13	P'acharikuy	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	7	2	Intermedia
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	0	1	13	4	Higher
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
18	Riqsinakusun	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	16	4	Higher
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	15	4	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
23	Takisun	0	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	7	2	Intermedia
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	0	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	9	3	Intermedia

OBSERVATION FORM - INSTRUMENT 2

	Social Situation	Sentiments to English	Creative Written Ways	Written Jokes atmosphere	Ability to Identify oneself	New Words Registration		Scale	
	Interactors	S: Elementary	Stage: Intermediate		Sentiments to English				
		S1	S2	S3	S4	S5			
1	Apapuway	O	O	O	O	O	O	O	Elementary
2	Asipayawan	O	O	O	O	O	O	O	Elementary
3	Imachachay	O	O	O	O	O	O	O	Elementary
4	Jamunqachu	O	O	O	O	O	O	O	Elementary
5	Kanraqchu	O	O	O	O	O	O	O	Elementary
6	Kutimusaq	O	O	O	O	O	O	O	Elementary
7	Llamk'ananchik	O	O	O	O	O	O	O	Elementary
8	Mikhuchkani	O	O	O	O	O	O	O	Elementary
9	Maqanakunku	O	O	O	O	O	O	O	Elementary
10	Niripuway	O	O	O	O	O	O	O	Elementary
11	Parapayan	O	O	O	O	O	O	O	Elementary
12	Pukllarqani	O	O	O	O	O	O	O	Elementary
13	P'acharikuy	O	O	O	O	O	O	O	Elementary
14	Qhaway	O	O	O	O	O	O	O	Elementary
15	Puririy	O	O	O	O	O	O	O	Elementary
16	Rantikuwan	O	O	O	O	O	O	O	Elementary
17	Riqsiniña	O	O	O	O	O	O	O	Elementary
18	Riqsinakusunchik	O	O	O	O	O	O	O	Elementary
19	Rikuyki	O	O	O	O	O	O	O	Elementary
20	Saqirparini	O	O	O	O	O	O	O	Elementary
21	Tiyakuni	O	O	O	O	O	O	O	Elementary
22	Tususaq	O	O	O	O	O	O	O	Elementary
23	Takisun	O	O	O	O	O	O	O	Elementary
24	T'aqsakun	O	O	O	O	O	O	O	Elementary
25	Willaraniña	O	O	O	O	O	O	O	Elementary
26	Waqaspa	O	O	O	O	O	O	O	Elementary
27	Wikch'urqurqa	O	O	O	O	O	O	O	Elementary
28	Willaraniña	O	O	O	O	O	O	O	Elementary
29	Waqanayani	O	O	O	O	O	O	O	Elementary
30	Yanapakuway	O	O	O	O	O	O	O	Elementary

OBSERVATION FORM – INSTRUMENT 3

	Social Situation													
	Interactors	STAGE: ELEMENTARY				STAGE: INTERMEDIATE			STAGE: HIGHER			SCORE	Scale	
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10			
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
2	Asipayawan	1	1	1	1	0	1	1	1	1	1	9	5	Higher
3	Imacha chay	1	0	1	0	0	0	1	0	0	1	4	2	Intermediate
4	Jamunqachu	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	1	0	1	1	0	0	1	1	0	1	6	3	Intermediate
8	Mikhuchkani	1	0	1	1	0	1	1	1	1	1	8	4	Higher
9	Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
10	Niripuway	1	0	1	1	0	0	1	1	0	1	6	3	Intermediate
11	Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	1	1	1	1	0	1	1	1	1	1	9	5	Higher
13	P'acharikuy	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
18	Riqsinakusunchik	1	1	1	1	0	1	1	1	1	1	9	5	Higher
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	1	1	1	1	1	1	1	1	1	1	10	5	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
23	Takisun	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate

OBSERVATION FORM - INSTRUM

	Interactors / Social Situation	STAGE: ELEMENTARY						STAGE: INTERMEDIA				STAGE: HIGHER										SCORE	Scale	
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20			
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
2	Asipayawan	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	13	4	Higher
3	Imacha chay	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	12	3	Intermediat
4	Jamunqachu	0	1	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	9	3	Intermediat
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	0	0	0	0	10	3	Intermediat
8	Mikhuchkani	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	14	4	Higher
9	Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
10	Niripuway	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	10	3	Intermediat
11	Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	14	4	Higher
13	P'acharikuy	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	7	2	Intermediat
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	13	4	Higher
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
18	Riqsinakusunchik	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	16	4	Higher
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	15	4	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
23	Takisun	0	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	7	2	Intermediat
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	10	3	Intermediat

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	OBSERVATION FORM - INSTRUMENT 5								
	Social Situation	Sentiments to English	Creative Written Way	Written Joke atmosphere	Ability to Identify oneself	New Words Registration			
	Interactors	S: Elementary	Stage: Intermediate		Stage: Higher			Scale	
1	Apapuway	0	0	0	0	0	0	0	Elementar
2	Asipayawan	0	0	0	0	0	0	0	Elementar
3	Imachachay	0	0	0	0	0	0	0	Elementar
4	Jamunqachu	0	0	0	0	0	0	0	Elementar
5	Kanraqchu	0	0	0	0	0	0	0	Elementar
6	Kutimusaq	0	0	0	0	0	0	0	Elementar
7	Llamk'ananchik	0	0	0	0	0	0	0	Elementar
8	Mikhuchkani	0	0	0	0	0	0	0	Elementar
9	Maqanakunku	0	0	0	0	0	0	0	Elementar
10	Niripuway	0	0	0	0	0	0	0	Elementar
11	Parapayan	0	0	0	0	0	0	0	Elementar
12	Pukllarqani	0	0	0	0	0	0	0	Elementar
13	P'acharikuy	0	0	0	0	0	0	0	Elementar
14	Qhaway	0	0	0	0	0	0	0	Elementar
15	Puririy	0	0	0	0	0	0	0	Elementar
16	Rantikuwan	0	0	0	0	0	0	0	Elementar
17	Riqsiniña	0	0	0	0	0	0	0	Elementar
18	Riqsinakusunchik	0	0	0	0	0	0	0	Elementar
19	Rikuyki	0	0	0	0	0	0	0	Elementar
20	Saqirparini	0	0	0	0	0	0	0	Elementar
21	Tiyakuni	0	0	0	0	0	0	0	Elementar
22	Tususaq	0	0	0	0	0	0	0	Elementar
23	Takisun	0	0	0	0	0	0	0	Elementar
24	T'aqsakun	0	0	0	0	0	0	0	Elementar
25	Willaraniña	0	0	0	0	0	0	0	Elementar
26	Waqaspa	0	0	0	0	0	0	0	Elementar
27	Wikch'urqurqa	0	0	0	0	0	0	0	Elementar
28	Willaraniña	0	0	0	0	0	0	0	Elementar
29	Waqanayani	0	0	0	0	0	0	0	Elementar
30	Yanapakuway	0	0	0	0	0	0	0	Elementar

OBSERVATION FORM - INSTRUMENT 6

	Social Situation												
	Interactors	STAGE: ELEMENTARY				STAGE: INTERMEDIA			STAGE: HIGHER				Scale	
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10			
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
2	Asipayawan	1	1	1	1	0	1	1	1	1	1	9	5	Higher
3	Imacha chay	1	0	1	0	0	0	1	0	0	1	4	2	Intermediate
4	Jamunqachu	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	1	0	1	1	0	0	1	1	0	1	6	3	Intermediate
8	Mikhuchkani	1	0	1	1	0	1	1	1	1	1	8	4	Higher
9	Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
10	Niripuway	1	0	1	1	0	0	1	1	0	1	6	3	Intermediate
11	Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	1	1	1	1	0	1	1	1	1	1	9	5	Higher
13	P'acharikuy	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
18	Riqsinakusunchik	1	1	1	1	0	1	1	1	1	1	9	5	Higher
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	1	1	1	1	1	1	1	1	1	1	10	5	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
23	Takisun	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	1	0	1	0	0	1	1	1	0	1	6	3	Intermediate

OBSERVATION FORM - INSTRUMENT 7

	Social Situation	Reflecting	Clarification Test	Feedback	Sumarizing	Aceptance fo Communic.			
	Interactors	S: Elementary	Stage: Intermediate	Sentiments to English			⋊⋔⊏⋉	Scale	
		S1	S2	S3	S4	S5			
1	Apapuway	0	0	0	0	0	0	0	Elementary
2	Asipayawan	1	1	1	1	1	5	5	Higher
3	Imachachay	0	0	0	0	0	0	0	Elementary
4	Jamunqachu	0	0	0	0	0	0	0	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	1	1	1	1	1	5	5	Higher
8	Mikhuchkani	1	1	1	1	1	5	5	Higher
9	Maqanakunku	0	0	0	0	0	0	0	Elementary
10	Niripuway	0	0	0	0	0	0	0	Elementary
11	Parapayan	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	1	1	1	1	1	5	5	Higher
13	P'acharikuy	0	0	0	0	0	0	0	Elementary
14	Qhaway	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	0	0	0	0	0	0	0	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	Elementary
18	Riqsinakusunchik	1	1	1	1	1	5	5	Higher
19	Rikuyki	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	1	1	1	1	1	5	5	Higher
22	Tususaq	0	0	0	0	0	0	0	Elementary
23	Takisun	0	0	0	0	0	0	0	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	1	0	1	0	0	2	2	Intermediat

OBSERVATION FORM – INSTRUMENT 8									
Social Situation		Beginner level	Elementary level	Intermediate level	Upper Intermediate level	Advanced level			
Interactors		STAGE: ELEMENTARY		STAGE: INTERMEDIATE		S: HIGHER	>:=:<		
		S1	S2	S3	S4	S5		Scale	
1	Apapuway	0	0	0	0	0	0	0	Elementary
2	Asipayawan	0	0	0	0	0	0	0	Elementary
3	Imachachay	0	0	0	0	0	0	0	Elementary
4	Jamunqachu	0	0	0	0	0	0	0	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	0	0	0	0	0	0	0	Elementary
8	Mikhuchkani	0	0	0	0	0	0	0	Elementary
9	Maqanakunku	0	0	0	0	0	0	0	Elementary
10	Niripuway	0	0	0	0	0	0	0	Elementary
11	Parapayan	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	0	0	0	0	0	0	0	Elementary
13	P'acharikuy	0	0	0	0	0	0	0	Elementary
14	Qhaway	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	0	0	0	0	0	0	0	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	Elementary
18	Riqsinakusunchik	0	0	0	0	0	0	0	Elementary
19	Rikuyki	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	0	0	0	0	0	0	0	Elementary
22	Tususaq	0	0	0	0	0	0	0	Elementary
23	Takisun	0	0	0	0	0	0	0	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	0	0	0	0	0	0	0	Elementary

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OBSERVATION FORM - INSTRUMENT 9

Social Situation													
INTERACTORS	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	SCORE	Scale	
1 Apapuway	1	1	1	1	1	1	1	1	1	1	10	5	Higher
2 Asipayawan	1	1	1	1	1	1	1	1	1	1	10	5	Higher
3 Imachachay	1	1	1	1	1	1	1	1	1	1	10	5	Higher
4 Jamunqachu	1	1	1	1	1	1	1	1	1	1	10	5	Higher
5 Kanraqchu	1	1	1	1	1	1	1	1	1	1	10	5	Higher
6 Kutimusaq	1	1	1	1	1	1	1	1	1	1	10	5	Higher
7 Llamk'ananchik	1	1	1	1	1	1	1	1	1	1	10	5	Higher
8 Mikhuchkani	1	1	1	1	1	1	1	1	1	1	10	5	Higher
9 Maqanakunku	1	1	1	1	1	1	1	1	1	1	10	5	Higher
10 Niripuway	1	1	1	1	1	1	1	1	1	1	10	5	Higher
11 Parapayan	1	1	1	1	1	1	1	1	1	1	10	5	Higher
12 Pukllarqani	1	1	1	1	1	1	1	1	1	1	10	5	Higher
13 P'acharikuy	1	1	1	1	1	1	1	1	1	1	10	5	Higher
14 Qhaway	1	1	1	1	1	1	1	1	1	1	10	5	Higher
15 Puririy	1	1	1	1	1	1	1	1	1	1	10	5	Higher
16 Rantikuwan	1	1	1	1	1	1	1	1	1	1	10	5	Higher
17 Riqsiniña	1	1	1	1	1	1	1	1	1	1	10	5	Higher
18 Riqsinakusunchik	1	1	1	1	1	1	1	1	1	1	10	5	Higher
19 Rikuyki	1	1	1	1	1	1	1	1	1	1	10	5	Higher
20 Saqirparini	1	1	1	1	1	1	1	1	1	1	10	5	Higher
21 Tiyakuni	1	1	1	1	1	1	1	1	1	1	10	5	Higher
22 Tususaq	1	1	1	1	1	1	1	1	1	1	10	5	Higher
23 Takisun	1	1	1	1	1	1	1	1	1	1	10	5	Higher
24 T'aqsakun	1	1	1	1	1	1	1	1	1	1	10	5	Higher
25 Willaraniña	1	1	1	1	1	1	1	1	1	1	10	5	Higher
26 Waqaspa	1	1	1	1	1	1	1	1	1	1	10	5	Higher
27 Wikch'urqurqa	1	1	1	1	1	1	1	1	1	1	10	5	Higher
28 Willaraniña	1	1	1	1	1	1	1	1	1	1	10	5	Higher
29 Waqanayani	1	1	1	1	1	1	1	1	1	1	10	5	Higher
30 Yanapakuway	1	1	1	1	1	1	1	1	1	1	10	5	Higher

OBSERVATION FORM - INSTRUMENT 10													
Social Situation													
INTERACTORS		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	SCORE	Scale	
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
2	Asipayawan	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
3	Imachachay	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
4	Jamunqachu	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
7	Llamk'ananchik	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
8	Mikhuchkani	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
9	Maqanakunku	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
10	Niripuway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
11	Parapayan	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
12	Pukllarqani	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
13	P'acharikuy	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
16	Rantikuwan	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
18	Riqsinakusunchik	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
21	Tiyakuni	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
23	Takisun	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	Elementary
30	Yanapakuway	0	0	0	0	0	0	0	0	0	0	0	0	Elementary

OBSERVATION FORM - INSTRUMENT 11								
Code / Value		01 / +1	02 / +1	03 / +1	04 / +1	05 / +1		
Social Situation		Food Exchange	Dance Exchange	Music Exchange	Sport & Games Exchange	Teching Experience Exchange		
INTERACTORS		S1	S2	S3	S4	S5	SCORE	Scale	
1	Apapuway	1	0	1	0	1	3	3	Intermediat
2	Asipayawan	1	0	1	0	1	3	3	Intermediat
3	Imachachay	1	0	1	0	1	3	3	Intermediat
4	Jamunqachu	1	0	1	0	1	3	3	Intermediat
5	Kanraqchu	1	0	1	0	1	3	3	Intermediat
6	Kutimusaq	1	0	1	0	1	3	3	Intermediat
7	Llamk'ananchik	1	0	1	0	1	3	3	Intermediat
8	Mikhuchkani	1	0	1	0	1	3	3	Intermediat
9	Maqanakunku	1	0	1	0	1	3	3	Intermediat
10	Niripuway	1	0	1	0	1	3	3	Intermediat
11	Parapayan	1	0	1	0	1	3	3	Intermediat
12	Pukllarqani	1	0	1	0	1	3	3	Intermediat
13	P'acharikuy	1	0	1	0	1	3	3	Intermediat
14	Qhaway	1	0	1	0	1	3	3	Intermediat
15	Puririy	1	0	1	0	1	3	3	Intermediat
16	Rantikuwan	1	0	1	0	1	3	3	Intermediat
17	Riqsiniña	1	0	1	0	1	3	3	Intermediat
18	Riqsinakusunchik	1	0	1	0	1	3	3	Intermediat
19	Rikuyki	1	0	1	0	1	3	3	Intermediat
20	Saqirparini	1	0	1	0	1	3	3	Intermediat
21	Tiyakuni	1	0	1	0	1	3	3	Intermediat
22	Tususaq	1	0	1	0	1	3	3	Intermediat
23	Takisun	1	0	1	0	1	3	3	Intermediat
24	T'aqsakun	1	0	1	0	1	3	3	Intermediat
25	Willaraniña	1	0	1	0	1	3	3	Intermediat
26	Waqaspa	1	0	1	0	1	3	3	Intermediat
27	Wikch'urqurqa	1	0	1	0	1	3	3	Intermediat
28	Willaraniña	1	0	1	0	1	3	3	Intermediat
29	Waqanayani	1	0	1	0	1	3	3	Intermediat
30	Yanapakuway	1	0	1	0	1	3	3	Intermediat

	OBSERVATION FORM - INSTRUMENT 12																							
	Social Situation	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20			
	INTERACTORS	STAGE: HIGHER							MECHANISM: Desire to Pass the Course													SCORE	Scale	
1	Apapuway	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
2	Asipayawan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
3	Imacha chay	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higer
4	Jamunqachu	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
5	Kanraqchu	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higer
6	Kutimusaq	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
7	Llamk'ananchik	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
8	Mikhuchkani	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
9	Maqanakunku	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
10	Niripuway	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
11	Parapayan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
12	Pukllarqani	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
13	P'acharikuy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
14	Qhaway	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
15	Puririy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
16	Rantikuwan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
17	Riqsiniña	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
18	Riqsinakusunchik	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
19	Rikuyki	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
20	Saqirparini	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higer
21	Tiyakuni	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
22	Tususaq	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
23	Takisun	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
24	T'aqsakun	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
25	Willaraniña	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
26	Waqaspa	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
27	Wikch'urqurqa	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
28	Willaraniña	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
29	Waqanayani	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher
30	Yanapakuway	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	5	Higher

OBSERVATION FORM - INSTRUMENT 13

#	Social Situation / Interactors	Task Roles Techniques	Lesson Plan Demo	Discussing our Lessons	Experiential Learning	Marker Model	How to Engage Students	Plagiarism	Types of Web Technology	TOTAL SPEAKING TIME IN GROUP DISCUSSION		
		Time	Time	Time	Time	Time	Time	Time	Time	SCORE		
1	Apapuway	0	0	0	0	0	0	0	0	0	1	Elementary
2	Asipayawan	294	2	4	0	0	0	0	0	300	2	Intermediate
3	Imacha chay	93	0	0	1	73	0	0	0	167	1	Elementary
4	Jamunqachu	0	0	0	0	0	0	0	0	0	1	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	0	0	1	Elementary
6	Kutimusaq	0	0	0	1	0	0	0	0	1	1	Elementary
7	Llamk'ananchik	0	0	0	0	0	33	0	0	33	1	Elementary
8	Mikhuchkani	0	0	0	0	0	0	0	0	0	1	Elementary
9	Maqanakunku	0	0	0	0	0	33	0	0	33	1	Elementary
10	Niripuway	0	0	0	0	0	0	22	0	22	1	Elementary
11	Parapayan	0	0	265.5	0	0	0	0	0	265.5	1	Elementary
12	Pukllarqani	0	0	0	0	0	317	0	0	317	2	Intermediate
13	P'acharikuy	0	0	0	0	0	0	0	0	0	1	Elementary
14	Qhaway	0	0	0	0	0	0	0	0	0	1	Elementary
15	Puririy	0	0	0	149	0	0	0	0	149	1	Elementary
16	Rantikuwan	0	0	0	0	0	0	0	0	0	1	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	0	0	1	Elementary
18	Riqsinakusunchik	570	0	380	0	0	0	0	0	950	4	Higher
19	Rikuyki	0	0	0	1	0	0	0	0	1	1	Elementary
20	Saqirparini	79	0	0	32.5	0	0	0	0	111.5	1	Elementary
21	Tiyakuni	637	0	319	191.5	189.5	90.5	0	67	1494.5	5	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	1	Elementary
23	Takisun	0	0	0	0	0	0	0	171	171	1	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	0	0	1	Elementary
25	Willaraniña	0	0	0	0	0	0	0	34	34	1	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	1	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	1	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	1	Elementary
29	Waqanayani	0	0	0	0	0	3	0	0	3	1	Elementary
30	Yanapakuway	0	0	0	219	0	0	0	0	219	1	Elementary

OBSERVATION FORM - INSTRUMENT 14							
Social Situation	Early Approach	Methods Approach	Plagiarism	Marker Model	TOTAL SPEAKING TIME		
Interactors	Time	Time	Time	Time	SCORE	α e X	
1 Apapuway	128	0	0	0	128	1	Elementary
2 Asipayawan	0	320	13	0	333	3	Intermediat
3 Imachachay	0	454	0	73	527	4	Higher
4 Jamunqachu	0	0	0	0	0	1	Elementary
5 Kanraqchu	0	0	0	0	0	1	Elementary
6 Kutimusaq	0	71	0	0	71	1	Elementary
7 Llamk'ananchik	0	120	0	0	120	1	Elementary
8 Mikhuchkani	0	0	39	0	39	1	Elementary
9 Maqanakunku	0	0	0	0	0	1	Elementary
10 Niripuway	0	108	22	0	130	1	Elementary
11 Parapayan	0	82	0	0	82	1	Elementary
12 Pukllarqani	0	0	0	0	0	1	Elementary
13 P'acharikuy	0	93	12	0	105	1	Elementary
14 Qhaway	34	0	38	0	72	1	Elementary
15 Puririy	0	151	54	0	205	2	Intermediat
16 Rantikuwan	181	0	0	0	181	2	Intermediat
17 Riqsiniña	0	38	0	0	38	1	Elementary
18 Riqsinakusunchik	0	126	0	0	126	1	Elementary
19 Rikuyki	0	119	0	0	119	1	Elementary
20 Saqirparini	0	0	316.5	0	316.5	3	Intermediat
21 Tiyakuni	0	9	683	0	692	5	Higher
22 Tususaq	0	0	0	0	0	1	Elementary
23 Takisun	0	0	0	0	0	1	Elementary
24 T'aqsakun	0	223	13	0	236	2	Intermediat
25 Willaraniña	0	0	0	0	0	1	Elementary
26 Waqaspa	17	0	0	0	17	1	Elementary
27 Wikch'urqurqa	92	0	0	0	92	1	Elementary
28 Willaraniña	0	0	0	0	0	1	Elementary
29 Waqanayani	0	0	0	0	0	1	Elementary
30 Yanapakuway	0	0	0	0	0	1	Elementary

	Social Situation	Task Roles Techniques	Lesson Plan Demo	Discussing our Lessons	Experiential Learning	Marker Model	How to Engage Students	Plagiarism	Types of Web Technology	TOTAL SPEAKING FREQU GROUP DISCUSSION		
	Interactors	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	SCORE		
1	Apapuway	0	0	0	0	0	0	0	0	0	1	Elementary
2	Asipayawan	53	1	1	0	0	0	0	0	55	2	Intermediate
3	Imacha chay	28	0	0	1	5	0	0	0	34	2	Intermediate
4	Jamunqachu	0	0	0	0	0	0	0	0	0	1	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	0	0	1	Elementary
6	Kutimusaq	0	0	0	1	0	0	0	0	1	1	Elementary
7	Llamk'ananchik	0	0	0	0	0	4	0	0	4	1	Elementary
8	Mikhuchkani	0	0	0	0	0	0	0	0	0	1	Elementary
9	Maqanakunku	0	0	0	0	0	3	0	0	3	1	Elementary
10	Niripuway	0	0	0	0	0	0	1	0	1	1	Elementary
11	Parapayan	0	0	49	0	0	0	0	0	49	2	Intermediate
12	Pukllarqani	0	0	0	0	0	15	0	0	15	1	Elementary
13	P'acharikuy	0	0	0	0	0	0	0	0	0	1	Elementary
14	Qhaway	0	0	0	0	0	0	0	0	0	1	Elementary
15	Puririy	0	0	0	15	0	0	0	0	15	1	Elementary
16	Rantikuwan	0	0	0	0	0	0	0	0	0	1	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	0	0	1	Elementary
18	Riqsinakusunchik	49	0	45	0	0	0	0	0	94	4	Higher
19	Rikuyki	0	0	0	1	0	0	0	0	1	1	Elementary
20	Saqirparini	9	0	0	4	0	0	0	0	13	1	Elementary
21	Tiyakuni	63	0	45	20	7	6	0	2	143	5	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	1	Elementary
23	Takisun	0	0	0	0	0	0	0	2	2	1	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	0	0	1	Elementary
25	Willaraniña	0	0	0	0	0	0	0	6	6	1	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	1	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	1	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	1	Elementary
29	Waqanayani	0	0	0	0	0	1	0	0	1	1	Elementary
30	Yanapakuway	0	0	0	20	0	0	0	0	20	1	Elementary

OBSERVATION FORM - INSTRUMENT 15

OBSERVATION FORM - INSTRUMENT 16

	Social Situation	Early Approach	Methods Approach	Plagiarism	Marker Model	TOTAL SPEAKING TIME		
	Interactors	Time	Time	Time	Time	SCORE		
1	Apapuway	1	0	0	0	1	1	Elementary
2	Asipayawan	0	12	1	0	13	2	Intermedia
3	Imacha chay	0	17	0	5	22	4	Higher
4	Jamunqachu	0	0	0	0	0	1	Elementary
5	Kanraqchu	0	0	0	0	0	1	Elementary
6	Kutimusaq	0	1	0	0	1	1	Elementary
7	Llamk'ananchik	0	1	0	0	1	1	Elementary
8	Mikhuchkani	0	0	1	0	1	1	Elementary
9	Maqanakunku	0	0	0	0	0	1	Elementary
10	Niripuway	0	4	1	0	5	1	Elementary
11	Parapayan	0	3	0	0	3	1	Elementary
12	Pukllarqani	0	0	0	0	0	1	Elementary
13	P'acharikuy	0	3	1	0	4	1	Elementary
14	Qhaway	4	0	1	0	5	1	Elementary
15	Puririy	0	2	1	0	3	1	Elementary
16	Rantikuwan	2	0	0	0	2	1	Elementary
17	Riqsiniña	0	2	0	0	2	1	Elementary
18	Riqsinakusunchik	0	4	0	0	4	1	Elementary
19	Rikuyki	0	2	0	0	2	1	Elementary
20	Saqirparini	0	0	30	0	30	5	Higher
21	Tiyakuni	2	0	32	0	34	5	Higher
22	Tususaq	0	0	0	0	0	1	Elementary
23	Takisun	0	0	0	0	0	1	Elementary
24	T'aqsakun	0	4	1	0	5	1	Elementary
25	Willaraniña	0	0	0	0	0	1	Elementary
26	Waqaspa	2	0	0	0	2	1	Elementary
27	Wikch'urqurqa	1	0	0	0	1	1	Elementary
28	Willaraniña	0	0	0	0	0	1	Elementary
29	Waqanayani	0	0	0	0	0	1	Elementary
30	Yanapakuway	0	0	0	0	0	1	Elementary

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OBSERVATION FORM - INSTRUMENT 17							
Social Situation		Beginner level	Elementary level	Intermediate level	Upper Intermediate level	Advanced level	
Interactors		STAGE: ELEMENTARY		STAGE: INTERMEDIATE		S: HIGHER	
1	Apapuway	0	0	3	0	0	3	Intermediate
2	Asipayawan	0	0	3	0	0	3	Intermediate
3	Imachachay	0	0	0	4	0	4	Higher
4	Jamunqachu	0	0	3	0	0	3	Intermediate
5	Kanraqchu	0	2	0	0	0	2	Intermediate
6	Kutimusaq	0	0	0	4	0	4	Higher
7	Llamk'ananchik	0	0	3	0	0	3	Intermediate
8	Mikhuchkani	0	0	0	4	0	4	Higher
9	Maqanakunku	0	0	3	0	0	3	Intermediate
10	Niripuway	0	2	0	0	0	2	Intermediate
11	Parapayan	0	0	3	0	0	3	Intermediate
12	Pukllarqani	0	0	0	0	5	5	Higher
13	P'acharikuy	0	0	3	0	0	3	Intermediate
14	Qhaway	0	2	0	0	0	2	Intermediate
15	Puririy	0	2	0	0	0	2	Intermediate
16	Rantikuwan	0	0	0	4	0	4	Higher
17	Riqsiniña	0	0	3	0	0	3	Intermediate
18	Riqsinakusunchik	0	0	0	4	0	4	Higher
19	Rikuyki	0	0	3	0	0	3	Intermediate
20	Saqirparini	0	2	0	0	0	2	Intermediate
21	Tiyakuni	0	0	0	0	5	5	Higher
22	Tususaq	0	0	3	0	0	3	Intermediate
23	Takisun	0	0	0	4	0	4	Higher
24	T'aqsakun	0	2	0	0	0	2	Intermediate
25	Willaraniña	0	2	0	0	0	2	Intermediate
26	Waqaspa	0	0	3	0	0	3	Intermediate
27	Wikch'urqurqa	0	2	0	0	0	2	Intermediate
28	Willaraniña	0	0	3	0	0	3	Intermediate
29	Waqanayani	0	2	0	0	0	2	Intermediate
30	Yanapakuway	0	2	0	0	0	2	Intermediate

OBSERVATION FORM - INSTRUMENT 18

#	Social Situation / Interactors	Task Roles Techniques	Experiential Learning	Lesson Plan & Demo	How to Engage Students	Teaching Techniques & My Folder	Peru's Tesol	Discussing General Aspects	Leson Plan Improvement	Maker Model	New Trends on Teaching	Experiencing New Culture	Lesson Plan & Micro Teaching	Use of Web Technology	Methods & Approaches	Early Aproaches	Plagiarism	TOTAL SPEAKING TIME IN GROUP DISCUSSION (SCORE)		Level
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
2	Asipayawan	15	7	8	42	5	8	13	4	0	0	0	0	0	2	41	0	145	1	Elementary
3	Imacha chay	23	3.5	0	1	0	0	0	0	1	73	0	0	0	0	7	0	108.5	1	Elementary
4	Jamunqachu	0	1	0	0	3	0	0	0	0	0	0	0	0	81	0	0	85	1	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
7	Llamk'ananchik	0	3	0	0	0	0	0	0	27	0	0	0	0	0	0	0	30	1	Elementary
8	Mikhuchkani	0	0	0	0	0	0	0	0	0	0	5	0	0	1	0	0	6	1	Elementary
9	Maqanakunku	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
10	Niripuway	0	18	0	0	0	0	0	0	56	0	0	0	0	0	4	0	78	1	Elementary
11	Parapayan	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	Elementary
12	Pukllarqani	0	41	5	27	10	0	0	44	31	0	0	0	0	0	0	1	159	1	Elementary
13	P'acharikuy	0	32	8	0	0	0	0	0	62	0	0	0	18	0	9	0	129	1	Elementary
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
16	Rantikuwan	0	23	0	0	0	0	0	0	35	0	0	0	0	0	0	0	58	1	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
18	Riqsinakusunchik	7	37.5	7	1	0	0	0	0.5	96	37.5	0	0	0	25	0	12	223.5	2	Intermediate
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	43	0	0	0	0	0	0	0	43	1	Elementary
21	Tiyakuni	26	172.5	0	5	171	0	0	157.5	108	164	23	6	0	24	3	144	1004	5	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
23	Takisun	0	1	0	0	0	0	0	0	17	0	0	0	0	0	0	2	20	1	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
30	Yanapakuway	7	0	0	2	71	0	0	0	33.5	32	0	0	39	0	0	10	194.5	1	Elementary

OBSERVATION FORM- INSTRUMENT 19

#	Interactors	Task Roles Techniques	Experiential Learning	Lesson Plan & Demo	How to Engage Students	Teaching Techniques & My Folder	Peru's Tesol	Discussing General Aspects	Leson Plan Improvement	Maker Model	New Trends on Teaching	Experiencing New Culture	Lesson Plan & Micro Teaching	Use of Web Technology	Methods & Approaches	Early Aproaches	Plagiarism	TOTAL SPEAKING TIME IN GROUP SCORE		
		Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	Frecuency	SCORE		
1	Apapuway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
2	Asipayawan	3	2	3	3	1	0	4	1	0	0	0	0	0	1	3	0	21	2	Intermediate
3	Imacha chay	4	4	0	1	0	0	0	0	0	0	0	0	0	0	2	0	11	1	Elementary
4	Jamunqachu	0	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	4	1	Elementary
5	Kanraqchu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
7	Llamk'ananchik	0	1	0	0	0	0	0	0	3	0	0	0	0	0	0	0	4	1	Elementary
8	Mikhuchkani	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	1	Elementary
9	Maqanakunku	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
10	Niripuway	0	2	0	0	0	0	0	0	2	0	0	0	0	0	1	0	5	1	Elementary
11	Parapayan	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	Elementary
12	Pukllarqani	0	13	2	3	1	0	0	1	2	0	0	0	0	0	0	1	23	2	Intermediate
13	P'acharikuy	0	4	2	0	0	0	0	0	3	0	0	0	1	0	1	0	11	1	Elementary
14	Qhaway	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
15	Puririy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
16	Rantikuwan	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	1	Elementary
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
18	Riqsinakusunchik	2	15	3	1	0	0	0	1	2	2	0	0	0	1	0	2	29	3	Intermediate
19	Rikuyki	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
20	Saqirparini	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	1	Elementary
21	Tiyakuni	3	22	0	2	7	0	0	7	6	1	2	1	0	5	1	2	59	5	Higher
22	Tususaq	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
23	Takisun	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	3	1	Elementary
24	T'aqsakun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
25	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
26	Waqaspa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
27	Wikch'urqurqa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
28	Willaraniña	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
29	Waqanayani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Elementary
30	Yanapakuway	2	0	0	1	1	0	0	0	4	1	0	0	1	0	0	1	11	1	Elementary

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OBSERVATION FORM INSTRUMENT 20

Social Situation				Conversations with ASU West Students								SCORE	SCALE	
Interactors														
1 Apapuway	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
2 Asipayawan	1	0	0	0	0	0	0	0	67	0	0	0	68	1	Elementary
3 Imacha chay	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
4 Jamunqachu	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
5 Kanraqchu	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
6 Kutimusaq	1	0	0	0	0	0	0	0	5	0	0	0	6	1	Elementary
7 Llamk'ananchik	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
8 Mikhuchkani	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
9 Maqanakunku	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
10 Niripuway	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
11 Parapayan	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
12 Pukllarqani	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
13 P'acharikuy	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
14 Qhaway	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
15 Puririy	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
16 Rantikuwan	1	0	0	0	0	0	0	0	0	83	0	0	84	1	Elementary
17 Riqsiniña	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
18 Riqsinakusunchik	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
19 Rikuyki	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
20 Saqirparini	1	0	0	0	0	0	0	0	0	0	0	0	1	1	Elementary
21 Tiyakuni	345	0	0	57	743	2170	251	18	377	8	0	0	3969	5	Higher
22 Tususaq	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
23 Takisun	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
24 T'aqsakun	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
25 Willaraniña	345	0	0	0	0	0	0	0	8	3	0	0	356	1	Elementary
26 Waqaspa	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
27 Wikch'urqurqa	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
28 Willaraniña	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
29 Waqanayani	345	0	0	0	0	0	0	0	0	0	0	0	345	1	Elementary
30 Yanapakuway	345	0	0	0	0	0	0	7	0	0	0	0	352	1	Elementary

SUMMARY OF THE 20 INSTRUMENTS (3 VARIABLES)

| | | COMMUNICATION | | | | | | | | | | | INTERACTION | | | | | | ENGAGEMENT | | | | | | | | | | | | | | |
| | | TRANSMISSION | | | | INTERPRETATION | | | | RETRANSMISSION | | | SOCIAL | | | | CULTURAL | | EMOTIONAL | | | | | | COGNITIVE | | CONATIVE | | | | | | |
#	Interactors	I1	I2	I3		I4	I5	I6		I7			I8	I9	I10		I11		I12	I13	I14	I15	I16		I17		I18	I19	I20			SCORE	STAGE
1	Apapuway	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
2	Asipayawan	4	0	5	9	4	0	5	9	5	23		0	5	0	5	3	8	5	2	3	2	2	14	3		1	2	1	4	21	52	INTERMEDIATE
3	Imachachay	3	0	2	5	3	0	2	5	0	10		0	5	0	5	3	8	5	1	4	2	4	16	4		1	1	1	3	23	41	INTERMEDIATE
4	Jamunqachu	3	0	3	6	3	0	3	6	0	12		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	35	INTERMEDIATE
5	Karraqchu	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	22	ELEMENTARY
6	Kutimusaq	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	4		1	1	1	3	16	24	ELEMENTARY
7	Llank'ananchik	3	0	3	6	3	0	3	6	5	17		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	40	INTERMEDIATE
8	Mikhuchkani	4	0	4	8	4	0	4	8	5	21		0	5	0	5	3	8	5	1	1	1	1	9	4		1	1	1	3	16	45	INTERMEDIATE
9	Maqanakunku	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
10	Niripuway	3	0	3	6	3	0	3	6	0	12		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	34	INTERMEDIATE
11	Parapayan	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	2	1	10	3		1	1	1	3	16	24	ELEMENTARY
12	Pukllarqani	4	0	5	9	4	0	5	9	5	23		0	5	0	5	3	8	5	2	1	1	1	10	5		1	2	1	4	19	50	INTERMEDIATE
13	Pachankuy	2	0	3	5	2	0	3	5	0	10		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	33	INTERMEDIATE
14	Qhaway	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	22	ELEMENTARY
15	Puririy	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	2	1	1	10	2		1	1	1	3	15	23	ELEMENTARY
16	Rantikuwan	4	0	3	7	4	0	3	7	0	14		0	5	0	5	3	8	5	1	2	1	1	10	4		1	1	1	3	17	39	INTERMEDIATE
17	Riqsiniña	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
18	Riqsinakusunchik	4	0	5	9	4	0	5	9	5	23		0	5	0	5	3	8	5	4	1	4	1	15	4		2	3	1	6	25	56	INTERMEDIATE
19	Rikuyki	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
20	Saqipariri	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	3	1	5	15	2		1	1	1	3	20	28	ELEMENTARY
21	Tiyakuni	4	0	5	9	4	0	5	9	5	23		0	5	0	5	3	8	5	5	5	5	5	25	5		5	5	5	15	45	76	HIGHER
22	Tususaq	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
23	Takisun	2	0	3	5	2	0	3	5	0	10		0	5	0	5	3	8	5	1	1	1	1	9	4		1	1	1	3	16	34	INTERMEDIATE
24	Taqsakun	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	2	1	1	10	2		1	1	1	3	15	23	ELEMENTARY
25	Willaraniña	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	22	ELEMENTARY
26	Waqaspa	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
27	Wikch'uruqurqa	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	22	ELEMENTARY
28	Willaraniña	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	3		1	1	1	3	15	23	ELEMENTARY
29	Waqanayani	0	0	0	0	0	0	0	0	0	0		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	22	ELEMENTARY
30	Yanapakuway	3	0	3	6	3	0	3	6	2	14		0	5	0	5	3	8	5	1	1	1	1	9	2		1	1	1	3	14	36	INTERMEDIATE