

Students' Positioning when Working in Cooperative Activities

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Proyecto Curricular Licenciatura en Educación Básica con Énfasis en Inglés

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Abstract

The purpose of this study is to describe and characterize students' positioning process in the EFL classroom, by means of FPDA (Feminist Post-structuralist Discourse Analysis). It took place when participants developed cooperative activities in the classroom. Additionally, this study contributes to get information in order to understand the main problem as in this case cheating which is understood as copying partner's answers without any effort (M. Bouville, 2004).

Considering what is aforementioned, the importance of including the students' points of view, lies on the effects of discourse on students' performance. Additionally, instruments like video recordings, teacher journals and in-depth interview were important to collect the appropriate information to get the results shown in the coming pages. Finally, this research document is framed into classroom interaction conception describing how the previous elements took place when the research was carried out.

Key words: Classroom interaction, discourse analysis and positioning.

Resumen

El propósito de este estudio es caracterizar y describir el proceso de posicionamiento de los estudiantes en el aula de inglés como Lengua Extranjera por medio del análisis del discurso feminista post-estructurado. Esto se llevó a cabo cuando los participantes desarrollaron actividades cooperativas. Además de esto, este estudio contribuye para obtener información y así entender la problema principal el cual es copia entendiendo como el proceso de copiar respuestas de otros compañeros sin ningún esfuerzo (M. Bouville, 2004).

Teniendo en cuenta lo mencionado anteriormente, la importancia de incluir los puntos de vista de los participantes, yace en efecto del desempeño de los estudiantes. Adicionalmente, instrumentos como grabaciones, diarios de campo y entrevista fueron importantes para recolectar la información apropiada para mostrar los resultados en las siguientes páginas. Finalmente, este estudio está enmarcado en el concepto de interacción en el aula, el cual describe cómo las ideas anteriormente mencionadas se dieron cuando se llevó a cabo el proceso investigativo.

Table of Content

ACKNOWLEDGEMENTS	9
ABSTRACT.....	¡ERROR! MARCADOR NO DEFINIDO.
CHAPTER 1	11
INTRODUCTION.....	11
STATEMENT OF THE PROBLEM	15
RESEARCH QUESTION	15
OBJECTIVE	16
RATIONALE.....	13
CHAPTER 2	17
LITERATURE REVIEW.....	17
CHAPTER 3	33
RESEARCH DESIGN	33
RESEARCH QUESTION	33
OBJECTIVE	33
CHAPTER 4.....	40
INSTRUCTIONAL DESIGN.....	40
CHAPTER 5.....	59
DATA ANALYSIS AND FINDINGS	59
LIST OF TABLES.....	84
TABLE 1: INSTRUMENTS FOR DATA COLLECTION.....	84

TABLE 2: SESSIONS CONTENT	¡ERROR! MARCADOR NO DEFINIDO.
TABLE3: OPEN CODING.....	86
TABLE 4: AXIAL CODING	89
TABLE 5: SELECTIVE CODING	94
REFERENCES.....	96
<i>Bruner, J. (1983). Child's Talk: Learning to Use Language" Oxford: Oxford University Press. Ch 1.....</i>	<i>97</i>
ANNEXES	104

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Chapter 1

Introduction

The purpose of this study is to describe and understand the positioning process that our students assume when interacting in cooperative activities. The goal is to understand which positions our students assume are and their characteristics, by means of analyzing their own discourses when working in cooperative activities. It means that this research study looks into students' discourse when interacting in the EFL classroom by analyzing participant's voices.

We came with the idea of researching about the positioning phenomenon because we observed certain behaviors and actions that lead us classify our students based on what we observed and heard in their daily classroom interactions. Examples of those behaviors were the students that asked us questions about vocabulary so, we classified them as the interested ones also, students that told jokes to their classmates were classified as the funny guys or girls, and the ones that did not follow the rules or preferred talking to develop the activities and for us those were mischievous ones.

However, those behaviors were not sustained in time and regular or only showed by the same students in every class. The students that assumed a role one day, took a different one the next class. That changing nature in our student's behavior guided us to the positioning theory, in contrast of the term role; according to Luberda (2000) the term role is fixed and inflexible. Once a role has been assumed, it does not allow speakers the possibility of changing. In contrast, positioning is flexible and allow the speaker the possibility of negotiating, subverting and refusing the characteristics of the position they have taken. This is similar to the description of how people construct their identity; Wenger (1998) in Lobaton

(2012) explains that identity is negotiated in the daily interaction. For the latter, we as teachers felt more comfortable with the positioning term because, if we assigned those fix terms to our students, in one way or another, we would be predisposed to them. Instead, positioning gave us the opportunity to analyze their interactions bearing in mind the possible positive or negative changes on their positions. Positioning also allowed us to understand better the effects of the cooperative learning activities and the interactions with the teachers in the way students position themselves. (Baxter 2003, Castañeda 2008, Pongunta 2013, Rojas, 2012)

This introductory chapter presents the content of this research study including the following elements. First, statement of the problem second, the objectives and research questions and finally, the rationale explains the relevance of this research as an innovative implementation in the EFL Classroom. The second chapter deals with the theoretical guide line of the document in which we carried out a discussion about the constructs, in order to build our own understanding based on authors' point of view. The third chapter is about our instructional design that is focused on the main curricular platform, which deals with teaching methods and learning approaches as well as our stand about the education views of teaching in the EFL. The fourth chapter is about the research design in which data management is explained by means of sources' description; it also includes the research methodology that frames this study. The fifth chapter is an account of data analysis and findings of this research study and in chapters six and seven the conclusions and the implication of this research.

Rationale

This research study is important as it helps us to have a better understanding about the positioning phenomenon and the process of learning and teaching a foreign language. By making sense of the positional process in the EFL classroom, it will help us to design better cooperative learning activities and so, we hope to help the students to grow as persons by means of those activities.

By giving answer to our research question we hope to know how our students construct their identity, that is why the concept of positioning is so important for us. Positioning theory is a technique that helps us to identify how students built their identity in the daily interaction with their peers (Tirado and Galves, 2007). Several researchers have claimed that our identities are constructed when we interact in a social context (Marková, 2007), (Andreouly, 2010); it means that our identities evolve; they are not fixed or unchangeable, our “identity is negotiated in the daily interaction, those interaction and negotiations are based on past interaction and expand in to the future” Wenguer (1998) in Lobaton (2012). Likewise by finding an answer to our research question, we will have a better understanding of our students' needs, to know how the school and the EFL teachers could respond to those ones.

In addition, this research is a mean for finding a way to improve the EFL classes by teaching students the importance of working together. Thus, this study looks for a direct impact on the social commitment of our students; showing our participants the importance of contributing to their group for reaching common goals according to a general interest. Also, by showing students that when they work all together as a team, all of them can find these cooperative experience as meaningful and enjoyable, as when they work individually (White, 2009).

However, we as teachers cannot neglect the individual experiences that our students bring to the classroom, each member of the group and its experiences are what shape the interactional process of learning. We also learn by sharing, contrasting, testing, criticizing and challenging our ideas with the ones of the other members of the community we are in; as a consequence, the group influences us and we do it as well within the group. This means that we are enriched but at the same time we enrich the other members of our community. That is why the interaction process is so important for the learning process of our students when working under cooperative learning approach structured sessions. We also consider that with the implementation of cooperative learning activities the interaction between students and teachers will improve their use of the second language.

The contribution to the institution it was carried out, is the main understanding and description of students' positions in cooperative activities. Even though students are grouped by teams, they are not really familiarized with the principles behind cooperative learning. With this intervention we hope to give a different point of view not only to the students but also to teachers of the institution about English learning in terms of cooperation. As well as that, we think that this research study has many advantages where both parts students and teachers can take advantage by improving during its implementation in the teaching and learning process of the second language in this public institution.

For the academic field, this research will let future researchers keep on building their own knowledge based on our findings, giving them the chance of improving the basis we have made, not only in the way they could follow the examples that are in this document, but also, by providing the option to compare and contrast, these results in different settings, populations and with different activities and teaching approaches.

Statement of the Problem

Harré (2004) defines positioning as “the role assumed by someone in an interactive process, by exchanging information with the participants of the environment”. Bearing in mind this concept, the different roles expressed in our students' behaviors called our attention since the first observations of the English class. During the application of the needs analysis (see annex 1) we noticed that some students had a particular cheating attitude when developing activities at the individual level, for instance when they made the same mistakes in the same gaps, having in forward questions of the test the same answers with no mistakes.

Lai (2011), mentions, that “cheating is a phenomenon which takes places when motivation is not part of the participant learning process” (p.6). We considered that what we observed during our first classes was a symptom that shows the lack of motivation our students had at the moment of learning based on traditional activities. Thus, to find a solution for this situation we implemented a series of cooperative activities, combined with discourse analysis from a conversational point of view. The previous idea emerges from, based on what Slavin (1995), as cited by Liau (2005) prompts: that by cooperation, students gain motivation and enhance their cognitive abilities. In brief, we considered that it was an excellent opportunity to implement this methodology and to give our students the option to experiment a different way of learning the language.

Research Question

- How do eighth graders position themselves as groups' participants when developing cooperative activities in the EFL classroom?

Objective

- To characterize how eight graders position as participants when developing cooperative activities.

Chapter 2

Literature review

In the previous chapter, we gave an account for the research problem and the concepts that led our inquiry. In this second chapter, we include three terms to frame this study to establish a clear relation between what classroom interaction, discourse analysis and positioning mean as well as how they are understood. This will be done by means of a discussion about these key terms to get our own understanding of them. Each conceptualization takes place by giving first the authors' point of view and then our personal interpretation of each idea.

Classroom Interaction

Turok (2008) defines Classroom Interaction based on Vygotsky's (1978) sociocultural theory as "the mediation that human mind does by using some cultural-created tools, like language signs to understand the world by itself to solve problems that culture presents" (p.245). In Vygotsky's sociocultural theory, children understand the world by being in touch with their parents and adults (1978); these interactions show them how to face difficulties that appear in their own settings. In this process, students can understand, internalize and appropriate the new knowledge. It means that students have their first learning experiences by interacting with the closest and most experienced members of their social groups.

In Vygotsky's theory the important concept of ZPD (Zone of Proximal Development) is introduced. This is a process in which the student interacts not only in an intra-personal (individual) way but in an inter-personal one (social), it is through this process that learning becomes in a social shared knowledge. ZPD is also defined as the interaction which takes

place when different perceptions and thoughts about the world are gathered in the same place. These interactions are controlled by social regulations that stimulate an interpersonal understanding about that social knowledge (Doise, 1991). For us this concept is applied in the classroom setting when the students participate in cooperative activities. By planning activities not only for individual exercises but also for social exercises is that this interaction takes place. The applications of these activities help to strengthen the cognitive development, language and the participants' social skills as they understand the importance of others in its own learning processes.

Interaction between participants takes place when one of them does not have tools to solve a problem. That participant of the interacting process finds the solution with those who have more experience and/or knowledge in certain area. Chaiklin (2010) explains Vygotsky's ZPD theory in three different assumptions, in which learners take part in the interactive process:

Generality assumption

In this assumption the learner is capable of performing certain subject tasks without help, they are then in charge to show their partners how he or she develops that activity. Whereby supporting and helping others to achieve a desired outcome. This assumption focuses on instructions to develop a specific skill, an example of this is a teacher supporting his/her students by giving instructions about writing a basic sentence by including some examples of subject, verb and predicate in the sentence and the student is instructed to repeat the process.

Working in collaboration makes the path to learning easier. As the learner shares the effort to learn with his partner or teacher. These activities are part of the definition of ZPD but also could become a kind of development-indicator in terms of learner's and teacher's performance.

Assistance assumption

This is the interaction between a more competent adult, teacher or advanced children with a child in which the interacting process is more than a learning situation but a positive influence on the child's attitude (Gillen, 2000, pp. 193-194). In this factor, assistance is as important as competence. The more competent the master is the greater competent the student is.

Potential assumptions

This focuses on learner's skill detection. It accelerates the learning process by identifying properly the ZPD to approach the student and take advantage of its performance. During the development of these skills the process should be explanatory more than descriptive, since knowing how something works is when its usefulness is found. On the other hand, for Wagner (2003) interaction plays an important role in agents' performance (students). By making participants change or react towards an action depending on the instructions received to achieve specific outcomes. This makes students interact, by participation, in order to help them find their own strengths and weaknesses. This is defined as "interaction to develop communication" in which students can participate without feeling fear of being judged or even punished for making a comment. The goal is to know different points of view by exchanging information to understand other people's perceptions (p. 23).

Sita (2010) defines classroom interaction as the actions of communication that take place in "everyday classroom activities between the teachers and the learners" like roles played by participants in the interacting process. But also, this is about collaboration between teacher and students as in this case of learning a foreign language. In addition, Dagarin (2004) describes an ideal *classroom interaction* as "the pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process that encourages students to become effective communicators in a foreign language" (p.128). Dagarin (2004) quoting

Tomas (1987, 8) states that interaction has the potential of being cooperative or conflicting since the way to achieve a successful interaction depends on participants interpretations.

When the interaction process occurs, there are more possibilities for teachers and students to share their knowledge and enhance each other experiences; as Consolo (2006, p.35) expressed “is in their interactions with each other, that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language”. Also, Wagner (2003) describes one of the most important characteristics of the interactive process of learning and teaching, calling it “interaction to receive feedback”. This occurs when the student learns by obtaining a long-term retention from incorrect responses, as the case in which students keep receiving feedback in classes either from their peers or teachers and learn from it as an individual and as a group level.

Ellis (2000), as cited by Turok (2008) explains that “sociocultural theory assumes that learning arises not through interaction but in interaction” (p. 248). Students have the opportunity to communicate with their partners and teachers during the *interaction* process in the classroom. By participating in daily activities students can practice as well as internalize new skills that will help to solve future problems or activities in their classrooms and lives (Turok 2008, p. 248).

In order to understand and increase the interaction amount in the classroom, several models to analyze it have been used during the last years. Dagaring (2004, p.129) for example, examines classroom interaction depending on who interacts with whom:

- a) Teacher – learners
- b) Teacher – learner/a group of learners
- c) Learner – learner
- d) Learners – learners.

Dagaring (2004) points out when the teacher talks to the whole class he is the leader, because he controls who talks. When the control of the *interaction* passes to a students, the teachers' role changes because he stops being the leader and becomes a "facilitator of learning" (Littlewood 1981, 1992).

Consolo (2006) describes a foreign language class as usually asymmetrical, because the teacher is the person who talks the majority of the time. In order to overcome that situation Shaheena (2005) suggests changing from the lecturing traditional way of teaching to pair and group work because these methods of teaching promote the interaction among the learners.

Other useful way to analyze interaction is by the I.R.F. model. Christie, F (2002) describes these elements based on Mehan's work (1979) as initiation, (I) response (R) and evaluation (E), it consists on giving a message, receiving an answer and finally making a comment about it. To illustrate this, the coming sample portrays the same interacting-communication process.

-Student: Teacher, is it ok? (I)

-Teacher: Yes, great job! (R)

-Student: Thank you teacher! (E)

This interactional model is sometimes associated with the *interaction* led by the teacher, for instance the he asks and the students answer. However Shaheena (2005) states that these questions are also used by teachers as a tool to initiate the *interaction*, especially in those classes where the students don't feel comfortable with their English level. On the other hand, Mercer (1997) gives another point of view about the interacting process in the classroom, since this classical interaction is useful when the teacher needs to confirm students' understanding about the content of the class, but the negative aspect of this classic interaction is sometimes the lack of reasoning, arguments and explanations, in other words the usefulness of what is taught in the class.

Wagner (2003) describes this model of interaction when the teachers has the control as “interaction to increase motivation”, asking is a way in which shy, worrying or insecure students can be more enthusiastic, leaving behind factors that hinder their participation and possibilities to interact.

Interaction also has deeper implications when we analyze it beyond the amount of talking time that either teachers or learners have inside the classroom, as Correa (2006) explains *classroom interaction* is also “a social construction of linguistic meanings such as discourses”. This idea is reflected when participants get common agreements which later are considered as expressions of its communication process in the classroom. In interactive processes, speakers always have a discursive purpose in which every participant reaches its personal goal by giving an instruction to clarify doubts (in teacher’s case), give a point of view or just chat (in student’s one). One example of this takes place when the teacher wants to know about weaknesses or strengths of the group and asks for that (Correa, 2006). Sometimes when the teacher gives instructions or asks questions it allows the participants to know when someone doesn’t have a clear concept and its interventions let the assistant (the teacher) identify its difficulties and work on them.

Now, talking about *interaction*, we have to include as classroom participants in interacting processes teachers and learners, that as is mentioned by Rincon, Narvaez and Roldan (2005) it is necessary to consider teachers and students’ actions due to these portray in different ways how they get (as is going to be seen in the coming pages) positioned by their own discourses, in a specific setting, as the classroom, in which a dynamic activity is settled by participants’ relation in order to create an environment influenced by their knowledge becoming in that sense a social interacting process (Correa, 2006) p.134.

Discourse Analysis

Discourse analysis is understood as the process of understanding the purpose of each element found in communicative acts. Harris (1952) defines it as the intentions to analyze language, “going beyond the single sentence to understand the correlation of language and culture”, (Harris1952, p 8). *Discourse analysis* is defined as “the analysis of language in use” (Brown and Yule, 1983:1), these explanations are too general and broad, but allow us to understand the purpose and the factors that must be bore in mind at the moment of doing *discourse analysis*. A more detailed explanation of this definition takes place when the relation of discourse and its context is explained. Trappes-lomax (1999) argued that by doing discourse analysis we “notice patterning of language in use and the circumstances (participants, situations, purposes, outcomes) (p 133). In other words, *discourse analysis* allows us to understand the factors that influence the production of discourses.

Bearing in mind the definition of *discourse analysis* as “language in use” and “language in context” (Harris1952, p 8), we must identify some of its goals and features when it is applied in a classroom setting. According to Kumaravadivelu classroom is influenced by the society where it is contained, for that reason, forms of domination and inequality are reproduced in it (1999). In order to avoid the reproduction of these patterns, one of the goals of classroom *discourse analysis* should be “identifying and understanding possible mismatches between intentions and interpretations of classroom aims and events” (Kumaravadivelu, 1999, p. 472). This understanding will help us to get the final purpose of *discourse analysis* that according to Rymes (2008) is “improving future classroom interactions and positively affecting social outcomes in contexts beyond the classroom” (p. 17).

Kumaravadivelu (1999) described “classroom as a mini society with its own rules and regulations, routines, and rituals” (p. 459). Trappes-lomax (1999) adds that” speakers need knowledge not only of what is grammatically possible but also of what is appropriate and typically done”(p. 138). It is assumed that teachers and students must follow these rules and

rituals, however, these rules are not always followed. As Foucault (1970, 1972) in Kumaravadivelu (1999) explains that there are many reasons why someone does not “comply with the dictates of dominant institutions... and operate according to their own desires” he presented that as “personally empowering” (p. 460). Being able to choose what rules are more suitable for their goals is a signal of autonomy, however not following those institutionalized rules can bring negative consequences for the students when the other participants in the classroom do not understand the reasons for this. It happens many times because the students, the teacher and their classmates don't have the same goals or objectives in mind. An example of this is when the objective of the student is to learn more vocabulary but the teacher wants to teach a specific grammatical point. This is here when the concept of power appears, if the students have enough power to perform that “personally empowering” or adhere to rules that are imposed by the institution, represented by the teacher.

Discourse could be divided in 2 parts know as little d and big D. The little d refers to the opportunity of each person has to negotiate his or her identity “by everyday sequences of interaction” (Rymes 2008, p. 54). This little d also can be understood as how we want to be identified by others by the use of our language, as Gee in Trappes-lomax (1999) explains “when you speak or write something, you use the resources of English to project yourself as a certain kind of person, a different kind in different circumstances” (p. 144). This projection is also affected by how the others interpret our discourse during the interactions and the context where the interaction takes place (Rymes, 2008, p. 50).

In order to do *discourse analysis* four steps must be followed. Rymes (2008) explains how to carry out these steps in the classroom setting by “recording real classroom interaction, viewing that classroom interaction and making preliminary observations, transcribing the talk and actions, and finally, analyzing those transcriptions” (p. 78). The previous material is used to carry out conversational analysis (CA) which consists of considering as Peräkylä (2008)

says aspects called “Major Dimensions” that have to do with action, intersubjective understanding and structure.

Action

This first dimension is related to all the possible acts found in the classroom including commentaries about particular interventions, diagnosis about class performance, dialogues and advising conversations.

Intersubjective understanding

Conversations can be fluent when the counterparts understand a concept called intersubjective understanding.. It is the interpretation of the discourse the speaker gives when asking, finishing an idea or even closing a particular commentary, so that the other speaker involved in the conversation can proceed to his or her intervention.

Structure

In this case, a structured conversation needs to have a response from participants. This means speaking using some particular patterns at the beginning of the conversation to indicate to the listener that the conversation has started. • Now, in order to go deeper in to the nature of the classroom interaction Grice’s communication maxims (1975) are another example to portray that interaction in terms of its effectiveness.

Also, discourse analysis is used when we refer to the thinking process on how participants portray their points of views by their thoughts; it is analyzing the effectiveness of these communicative speech acts by considering Grice’s maxims (1975), while analyzing recordings’ transcriptions. These are found in some cases in which relation, manner, quantity and quality make part in some dialogues that require clarity and objectivity.

Relation

Communication is not only about sending and receiving messages but also giving the accurate answers.

Manner

Being clear is an important element when communicating something to someone. This ensures the information is sufficient in order to allow no doubts or send back a message clearly.

Quantity

There is no need of adding extra information if it is not required but if we do need it, in a certain way it won't be redundant but part of the information.

Quality

Useful information is always required in order to know exactly what happens, and that is why in order to get reliable information, the trustworthiness of it is an important element as well.

Additionally, there are several ways to analyze discourse, however due to nature of the data gathered and the need of first have a good understanding of what or students communicate when they interact, conversational analysis hereafter (CA), leads us to know in detail what happens in the daily interaction of our students. Baxter (2003) differentiates CA from other approaches of doing discourse analysis like critical discourse analysis (CDA) and Feminist post-structuralist discourse analysis (FPDA), for her CA is more like a technical tool used for several sciences and disciplines to analyze interactions or conversations , whereas "CDA is essentially a theoretical perspective" (Baxter 2003,p.45), she also explains that CA

more concerned with micro analysis in discourse or “talk in interaction” (Baxter 2003,p.46), the author also points out to a very important difference among the approaches to discourse analysis. CA does not try to analyze premade categories or “contextual categories (such as power or gender)” (Baxter 2003, p.51) it means that CA does not put so much attention to the influence of the context as CDA does. The majority of the studies in positioning made use of CA, combine with others forms of discourse analysis. As analytical tool to make sense of the data gathered examples of this is Castañeda (2008); Rojas (2012) also explains that she used CA to first analyze her data in a “denotative level “ or descriptive way. She then used FPDA to make sense of the positions that emerged in her classroom; Montenegro (2012) mixed CA with transactional analysis method; Kupferberg, I., Shimoni, S., & Vardi-rath, E. (2001) showed us the application of 3 different methods to analyze discourse: Institutional Speech Event Analysis, The Four-World Method and Grounded Theory. The method that they used to analyze positioning in their paper was The Four-Word Method.

Positioning

Positioning is a term created by David Harré and Bronwyn Davis in 1990, “rooted in discursive social psychology, social constructivism and discourse analysis”, (Aydar, 2012, p. 8) It is a tool that examines how people build their social reality when they interact with others (Tirado and Galvez 2007 .pp 21). Luberda (2000) contrasts positioning with the more common term of role. For him, role is like the script that the actor must perform when is participating in a play, it is mandatory to be followed by the actors and there is not any possibility to change it, positioning instead, gives us the opportunity to negotiate and change our positions with the people that surround us. Tirado and Galvez (2007) define positioning “as a discursive analysis of interaction” (p. 7), due to each position and its characteristics are always changing with the interaction.

Positioning theory is also used to analyze identities when those are defined as a social construction (Marková, 2007). Andreouly (2010) argues that “the relation between self and other should be fundamental in theorizing identity” (p. 142). Aydar describes positioning as “a dynamic construction of identities in discourse”. (2012, p. 9), “in each story line each speaker brings with him/ her, his/her personal background (Davis 1999 in Aydar, 2012) and “positions are identified in part by extracting the autobiographical aspects of a conversation” (p .14). Tirado and Galvez also explain positioning can be understood as “the discursive construction of personal narrations. These are used to construct the actions of an individual in a way which is intelligible to her and others.” (2007, p. 20). These authors assume that it is possible to identify the identity of the speakers by analyzing their conversations in interaction with others. All of them emphasize that those identities are not fixed, or definite, instead they are dynamic and subject to change depending on the context in which those interactions occur and the negotiations that take place with their interlocutors during those conversations. One intent to reconcile the terms of positioning and role in the classroom context, it is done by Tait-McCutcheon, (2014) he asserts that “teacher roles tend to remain static whereas teacher positions are negotiated and renegotiated during interactions.” (p. 68), he explains that roles are fixed and inflexible nature of the teachers and students’ roles are due to the institutionalized nature of them. One position is a characteristic of a role. The characteristics that can be negotiated and build during the interaction are the positions available for each role. “Teachers may assume the same role within a lesson, but the position they hold may change from director to questioner, challenger and to learner” (Barnes 2003, 2004 in Tait-McCutcheon, 2014 p 68). Similarly, Lobaton (2012) establishes 2 kinds of interaction in the classroom, one clear and formal in which students and teachers follow the established roles. And the other, invisible and informal where students and teachers can express and interact in a more flexible way. Positions are constructed and immerse in a specific social context; thus,

each position available within a conversation must be recognized and understood in their components by the participants in conversation (Adjei, 2013). Once one position is understood by the other members of the community, he/ she can categorize them as good or bad, desirable or undesirable. Harré & Moghaddam, (2003) in Tait-McCutcheon (2014) explain that “One person’s position within a group can only be understood in relation to another person’s descriptions of good or bad character to strengthen or weaken that position”. Within the classroom the positions that are considered positive are accepted with students and teachers approval (Baxter 2003, Castañeda 2008, Pongunta 2013). By this dynamic, students are compelled to change their positions to a more acceptable one, shaping their position according to the group’s demands as Korte (2007), in Montenegro (2012) explains the “transition from personal identity to a social identity “tends to depersonalize the individual in favor of becoming a group member” (p.169).

Assigning or taking a position limits the choices and actions of the speakers, Luberdá (2004) explains that “position set limits and guidelines as to how one may act and be understood socially”, when you take a position others speakers expect a behavior according to the rights and duties related to that . A person can accept, negate or discuss which are the rights, duties and deeds of that position, or in other words negotiate them, as is explained by Tirado and Galvez “in a determined act of positioning there is always the possibility to question it. It is possible to resist such an act and its implications or the consequences it could have” (Tirado and Galvez, 2007, p. 23)

One position is compounded by three key elements: story lines, positions and speech acts (Barnes 2004, p 1). The constituents of the three vertices mutually determine one another. (Harre 2012) in (James, 2014 p. 3), meaning that the change in one of those elements could lead to a change in the other ones and thus our understanding of that position. Aydar (2012) defines story line as “a chunk of conversation that develops around a certain topic among

participants” (p. 27). Story lines are influenced by the context and the past interaction of each one of the speakers, current story lines have impact in the future interactions as Davies & Harré (1990) in Tait-McCutcheon (2014) expose “storylines develop when people make and attempt to make past, present and future words and actions meaningful to themselves and others. This description of story line is similar to the definition of identity given by Wenger (1998) in Lobaton (2012) “identity is constructed in relationships with others, extending from the past and stretching into the future” (p. 62). In an attempt to make sense of these 2 descriptions we define a storyline as the interaction of different identities in a conversation. Those identities are influenced by previous conversations or interactions. The current story line will have an effect in how we display or identity in future storylines.

The positioning phenomenon can occur in 2 ways, it can be interactive, also called first order positioning or reflexive positioning, also known as second order positioning. Interactive position is when we position others by giving them an adjective like clever, lazy hard worker etc. Reflexive position is when we assume a position by ourselves. These 2 ways of positioning “depends on the background, values, personal characteristics, histories, predilections, and capabilities of all concerned” being positioned by others sometimes means be constrained in the way how we express our identities, we are limited by the rights and duties acknowledged to each position. So positions limit us to certain social boundaries, (Barnes, 2004), which is the reason why sometimes positions are misunderstood and enter in conflict (Bronwyn and Harre 1990). Another feature that it is important to highlight about the nature of positioning “is that the concept of position implies neither coherence nor consensus across individuals or groups (Harré & van Langenhove, 1999; Varela & Harré, 1996 in Tait-McCutcheon 2014, p.73).

Positions acts refer to the intention that the speaker has when he or she produces an utterance, in this aspect the authors claim that this concept is very similar to the illocutionary

force term proposed by Searle (Bronwyn and Harré 1990 p 5). Actions are what participants say and do within a conversation and these actions could be verbal, non-verbal, or written (Harré, 1979) in (Tait-McCutcheon 2014, p 75). For us this means that our utterances could have a purpose or intention not really stated in the utterance, this purpose or intention goes beyond the literal meaning of the sentence and it makes sense in the social context of the utterance; 2 examples of the illocutionary force of a word is provided by Wagner & Herbel-Eisenmann (2009, p. 10) in Tait-McCutcheon (2014, p 75), "the words 'excuse me' used by a teacher could in one storyline be an apology and in a different storyline an exclamation of astonishment (p,75).

Besides the three previous features of positioning we also have to consider that when we adopt certain positions, we also adopt the moral aspect of each position. This moral aspect is understood in terms of rights and duties (Andreuoli 2010 p 145), those features go with every available position in a conversation, according to Harré and Moghaddam, (2003) as cited in Osbeck and Nersessian (2010, p.5), "those sets of rights and duties limit the possibilities of action" that means that exist a set of acceptable and desirable conducts for each position (Osbeck and Nersessian 2010 .p 5). The rights and duties given to a position are also used to consider a position as positive more desirable or negative less desirable as Goffman (1981) in Tait-McCutcheon (2014) expresses that "A person's footing or position could be spoken from, changed, gained, or lost in a conversation when their rights and duties increased or decreased. Finally, Barnes (2004) gives us some examples of rights in a position "the right to be heard, the right to be taken seriously, the right to be helped, or the right to be looked after" (p. 2).

Positioning theory has been use in many educational fields, as this research tries to apply positioning theory on the EFL classroom we looked for articles that studied positioning theory in this particular setting in Colombia. Peña, (2011) analyzed positioning in a group of

preschoolers; Montenegro(2012) and Rojas (2012) applied this analytical tool in university students, the first one focused on gender identity and the second on participation on collaborative tasks; Pongunta (2013) also focused on gendered but in students of 5th grade; finally Galicia, Fernández, & Posada (2012) , former L.E.B.E.I students looked for students' positioning construction of gender in the debates. What we found common to all these research is the relationship among power and the construction of gender; how these 2 domains affect the interaction in the EFL classroom, facilitating or making difficult the learning process.

In this chapter we gave an account and understanding of the main concepts that were considered at the moment of framing this research study, classroom interaction, discourse analysis and positioning. In the next chapter we explain the theoretical foundation behind the research design that helped us to gather the right data to answer our research question.

Chapter 3

Research Design

Bearing in mind the elements previously mentioned, we address in this qualitative research design the research paradigm, type of study, setting, participants, collection technique and instruments. Also, the chronogram that contains organization of the data collection to depict the process followed to organize the data. Finally this chapter also presents the researchers' roles, as well as the ethical aspects describing as well how reliable the document is

The following research question and objective are part of every element from this chapter it means that as we established a clear relation between each component.

Research Question

- How do eighth graders position themselves as groups' participants when developing cooperative activities in the EFL classroom?

Objective

- To characterize how eighth graders position as participants when developing cooperative activities.

Research Paradigm

When talking about qualitative research, we don't talk about numerical data but analysis of participants' behaviors, it means that the information we collected cannot be explained without students' voices (McDowell & MacLean, 1998). This research paradigm was chosen since we wanted to know how the participants positioned themselves when working in cooperative activities. Because of that, the type of information had to be focused on students' perceptions to validate the initial findings from the data analysis.

Type of Research

As it is necessary to understand participants' discourse, the type of study is discourse analysis since we need to recognize the language behaviors that according Christie, F. (2005) are those structured experiences that take place in casual conversations, as the ones in the classroom among students in which they negotiate certain experiences without being aware of how structured the conversation could be. But in this case structured experiences are coherent and relevant conversations, for instance when two students want to know about their results of an exam and every experience becomes part of the conversation, giving their points of view, reflections or future option for a test. All this interactive process could be analyzed by identifying participants' perspectives by their discourses.

Jorgensen & Phillips (2002) mention that "discourse analysis is not just one approach, but a series of interdisciplinary approaches that can be used to explore many different social domains in many different types of studies", it means, analyzing discourse from different points of view specially, considering a comparative important is educational field, by doing so, in a critical and careful way.

Setting

This research project was carried out at Colégio Técnico Palermo School, located in Bogotá D.C. in the address “Carrera 23 #49-37” at the north side of the capital. Being this a public school, its emphasis is based on the PEI “*Comprometidos con la formación de excelentes ciudadanos*” which is directly an institution responsible of fostering in students social values. The previous information complements shift as in this case the afternoon one, which comprehends a schedule from 12:00 p.m. to 6:00 p.m. in which students attend the school from Monday to Friday.

Participants

The population of this research was chosen taking into account what Palys (2008) describes as the purposive method focused on choosing the subjects according to the research objectives, it is the “expertise sampling”, and it is the selection of the most appropriate participants for the research purpose. In this case there were 6 students, in the grade 804, afternoon shift. Initially in ages from 13 to 16 years old, but most of them belong to a middle social class. The average English level is beginner but some of them have more knowledge and have got a good conversational level, by suggestion of the school all the topics taught during our practicum must follow the A1 level depicted in the “Estandares Básicos de Lenguas Extranjeras”.

Data collection techniques

It was necessary to collect the accurate information by observing every single class. It means that observation is a technique that involves the three coming instruments to collect data that deal with noting, and recording processes (Marshall, 2006). Also it is necessary to highlight the importance of making introspective observation in the classes to get some specific details that could be missed as descriptive events. Also the retrospective observation

was considered after every session in the journals, as there would be concluding ideas about the most meaningful behaviors found in the cooperative activities.

Data Collection Instruments

When inquiry takes place in the classroom, it is necessary to start thinking in how useful some instruments are in order to collect the appropriate information to answer the research questions without wasting time but being more specific by framing the type of information needed bearing in mind useful information towards the process of understanding the discourse phenomenon.

For guaranteeing the triangulation process at the moment of analyzing the data three main instruments were applied (See table #1): Video recordings, teacher journals and a depth interview was applied.

Video recordings

Burns (2000) talks about the utility about the recordings at the moment to carry out a research into the English classroom “audio and video recording are a techniques for capturing in detail naturalistic interactions and verbatim utterances”, as mention before the positioning phenomenon can be observe mainly when the actors interact among them Luberda (2000), is here when the main difference of the theory of role and position can be observed and analyzed, for Harré the role is fixed. He compares it with an actor who repeat his or her role in a plot, it doesn't change, in contrast the concept of positioning is more dynamic, because during the conversations people “explain our positions, defend them, alter them” Luberda (2000).

In brief, the purpose of using this instrument is to record the different interaction and conversations that the students have when they develop cooperative tasks, we expect to

identify the kind of language and vocabulary and any other clue that help us to identify the features of the positions that the students will assume.

Teacher's journals

By this instruments the researchers will register meaningful events in terms of students behavior and participation, after the objective description of those events the teachers researchers will have the opportunity to think more and reflect upon those issues and the relation with the positioning phenomenon during the class, a more formal definition of the usefulness of the journal use in qualitative research, is provided by Burns (2000) she says that journals "can be used as a way of documenting and analysis issues and themes already identified as the main purpose of the research"

By means of this instrument we gathered data about how the interaction between students affects in a negative or positive way the students' participation in the EFL class, it is related to the pedagogical objectives, but also the teachers will be able to determine the positioning influence in terms of discipline and engagement of some students.

In depth interview

This instrument provided us the students' point of view about positioning phenomenon during the development of the cooperative activities, how they perceive it and as they feel affected or influence by it, besides that the teacher will have another useful perspective at the moment of data analysis.

In depth interview is described by Mack; Woodson; Macqueen; Gest & Namey (2005) as a discussion group in which:

“One researcher (the moderator) leads the discussion by asking participants to respond to open-ended questions – that is, questions that require an in depth response rather than a single phrase or simple “yes” or “no” answer.” (p51)

Researcher role

In this research document basically the main function of the researcher, is to gather data as accurate as possible in order to give more possibilities to answer the Research questions, in terms of quality of information and coherence with the elements that want to be understood. According to Simon (2011) in brief “the researcher is another research instrument”, that during its intervention should describe how information is being collected, and how is it being managed before, during or after working with the subjects.

Ethical issues

Participants were noticed at the very beginning of the research process, letting them know about the processes that were going to take place in the classroom, such as some recordings about the content of the class and its participation on it. Some of them agree on participating in our project and after that we let their parents know about it by using a consent form (see annex 2) to give us their permissions to use the information gathered from them without revealing their identities keeping their names in the anonymity. As well as that, we received the school's permission (see annex 3) in order to use the audio visual sources gathered in our data collection

Validity and reliability

It is necessary to maintain all the instruments, such as transcriptions, video recordings, need's analysis, consent forms, from students and institution, in order to strengthen the analysis in every chapter from this research document.

These sources are the ones responsible of answering in the coming research questions by achieving the research objectives. This is possible by doing a constant comparative analysis, which deals with the analysis of the information and triangulation using the concepts that emerged from the coding, reducing and consolidating processes of analysis.

Chapter 4

Instructional Design

In the previous chapter we gave an account of our key concepts that support our inquiry, how they relate among them and their importance and relation with our research question. In this chapter we described how our pedagogical intervention was constructed and applied. We started presenting the different theories and authors that support why we chose cooperative learning as a method and approach of teaching, then the materials used during this intervention, the teacher and students role. Finally we present the pedagogical and attitudinal objectives and how they were assessed by the teachers and by the students.

Introduction

When we started our pedagogical practicum at Colégio Técnico Palermo we noticed two issues that called our attention and in these we based our research project. One negative aspect was the cheating problem during the need analysis and the lack of interest and commitment by some students during the English class. However, during the same needs analysis, not all the things that we saw were negative; we found strong signals of collaboration, friendship and support among students. Bearing in mind these two situations made us look for an appropriate teaching approach that help us to alleviate, the negative issue, but without leaving apart the one that we considered was a positive value an advantage in our group of students. After revising several teaching approaches that accomplish with those conditions, cooperative learning was chosen.

We chose cooperative learning as our teaching approach because 3 reasons. The first reason was the advantages that this approach shows at the moment of learning a second

language. The second important aspect is because at the same time that students are learning the second language, they are learning and enhancing their social skills. Kegan (2006) explains that in the process of assessing the outcomes of the cooperative learning activities, each student must give an individual account of their work; this is supposed makes each member of the group more responsible and engaged with the class work. Our final reason is because cooperative learning is also a student center approach because during its application teachers act more like a guide and facilitator that helps their students with the their doubts and problems, than the teacher with all the knowledge and power in the classroom that transforms the students in passive recipients of knowledge (Nunan, 1989 in Buitrago and Ayala, 2008).

Our main objective with this pedagogical intervention is to help our students to perceive cooperative work as a mean to learn easier a foreign language by active participation in the group activities. We hope that by the application of compelling and challenging cooperative activities we can engage those students that feel not attracted to learn English. At the same time, we want take advantage of those students that already are motivated or that have a more advance English level to help their partners during the English as a foreign language classes.

Pedagogical Innovation

As we previously have mentioned, at the moment of our English classes we noticed that some students copy and paste the answers of the questions that we asked them in order to know their English level, even after clarifying them that it was not an exam. We discovered that those students that had more English level and knew the answers just allow their partners that did not know just copy their answers, but neither the advanced students nor the beginner learners gave or asked for an explanation. We concluded that they were more focus on having the correct answer, in order to obtain a good grade, than in the process of learning;

also we noticed that for some students collaborating and cooperating was synonymous on helping their partners to cheat.

Regarding to cheating issue Bouville (2008) explains that “cheating can get directly in the way of learning”. In other words it has a negative effect in students' outcome since they are not learning in the way they are supposed to do it. With the application and explanation of cooperative learning activities we wanted to change students' perceptions about cheating by giving a different perspective about what cooperation really means. Our purpose is teaching our students how useful is working cooperatively, it means “replacing the competitive organizational structure of most classrooms and schools with a team-based high-performance organizational structure” (Jack Richards, 2001).

With the application of the cooperative learning activities we expect to show our students the importance of building a meaningful learning. By providing different cooperative activities students will know how easy and useful can be working together as a team¹ (Finder, 2014) to solve doubts and problems provided in the class. We also expect provide examples based on their own contexts to facilitate their understanding and engagement with the English class.

After presenting our reasons and conclusions about why we considered the use cooperative learning as a possible answer to our concerns about cheating and lack of engagement by some students; we are going to present the theoretical foundations and principles behind this approach. We are going to present our pedagogical platform that is divided in 3 parts, the theory of learning that is socio Constructivism, the theories of language

¹ The meaning of this acronym is “Together Everyone Achieves More”.

learning and finally we are to give go deeper into the features and characteristics of cooperative learning approach.

Educational View

Progressivism

This educational view proposed by Jhon Dewey (1897), wanted to change the traditional and rigid form of teaching in the American Schools, making children active participant of their own knowledge, and not passive recipients of knowledge of the information that the teacher gave to them.

Also, the term ``learning by doing'' used by Dewey also emphasizes the new point of view that he brought to the educational perspective, because now the education would teach based in the real needs and interest of the students all this with the purpose to prepare them for the challenges and problems of the real live, as Leonall (2001) points out several principles that demonstrate the features and nature that progressivism has:

- “The teacher must know the child’s instincts and tendencies in order to plan his/her educational experiences;”
- “School is primarily a social institution, and the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life;”
- “School should be process of living and not a preparation for future living;”

Leonall (2011) (p. 1693)

The way that students learn is more appealing and useful for them if they see that the things they are learning will help them in the real live to solve problems that they may face, by giving students tools to face the world, society will have more opportunities of

improvement and development by the contribution of the students that are being shaped in the schools.

Theory of Learning

Socio constructivism

This theory is relevant because the author proposes knowledge as something that can only be reached or built through the interaction and communication with others, proposed by Lev Vygotsky (1978) he says that all of us built knowledge by negotiation the meaning and sharing our ideas with others “knowledge construction based on previous knowledge and interaction with the social environment” (Synteta, Schneider, Morand, Girardin, Frété & Class, 2003 in Hall 2007, p. 95)

For our pedagogical interventions it is useful, due to the different English proficiency levels that were found in the course 804. The interaction among students with high and low performance in English could help all the participants involved in our classes. Students with little or few knowledge could learn by interacting with other person with more English knowledge, but that at same time is closer than their teachers. They will have the opportunity to practice within their own groups avoiding the fear to commit mistakes in from of the whole class. Meanwhile the advanced students will obtain more confidence and opportunities to share, strengthen and practice their language abilities.

Theories of Language Learning

Socio-interactionist

This theory was proposed by Lev Vygotsky, in this children are influenced by the society where they belong, Vygotsky (1978) in Cullata (2012) says that , “every function in the child’s cultural development appears twice: first, on the social level, and later, on the

individual level; first, between people (inter - psychological) and then inside the child (intra - psychological).” , here we can conclude that through the interaction and the negotiation of the meaning with their partners, students are able to construct, appropriate and internalize the knowledge. Because of that, in the case of our implementation, students were capable of making the content of the activities part of their own knowledge by sharing something more than a point of view, like a concluding idea or a way to solve a problem. Other of the main principle of social interactionism is that it advocates for an interactive process of learning among teachers and students, rather than insolated explanations from teachers to the learners, as Bruner (1983) explains “In most matters of achieving mastery, we also want learners to gain good judgment, to become self-reliant, to work well with each other. And such competencies do not flourish under a one-way "transmission" regimen”, (p. 21)

Theory of Language Teaching

Cooperative learning

Cooperative learning is an approach where students make efforts to reach a common learning goal, according to Johnson and Johnson (2000) with the application of this approach students get positive interdependence because learners help and support each other's. Every member of the team must have an individual accountability of their work that means that the collaboration of each member of the group is evaluated, as also is the group's work.

This approach was chosen because we want to overcome some misbehavior that was seen during the first classes of our pedagogical intervention such as: students copying and pasting among them without having understood or without showing interest in the explanations of the topic. The purpose if this pedagogical intervention is to get the attention of those reluctant student and engage them into the group work making them responsible and active participant in the learning process, making them more responsible, assuming new positions that carry out

rights and duties within the cooperative groups, different to those they are accustomed to practice in their normal group work.

Group work vs cooperative work

Cooperative work is more than just making our students work in groups, as Hurtado & Viafara (2009) say, not all group work engages students in cooperative learning. In order to fulfill the requirements to be a real cooperative learning activity, the teacher must provide activities where every student has the opportunity to help their partners, and feel that his or her efforts are important to the group's improvement. Castillo (2007) explains that "students must see the value in group work and students must be aware of the necessary skills for successful group work in order to know what they are supposed to do" (p. 77), the next image demonstrates better what are the main differences between normal group work and cooperative learning.

As it can be observed, in order to have the character of a cooperative task, the students, teachers and the task must accomplish with certain requirements, to have a more clear explanation about the principles of cooperative learning Kagan (2004), stated his guide about how to assess a cooperative lesson, he called it P.I.E.S, that are the stand for: positive interdependence, individual accountability, equal participation and simultaneous interaction:

Positive interdependence

In Kagan's explains that "Positive interdependence exists when one person's gains lead to gains for another (a positive correlation among outcomes) and when no one person can reach the goal without the help of others (interdependence)." In this part of the class is when the teacher has the opportunity to help students to improve by mixing partners with different abilities and knowledge. The ones that are have more knowledge can help their partners to

improve while they work together in cooperative way, here the more expert student as the non-expert must adopt an attitude of win-win, it happens when each participant is eager to participate and cooperate.

Individual accountability

This principle refers to way that traditional classes are taught, in which always the same students raise their hands to participate. As a consequence, the students that are shy or that don't have much knowledge don't receive the enough attention by their teacher. Kagan (2004) points out that "The teacher ends up calling on those who least need the practice, ignoring those who most need the practice". The author calls for activities where the whole group can participate and share with the rest of their partners the outcome of the activity that they have developed.

Equal participation

Kegan says that the goal of a classroom with equal participation by all the students is impossible to reach. However, he encourages for activities where all students can participate, not always the same people, this practice attitude could lead to the lack of interest in the class, by the students that never participate.

Simultaneous interaction

Here the question that the author asks is "What percent of the participants are overtly active at any one time? The activities must guarantee that all the members of the group have the opportunity to participate in the development of the activity. Cooperative activities must maximize the time that each member has to talk and express their opinions, regarding to the correct way to perform or carry out the task. (Kegan, 2004)

Teacher Role

In the cooperative learning approach the teacher has many important roles, some of them are:

Specifying Academic and Social Skills Objectives: Here the teacher has the responsibility to set the goals that the group must reach at the end of every cooperative task.

Deciding On Group Size: The teacher must think in what is the correct amount of people that is needed to carry out the task, sometimes is better to work by couples than develop them in longer groups.

Assigning roles: Sometimes the teacher must help their students to assume a role in order to help some students to overcome certain weak aspect, helping him or her to get more confidence and improving their self-teem at the moment of sharing their point of view with their group.

Planning materials: The materials must be planned in order to all students can understand and participate in the task development. Adapting this principle to the EFL class is also important that besides the principle the teacher must provide materials with authentic and useful language in order that they can have a meaningful and authentic input.

Structuring positive interdependence

Teacher must check if the students are working together to accomplish the task or only few members of the group are doing the hole work.²

Student's Role

² Adapted from (Sachs, Gertrude T; Candlin, Christophe N. and Rose, K. 2003). (p.187)

Student must become an active participant in the development of the English cooperative task, helping their partners with their abilities, knowledge and experiences. The partners that have a low English proficiency must try to learn and practice at the moment of interacting with their partners. In this topic also the interaction and support by the teacher could help those students to solve their doubts and augment their confidence because he or she will explain that making mistakes is an important part of the learning process. When someone commits a mistake during the cooperative learning activity, there is no reason to make fun of it, owing to the experts students they must help their partners to complement their weaknesses in terms of the language knowledge.

Evaluation

The assessment of our innovation relies on how our students participate and contribute in the cooperative learning activities; we want to observe how is the evolution of those students that previously have been identified as less interested and motivated. At the moment of applying cooperative learning activities, we will see if they change in a positive or negative way their attitudes regarding to the group work. We are going to do that by observing how they engage in the learning process of their partners, based in the rights and duties that they assume within the group.

Relation of Cooperative Learning Approach and our Research Question

Cooperative learning has demonstrated to have several advantages at the moment of learning, but it only can occur when students are engaged and are willing to help their partners. The problem was that we didn't see that commitment in some of our students that only appeared to be interested in copying the answers of their partners that really worked in the class we considered that when those students decided to copy and their partners accepted this behavior, all of them were assuming one position. Those different positions are the

phenomenon that we expect to analysis. The purpose of this research is to describe those different positions by observing the different rights and duties that our students assume with their partners in the groups. Positioning is described as a dynamic phenomenon that is why we analyzed how these rights and duties are negotiated through the interaction process in the group.

Class Methodology

Every class was designed bearing in mind five main concepts: Goal, communicative objective, language focus and finally, specific objectives and cooperative objective. Every session was planned following as well the lesson plan format (see annex 4):

Goal

The goal of each lesson plan is understood as the practical use that students can give after practicing and understanding of the different activities proposed in the lesson plan.

Communicative focus

The communicative focus deals with the ability that the students should show during and at the end of every lesson plan by the development of the different activities and tasks in the lesson plan.

Language focus

Those are the grammatical topics that will appear during the development of the lesson plan or that are necessary to reach the goal of the lesson plan.

Objectives

The different ways that our students will have reached the goal and the communicative focus of each lesson plan.

Cooperative objective

This is the objective or the task that they have to perform as group, showing the participation of all the members of the group.

For the development of each lesson plan four stages were considered: the warm up, the presentation stage, the practice stage and the production stage. This one was at the same time the cooperative activity that each group had to perform.

Warm up

Here the new topic was introduced in a creative or interesting way, to arise the students' interest and curiosity for the topic.

Presentation stage

Here examples of how to use the language focus of the lesson were given; also the necessary explanation and the students' questions were answered.

Practice stage

During this stage students had the opportunity to develop different activities to reinforce and go deeper in their knowledge about the language focus of the lesson. It is accomplished by making exercises and activities that involve real live situations where this language focus is used.

Production or cooperative activity

In this part of part of the class the students had to perform one cooperative activity where the whole group had to participate equally, showing us that they had understood and they were able to put in practice what they had learn during the class.

Homework

In this stage teachers proposed an activity in which they had the opportunity to practice and reinforce the things that they had seen during the class in order that they not forget it.

And in terms of content of the classes, in the following chart we have four important elements as the main task, considering a cooperative activity to have as result a positive outcome from students in terms of cooperation understanding.

Class	Task (what students do in the classroom)	Activities (C. activities)	Cooperative (Objectives)	Outcomes (What should be able to do the students)	Sources and materials
Week 1	Listening and reading an interview of a famous singer Listening and answering question based on a conversation.	Performing by using masks a similar conversation with their partners.	Students will be able to ask answer questions about personal information.	Students will be able to ask and answer questions to their friends to know them better	

Week 2	Reading, understanding and answering the questions in the board	Guess who is the famous character by using WH questions	Students will be able to ask answer questions about personal information	Students will be able to answer personal information about general facts of famous characters.	See annex 6
Week 3	Students saw the daily routine of someone, organize the course time table using the English days of the week.	Students will design and draw the course schedules using the days of the week. Asking their partners about their activities that they do in the week and in the weekend.	Students will learn the days of the week and relate with their daily routine during the week and the weekend.	Students will learn the names of the days of the week. Students will know the basics of the daily routine of their partners.	See annex 7

		Develop the group's birthday calendar.			
Week 4	Students will play a bingo game with different numbers. Students will practice the correct pronunciation of them.	Students must recognize the different pronunciations in English numbers. They must practice together to write and pronounce long numbers in English.	Students will be able to write long numbers.	Students will be able to write and identify in the written and auditory way long and short English numbers.	See annex 8
Week 5	Students received a list with formal and informal expressions, and a comic with some examples of	Students must choose a role within their groups it could be the reader the writer the speaker or the	Students will be able to use some formal and informal greetings, in the appropriate	Students will use formal and informal greetings in the appropriate situations.	See annex 9

	<p>them. They have to read and them based on the teacher`s explanation make a with formal and informal greetings.</p>	<p>listener, see a video and resolve the work sheet based on it.</p>	<p>situation for each one.</p>		
Week 6	<p>Develop a comic strip when they use formal and informal greeting and farewells.</p>	<p>students must draw and perform a comic strip using formal and informal expressions</p>	<p>Students will be able to use some formal and informal greetings, in the appropriate situations for each one.</p>	<p>Students will be able to formal and informal greetings, in the appropriate situation.</p>	<p>See annex 10</p>
Week 7	<p>Students will see a video where someone is interviewed; students must</p>	<p>Students must see a video of a couple eating, and based on the teachers</p>	<p>Student will be able to introduce themselves and their partners.</p>	<p>Students will be able to introduce themselves and their partners to.</p>	<p>See annex 11</p>

	resolve a social network questionnaire.	explanation fill a work sheet based on that, they must preset their friend to the rest of the class	Students will learn some basic concepts of how to protect their information on internet.		
Week 8	Students will receive curriculum vitae of 2 people and answer the information based on that.	Students must develop their own curriculum vitae and then make a role play with one of their partners.	Students will be able to introduce themselves and answer some basic questions in a job interview.	Students will be able to answers questions similar to the questions that are asked in a job interview	See annex 12
Week 9	Students will see a video of someone presenting the parts of the home	Students must tell us how the members of their families take care of the environment.	Students will use the modals verbs have and don't have to express obligations.	Students will use the modals verbs to give advice of how you can take care	See annex 11

	Students will see a videos of someone eating with the members of their family	Write a letter where they can invite their friend to take care of the environment as their relatives do using some modals verbs.	Students will use the modal verb should and should not to express advise.	of the environment.	
Week 10	Students will see some pictures of a polluted world and will ask some questions about them, students will receive some basic explanation about the	Students must perform a jig saw activity where some partners must explain to others how to take care of the environment, using modals verbs	Students will be able to use the modal verbs to give advises of how to take care of the environment	Students will provide advices about how to protect the water, the animal and how to plant a tree	See annex 12

	unknown vocabulary.				
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As a summary, this chapter portrayed how the three main constructs give an account of how students' discourse is important to be analyzed in this kind of qualitative study for understanding processes as the positioning one at an interacting process in the cooperative activities. In the next chapter discourse analysis was conducted considering classroom interaction characteristics that emerge when working in cooperative activities to analyze data.

Chapter 5

Data Analysis and Findings

This chapter presents our understanding about students' positioning from our data analysis processes, following the denotative and connotative analysis stated in FPDA (Feminist Post-structuralist Discourse Analysis) used in this case for analyzing our data in a continuous process to answer the research question "How do eighth graders position themselves as participants of groups when developing cooperative activities in the EFL classroom?" Also, in order to understand and focus our attention in descriptive elements, we made our interpretations based on participants' voices considering the research objective: "to characterize how eight graders position as participants when developing cooperative activities" Finally, the findings and conclusions that give an account of the main results of this study.

Our study was possible thanks to our understanding of FPDA (Feminist Post-structuralist Discourse Analysis) as a tool to include CDA (Critical Discourse Analysis) and consider two different aspects at the moment of analyzing:

Denotative

This analysis has to do with the language patterns found in students' discourses when participating. Also, this is a way to find out particular elements in linguistic terms, such as sentence construction and ideas organization.

Connotative

In this second part, the idea is to understand the interpretations the students' voices have at the moment of participating, it means the effect the utterances have depending on the situation

This process of analyzing our data let us identify what Baxter (2003) calls "telling cases" she defines telling cases as the interactions "where meaning are negotiated and contested, manifested by differences of viewpoint, clashes of opinion or conflicting readings"(Baxter, 2013 p.187), those telling show how students position themselves or positions their classmates; in those interaction we looked for statements or words that could be interpreted in its illocutionary force.

Findings

The following chart contains our findings and represents the relation that lies between our research question and our consolidation stage content. Also, the sub-categories that describe the positioning process in relation to the categories.

Research question	Categories	Positions that emerged from the students' interactions
How do eight graders position themselves when working in cooperative activities?	Fostering active participation	Leader of the group Speaker of the group
	Differentiation of the rest of the group by challenging the teacher's authority	Nettlesome guy

Fostering Active Participation

This category emerged from the constant comparison of the preliminary findings, and is understood as the actions performed by participants during an interactive process acting to encourage others in behalf of the group's interests. Those actions started when students began to assume a role within the group, having responsibilities like asking actively to solve questions, performing actions according to their skills and supporting other classmates when having difficulties in cooperative activities. Thus, we evidenced in how the positioning process took place in the EFL classroom.

- 86 ss **profe como dice novios en ingles**
 87 G **sorry how do you say Como se dice how do you say umm how do you say um... novio**
 88 Ss1 **como profe?**
- 89 Ss 2 **boyfriend**
 90 G **yes positive feedback by the teacher**
 91Ss 1 **como boyfriend**
 92 G **my dear how do you say novia en ingles**
 93G **girlfriend repeat girlfriend girlfriend novia es girlfriend (nine turns omitted)**
- 99 ss **y como dicecarton paja**
 100 G **what what**
 101 ss **como dice carton paja en ingles**
 102 G **I dont' know my dear que no se I don't know**
 103 G **hard board how do you say carton board repeat board**
 104G **what what**
 105 Ss2 **bus azul algo que ellas vieron por la ventana**
 106 **aaaa blue bus**
 107 ss **blue bus**
 108 G **what economy**
 109 Ss1**Logica**
 110 G **gLogic**
 111 Ss **lojic**
 112 G **logic**
 113 G **what what**
 114 Ss1 **coontabilidad**
 115 G **accounting**

Denotative analysis

In this excerpt student 1 in the turn 86 the student started asking a question about words that for her were relevant; the first question is related to a sentimental category boyfriend. The teacher asked the same question but in English (turn 87). In line 89 the second student intervened recalling her previous knowledge about that specific word, the teacher congratulates her for knowing that word, saying yes (turn 90). The teacher took the opportunity to ask a question in English to the students (turn 92) he answers himself his question. Ss1 continued asking about topics that surrounded her and topics related to names of subjects and that appealed her attention. During this conversation we noticed that the interaction was dominated by the students, they were the ones who started asking questions, inverting the most traditional model of Interaction Response Feedback, in one question one student answered her partner's question, it means that, in this particular case students and teacher shared the floor and the power to be listened and regarded as valuable members of the EFL classroom.

Connotative analysis

In that conversation, in which two (2) female students and a teacher participated, Ss1 positions herself as a curious and interested student. She is not paying attention to the class, instead, she is asking questions relevant for her and maybe her friends (turn 86). In turn 87 the teacher asks the same question but in English, then he shows them a different model of question in English, but at the same time it is a way to display his power as more experienced speaker of English and as an institutionalized authority in the classroom. When the teacher restates her question in English he is giving the teacher's approval, encouraging this girl to

keep on asking questions as Yamakawa, Forman, & Ansell (2005) calls this technique revoicing; “this technique can be employed to create alignments and oppositions during an argument”(p.3), in this example the teacher recognizes the position that Ss1 has assumed. Thus he used revoicing to create alignment to the student’s behavior. In line 89 the female student answer her partner’s question; by doing this she positions herself as a student with more knowledge of English, the teacher recognizes this position by saying yes (turn 90) and her partner does the same by asking her directly. In this storyline there is not an apparently conflict because all the three positions are regarded as positive. These 2 positions are related to the leader and speaker position that will be explained latter, the curious girl is similar to the speaker position and the girl who knows English will is related to the leader position due to her knowledge of English.

Clément (1980) in Madrid and Cañado (2001) claim “motivation determines the level of competence achieved by the subjects” Gardner (1985) in one of the four aspects of learning a second language in which the term *individual learner differences* has four characteristics, and one is *motivation* that has three main aspects as: desire to learn, effort towards a goal (L2 learning) and greater or lesser satisfaction in learning (affective component) (p.146) the curious and experienced student showed these aspects because they express their desire to learn by asking questions and encouraging their partners to participate, the girl with more knowledge of English helped her partner with her question, by doing this she helped her partner in the affective component because this question that apparently was important for her, was not addressed during that class.

Fostering active participation let us identify two positions regarded as “positive” by teachers and peers because the students in these positions encouraged their partners to work and to accomplished with the cooperative goal propose during the EFL classes. These elements are directly related with the research objective, which is to characterize how eight

graders position as participants when developing cooperative activities. The first position then, the leader of the group and second one is the speaker of the group. In these positions we identified that when students assume those roles, a motivational effect takes place because they not only comply with their responsibilities as helping a member of the group to understand English activities, but also settling participants roles when developing cooperative activities.

After analyzing the data gathered with the research instruments, mentioned in the table 1, the following positions were identified. Their characteristics are shown and explained, considering this as the characterization process of participants (Andreouli, 2010 .p 145).

Leader of the Group

The term leadership means guiding, leading and in most of the cases be prudent because becoming the leader of a group is not only about giving instructions or highlighting weaknesses but inspiring and encouraging followers to improve. Thus, when we mention the position of leader we are giving to this position a transformational duty. The previous term was created by the leadership expert Burns (1978). He believed that "leaders and followers make each other advance to a higher level of moral and motivation". It means struggling for helping the group to achieve a common goal, and seek not only for the correct answers but also ways to make the group succeed. To illustrate the last part, the following excerpt is taken (in depth interview, April 25th) to support this position: "...yo creo que tengo actitud de líder no siempre decir hombre que a trabajar que yo no sé qué..." Also, this position is quite similar to the manager position described by Barnes (2004), in terms of those who have the duty to encourage their partners to work and distribute responsibilities that each member must comply with (p.5).

1.I: Ahora chicos teniendo en cuenta lo que les acabe de explicar del
 2.posicionamiento que es el rol si, la actitud que asumen cuando trabajan ustedes en
 3.grupo, ¿cuál ha sido su posicionamiento en los grupos?

4.P4: “pues yo creo que tengo actitud de líder no siempre decir hombre que a
 5.trabajar que yo no sé qué... bueno cuando estoy recochando eso si nadie me para
 6.pero no pues si en general intento mantener como decían mis compañeras ese
 7.entusiasmo difícil pero se mantiene básicamente”.

In Depth Interview, April 25th
**In the following transcripts, the letter “I” is understood as the interviewer and the
 letter “P” plus a number from 1 to 6, representing our six participants.**

Connotative analysis

In turns 1,2,3 the researcher ask the student about the specific roles and attitudes they assume within the groups, or in other words, how they position themselves reflexively. In lines 4 and 5 one male student uses the phrase “no siempre decir hombre que a trabajar que yo no sé qué”, this phrase indicates that is partners regards him as a person with certain authority in the group, decir “to tell” for us has a stronger meaning than “to suggest” sugerir. In line 6 he is aware of the importance of accomplishing with his duty of keeping a positive attitude” en general intento mantener como decían mis compañeras ese entusiasmo difícil pero se mantiene básicamente”. In general I try to keep, as my partners said, that enthusiasm is hard but basically, we keep it”

Connotative analysis

In this part of the interview we observe that another important feature of the leader position consist on managing the time, members of the groups spend to accomplish a

collective goal. For instance, in the last excerpt in the lines 5 and 6 of this excerpt “no siempre decir hombre que a trabajar que yo no sé qué... bueno cuando estoy recochando eso si nadie me para”, illustrates how important managing the time when developing the cooperative activities is for the group. This duty of the leader position helps the students to focus on the activity for carrying it out in a cooperative way. Also, we consider that by having a balance between fun and study time, it helps students for not getting bored by doing an activity but at the same time, to focus and strengthening their cooperative skills. However, as another student suggests, that their responsibility with the group and the activity is the priority for succeeding as a group. To illustrate the last idea this excerpt shows the student's concerning “pero entonces tomo la autoridad de no venga hagamos algo porque hay que hacerlo” demonstrating her reflexive attitude as leader.

<p>1. I: Ahora chicos teniendo en cuenta lo que les acabe de explicar del posicionamiento que 2.es el rol si, la actitud que asumen cuando trabajan ustedes en grupo, ¿cuál ha sido su 3.posicionamiento en los grupos? 4. P2: “yo casi siempre, trato de tomar esa posición de a veces la tomo como de relajó, que 5.pereza no hagamos nada, pero entonces tomo la autoridad de no venga hagamos algo 6.porque hay que hacerlo la verdad es algo hay...entre hacer y no hacer pues ahí siempre 7.cómo si entre la mitad”.</p>
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<p>In Depth Interview, April 25th</p>

Denotative analysis

As in the previous example 1,2,3 the researcher ask the student about the specific roles and attitudes they assume within the groups, or in other words, how they positions reflexively.

This female student in line 4 says “yo casi siempre, trato de tomar esa posición de a veces la tomo como de relajó”, “I almost always, try to take that position but not seriously as it should

be”; in the first part of the answer she uses an advert of time that indicates high frequency “casi siempre” “almost always”, but in the second part, she changes to an advert that indicates less frequency “a veces”, “sometimes”. For us, this indicates that in one way she is more committed with play, but this also suggest a reflexion about what is better to do in her group to work or to play. In the next part of her answer she says “pero entonces tomo la autoridad de no venga hagamos algo porque hay que hacerlo” “but then I take the authority not, let’s go to do something because we have to”, here we conclude that she only considers a “real leader” when he or she encourages their partners to work, not as his classmates that looked for a balance between fun and work. In the last part, in lines 6 and 7 she says “la verdad es algo hay...entre hacer y no hacer pues ahí siempre como si entre la mitad”, the truth is that is something between do or don’t do, like in the middle” this utterance we consider it indicates us 2 possibilities that she does not feel like a leader in her group because she is not judicious enough, but sometimes she has to assume that role if any of their partners do.

Connotative analysis

when the student declares “yo casi siempre trato de tomar esa posición, de a veces la tomo como de relajo, que pereza no hagamos nada, pero entonces tomo la autoridad de no venga hagamos algo porque hay que hacerlo” we consider the previous as a proof of her awareness in terms of critical thought that means having the skills of “detecting inconsistencies and common mistakes in reasoning” (Joe Lau & Jonathan Chan, 2004-2015) . For example in the excerpt “pero entonces” she portrays the way of becoming a leader assuming by herself the role as leader to encourage other participants to keep working and accomplish with the role assigned.

The previous, is a feature of leadership as in this case of keeping a positive attitude about the activities that the group develops; even though, they were having troubles developing the activity, they recognized that time wasn’t enough to do so.

1. R 10 -¿Qué estaban haciendo?
2. SS11 “Estábamos haciendo una historieta. Eh... en la cual usábamos saludos
3. formales e informales y pues no lo hemos alcanzado a terminar, pero pues ahí se
4. alcanza perseverar. Básicamente es eso”

Class Video: Recording Transcription, April 11th

The letters “SS” represents the students’ intervention and the letter “R” represent the teacher. The numbers in this case are used to guide ourselves in the analysis process.

Denotative analysis

The following excerpt portrays the leader’s voice representing his group. “Estábamos haciendo una historieta. Eh... en la cual usábamos saludos formales e informales y pues no lo hemos alcanzado a terminar”, “we were making a comic with formal and informal Greetings but we have not finish yet”. The previous sample must be analyzed considering this brief expression “pero pues ahi se alcanza a perseverar” besides, as a reflexive attitude the expression “ahi se alcanza” in this context means something positive in terms of self-awareness, we do not perceive in this utterance a complaint against the teachers because of the time, so the purpose of this utterance could be a self-reflexion about the use of time in the class by his group

In in lines 3 and 4 we contemplate a sign of positive attitude that is found in activities to help the leaders motivating their partners, showing in this what Kegan calls as “positive interdependence” (2004). For us this positive interdependence means that the students can trust in their partners’ support and collaboration during the activity. That confidence makes their partners keep working positively towards the common goal that was settled during a specific activity.

We consider that this leader's duty is related to the capacity of inspiring their partners to make an effort and engage his/her peers in activities that they are afraid of performing in front of others. This leading attitude is highly appreciated by their partners because the leaders help them so that they will neither get a bad grade nor be mocked by their partners in activities. Like in the following sentence in which one of the students said, "profe es que yo no se yo soy muy penoso yo no quiero pasar adelante ". The following excerpt is one example taken from the journal number two of one of the teachers in class that exemplifies the last sample, "They wanted to avoid making mistakes in front of their partners; others considered assuming the position of a shy and inexperienced person in particular one student..." in this case, part of the student's self-confidence was influenced in terms of knowledge because, by understanding the groups' goal is easier to achieve by participating actively in the cooperative exercises.

<p>When we asked the student to perform or act the role play he answered "profe es que yo no sé yo soy muy penoso yo no quiero pasar adelante " he wanted to avoid making mistakes in front of his partners; others considered assuming the position of a shy and inexperienced person in particular one student. Later he changed his position because he was influenced by their partners within the group and the support that the teacher gave him</p>
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<p>Journal #2 Researcher "B"</p>

Later he changed his position because he was influenced by their partners within the group and the support that the teacher gave to him, also he assumed his responsibility with the group and performed the activity helped by their female partners"

In the previous sample we have the description of how the whole group of students supported their partner as follows "later he changed his position because he was influenced

by their partners within the group and the support that the teacher gave him". In this action we could not observe a particular leader but the whole group assuming the duty of helping their partner.

We also considered that the positioning process of a leader is always and interactive one; it means that by interacting the group chooses the leader and supports him /her. In the next example, the leader position of a girl was challenged but she was supported by her group's partners.

The "SS" plus number represents the students' interventions, and the letter "R" the teacher's intervention.

- 1 FS1 Lo que yo le entendí al profesor fue que...
- 2 FS2 Que tocaba explicar esto pero no sé si en inglés o en español o eso
- 3 MS estamos en inglés NO (rude way)
- 4 FS1 no pero parece no se
- 5 FS2 Me guarda esto y me lo da después
- 6 FS1 Yo le estoy explicando entonces esto es un consejo el "should" se usa para un consejo aquí dice que...
- 7 FS2 adoptar a
- 8 MS no no sabe
- 9 R Que dice en la hoja (intervención del profesor para ayudar a la explicación de las estudiantes)
- 10 FS2 aquí dice que debemos adoptar un... pues a un animal acá pues que no necesita ropa de un animal acá él es...vegetariano si entendió?
- 11 FS2 jajajaja

Audio Recording May 9th

Denotative analysis

In this conversation 4 students participate FM1 and FM2 are female students that belong to the same group; MS is a male student, that belongs to a different group. They are explaining to his group about the use of the conditional should, based on advices to take care of the environment. In turn 1 FM1 is explaining the examples of the guide, but she sounds insecure,

“pero parece no se”, “oh man I don't know”, FM2 interrupts her in turn 2 defending her “que tocaba explicar pero no se si en español o ingles” MS point out in a rude way that they are in the English class, in next turns she keeps explaining but again showing lack of security MS again attacks her (turn 8), in turn 9 the teacher R shows her the explanation that appears in the work sheet, FM2 finishes the explanation on her own.

Connotative analysis

In this sample of interaction, the girls were participating in a jigsaw activity about modal verbs use. FM1 had to explain her partners how to use the vocabulary based on environmental advices. Here “Lo que yo le entendí al profesor fue que. Que tocaba explicar esto pero no sé si en inglés o en español o eso” she also is acting as a group speaker because she complains about the lack of clarity about how to develop that activity. One of the students of the other group challenged her position because he considered that she didn't know so much about the topic of the class saying “estamos en Inglés, NO”. However her partners did not pay attention to his threatening-face expression by the student of the other group. But after this incident this group continued with the exercise, and finally the leader had the support of her group and the teacher one as well. This gave to both the group and leader more confidence and knowledge about the topic to keep on the activity. This example demonstrates how the bounds of friendship help the student FM1 to overcome this incident when she was criticized by the MS, because she was supported in her position as a leader by her friends. Pongunta (2013) demonstrates how friendship has an influence in the second language acquisition process, in his paper, he displays a negative effect of working in groups formed by friends, a group of only girls did not accept a boy because he was an outsider for that group. In our example we see a positive one; friends supported and protected each other from the criticism.

The next excerpt is another example where the right of the leader to be defended by the members of the group is displayed:

14 SS 4 The idea is verg
y very cool, amazing. Yes, teacher amazing you can ehh with this paper you can can
15 SS 5 “recyclation”
16 SS 4 “recyclation” the paper yes you can put this one in this one ehh
17 SS 6 en el caso que se puede reciclar que se puede separar que se tiene que usar bien las
cosas para evitar malgasto después
18 SS 4 ok

Audio Recording May 9th

The “SS” plus number represents the students’ interventions

Connotative analysis

In the previous case the leader of the group SS4 speaks in English but then got lost because of the lack of vocabulary. Besides his partner the student SS5 helped him by giving the key word that he apparently needed, as in this case “recyclation” that was misunderstood as recycling. Finally the student SS 6 completed the information in Spanish in order to finish and give a hand to his leader that was in difficulties at answering. As a rule most of the students considered that leaders in our class had good command of English and it is portrayed in the immediate reaction of the student as leader for giving an explanation of the exercise to the teacher. However, in those groups in which all members had almost the same English level there were features like being responsible, outgoing, friendly and positive that seemed more important than the knowledge itself. Also, we observed that those leaders also have the duty to point out and call the attention of their partners when the group is not doing well or as is expected:

30 FS1 Ella no ha dicho nada.
31 FS2 bueno, bueno ya.
32 FS3 Usted, ¿por qué se está depilando las cejas?

<p>33 FS1 Usted no hace nada profe no. 34 FS 2 Pero si no me dicen nada profe no me dejan ayudar.</p>
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<p>Audio Recording May 9th</p>
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<p>The “SS” plus number represents the students’ interventions.</p>

Denotative analysis

In turn 30 FM1 is scolding her female partner because in her opinion, she is not cooperating enough with the group, so, she raises her voice but another female student supports the complaint of the leader of her group in turns 31 and 34 in which the girl who is being scolded tries to defend herself but on the other hand she doesn't deny her lack of collaboration then, she just tries to justify why is the reason for this 2 Pero si no me dicen nada profe no me dejan ayudar.” But teacher they don't tell me nothing, they don't allow me to help”

Connotative analysis

This behavior positions her as the leader of the group but also as a sub-teacher according to Rojas (2012) this position is characterized as followed:

“Teacher-type girls or sub-teachers as being bossy, helpful, and as the ones who want to organize other students. In the same line of thought, Orellana (1996) demonstrates how Latino children position themselves as teachers when policing a classmate, in other words, when controlling other's behaviour, or maintaining the discipline in a classroom.” (p.99)

Rojas (2012) also explains that raising their voices or interrupting others, is a way to display her power and authority over her partner. This is for us an extreme definition of positioning as pongunta (2013) citing Catañeda- Peña (2008) “positioning is a moment in which a student can exert power over their peers”.

The Speaker of the Group

This is described in this study as the intervention made by a member of the group for clarifying shared understandings. According to Barnes (2004) this is the position in which the person who “speaks to the teacher on behalf of the group, explains what they have done, clarifies what is wanted and asks if they are right” (p. 8). Sometimes the duty of this student is just seen when the teacher is explaining to the other groups and this speaker takes that information to his or her group.

Sometimes the speaker is selected considering his/her command of the English language, so he or she will have more opportunity to understand and explain latter to their partners. In the next sample the student asks to the teacher to be sure about the answer of the exercise “SS: Germán, mira, ¿Lo escribí así bien, o mal?” However, if she does not know so much about the language, she is just going to speak to the teacher but as well see what the others groups do.

126 SS: Germán, mira, ¿Lo escribí así bien, o mal?

127 SS: Teacher. (Llamando al profesor)

128 G: What do you need?

129 SS: Profe, ¿Cómo se dice café?

130 G how do you say...

131 G ¿cómo se dice café?

132 G Brown.

133 SS hay no sé cómo... se escribe

Class video-recording transcription April 11th

In this case the letter “G” represents the teacher and “SS” the students

Most of the questions that speakers ask are formulated with practical purposes. It means that those questions are related to the process of developing tasks, if they are doing well or not. Also some of those questions are asked to looking for answers about the final effect that the activity will have for them and their partners. The following sample reflects this feature:

154 G No mira cuando hablas de una niña es her.

155 SS Y cuando hablo de un niño ¿es "his"?

156 G Si.

157 SS Y, ¿eso es grupal?

158 G Yes my dear.

Class video-recording transcription April 11th

In this case the letter "G" represents the teacher and "SS" the students

Formerly, the speaker's questions "Y cuando hablo de un niño ¿es "his"?" and Y, ¿eso es grupal?" have two purposes, first clarify the doubts about the content of the lesson and second, seeing if the work they had done so far was correct.

Differentiation of the Rest of the Group by Challenging the Teacher's Authority

When talking about the process showing an inner identity the previous concept is understood in this study as those actions performed by students in order to be recognized as participants of a collective learning process, whose opinions must be taken into account, even if those are not accepted by the institutionalized figure of power in the classroom, the teacher. As those opinions are neither accepted by their teacher nor by the majority of their partners, it means that their positions are regarded as negative, with lack of teacher's and peers' approval. Eventually those students try to accommodate themselves to the dynamics of communication in the educational context (nobody likes to be ignored or scolded all the time), in other words they try to change their storylines, however this transition between a negative position to a more positive one is not easy for them as (Davies & Harré,1990). In Tait-McCutcheon, S. (2014) explain "Storylines develop when people make and attempt to make past, present, and future words and actions meaningful to themselves and others"(p.74) students and teachers are so accustomed to their previous negative not so powerful position, that they not recognize their tries to be accepted.

The Nettlesome Guy

This position is defined as that student that openly dares the teachers' authority. In this case, students chose those behaviors in order to position themselves as powerful and independent from the rest of group (De Fina and Schiffrin & Bamberg, 2006) by defying the role of the teacher to putting themselves into trouble (Lobaton, 2012). However we consider that nettlesome students weren't totally against the group or the teacher since there was a purpose for behaving in that way. In the next excerpt we analyze one of those incidents where teacher's was defied by 2 of those students:

<p>73 SS “que se vallan que se vallan que se vallan” (dos estudiantes gritan en voz alta, pidiendo que los profesores se retiren)</p> <p>76 SS “que se vallan que se vallan que se vallan” (Las estudiantes vuelven a repetir que se vallan pero con menos energía al ver que no tienen el apoyo de sus compañeros)</p>

Transcription of the class taught in April 11th

The “SS” means the students voice and the “()” means the explanations of every situation.

Connotative analysis

In this case “que se vallan, que se vallan, que se vallan (dos estudiantes gritan en voz alta, pidiendo que los profesores se retiren)” the participants positions themselves as owners of high agency, it means their free will to display their identities by creating story lines where they construct “a self- hero, a person who comes across as strong, controlling, and self-determined” (De Fina, Schiffrin, & Bamberg, 2006). Also, they are looking for recognition from their partners and teachers and that is why they are always pushing the boundaries of the accepted behavior in the classroom. We noticed that the rest of their partners did not support them, and if they had done this, teachers would had been in serious trouble for the class management skill but, this lack of support did not stop them from raising

their voices once again. This silence of their partners is understood as the lack of support in their position as Francis, (1998) in Baxter (2003) explains “Peer approval was also interwoven with a discourse of teacher approval.”(p.99). in this case the majority of the students and the teachers had the same goal, finish the class and accomplish with the cooperative task, and this protest did not collaborate with that majority of the participants in the classroom.

In this sample of interaction were the nettlesome guy position appeared the students did not complaint about that attitude, by contrast in the next interaction one female students felt affected by one of those nettlesome students:

459 G no mira Luisa esta es una pregunta this is your pencil?
 461 FS1 This is your pencil (repitiendo lo que dice el profesor)
 462 MS Dice algo pero no se entiende
 463 G Por favor D deje dictar la clase!
 464 FS2 callese! (un estudiante regaña al causante del desorden)
 465 G nowadays most people is happy in their jobs, no their is better
 466 FS1 porque
 467 G bueno aquí es cuando usted hable de la gente en general es plural de ellos...no haga eso gestos a la cámara to D
 468 FS2 parce no joda si no nos va a ayudar

Transcription of the class taught in April 11th

The letter “G” represents the teacher, “FS” represents female student the letters “MS” represents male student.

Denotative analysis

In this interaction the teacher is explaining to a group of female students, one activity in the worksheet, FS1 and FS2, meanwhile MS waits to ask a question; in turn 462 MS says something that annoys the teacher, “Por favor D deje dictar la clase!” “Please D let me

explain". In turn 467 he makes some gestures to the camera and in the turn 468 another partner scolds him "parce no joda si no nos va a ayudar" "man, if you are not going to help us, don't bother"

Connotative analysis

In this sample of interaction MS was positioned in 3 times as the nettlesome guy , one by the teacher and 2 by their partners. In turn 463 the teacher asks that let him accomplish with his role of teacher, so in one or another way with his behavior he is challenging the teacher's position of authority, he ask him to follow to accomplish with the rules of the class. Their partners position him twice in turn 463 "callese!", "shut up" and in line 467, 468 another partner scolds him "parce no joda si no nos va a ayudar" "man, if you are not going to help us, don't bother". These expressions as callese!", "shut up" and "parce no joda si no nos va a ayudar" "man, if you are not going to help us, don't bother" are similar to ones that Pongunta (2013) are "forms of verbal aggression" found are used either by female and male students to "demonstrate power" over their partners, the teacher with his initial remark about the behavior or the students and the silence during these "verbal aggressions" is also positioning this guy.

As we mention before, these nettlesome students tries to assume a position with more power and possibilities of agency, in other words has the possibility of sharing the power inside the classroom. Lobaton (2012) based on Foucault (1983) states, "that power circulates trough individuals" (p 66) it means when power circulates between students and teachers, by using communicative signs, as when the teacher gives the word to one student that raises the hand, he passes the power to speak to that student. On the other hand, when the teacher has to shout or call the students' attention, he is recovering the power for himself.

Another characteristic of those nettlesome students is that they didn't follow the "institutionalized protocol" that consist on sharing this power as their partners did. The term "institutionalize protocol" is described by Baxter (2003) as the "teacher's and peer's approval" in other words, those actions considered as positive by the teacher or the rest of participants of the class. In the case of teacher's approval the student must participate in what Baxter (2003) calls "a model of collaborative talk" that entails: good listening skills; offering support to peers; sharing and exchanging ideas, etc. When these nettlesome students doesn't get teachers' or peer approval so often, they are not allowed to participate in the circulation of power, thus their possibilities to negotiate their identity inside the classroom will be affected, prove of the aforementioned is the next transcription of the class taught in April 11th:

<p>55 Student: hey!! (rude attitude) 56 Recorder: Tell me I'm German and you?. 57 Students: oye German vienes? (reflexive attitude after calling the teacher 58 Recorder, No, because the other person in charged is the other teacher. What do you want?</p>
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<p>Recording Transcription, April 11th</p>
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Denotative analysis

Here the student in line 1 the student asks for help to the teacher G, but he does this using a tone of voice that the teacher considers no appropriate. hey!! (rude attitude). The teachers ignores his request by not answering his question"Tell me I'm German and you?". The student tried to follow the example that the teacher gave to him but and the end he did not help him.

Connotative Analysis

In this sample we can argue that as this student hasn't participated of "the model of collaborative talk" he has neither "peer approval" nor "teacher approval". Hence, he could not negotiate his position with the teacher and thus he had to remain in the same position instead he was demonstrating a genuine interest in solving the activity. This is what Montenegro (2012) classifies this as "a contaminated position" this refers to position that has adopted conflicting characteristics of other positions that may compromise the validity of the discourse of this person". (Montenegro 2012, p.141)

These nettlesome guys are seen with a negative connotation by his classmates too, as in the following fragment "a mí no me gustaría trabajar con esas personas", in which the participant denies the nettlesome classmate the opportunity to get an approval for participating at least in the academics terms. Also, by giving explanations about his point of view "porque digamos como que fomentan la indisciplina tanto en uno como para el curso y el grupo" the participants shows his concern about working with a classmate that behaves assuming the nettlesome role.

Finally, as can be exemplified in the next excerpt of the in-depth interview having fun is not something acceptable in the classroom in terms of bothering as is seen in the next fragments "con esas personas no me gustaría trabajar por el simple hecho de que uno siente como ese ambiente de que acá solo es recocha y nada de trabajo y entonces uno es el que resulta afectado"; "Con esas personas no me gustaría trabajar por el simple hecho de que uno siente como ese ambiente de que acá solo es recocha y nada de trabajo y entonces uno es el que resulta afectado" in which the most important expression to talk about fun is "recocha" but in negative connotations for the development of activities.

P1: "A mí no me gustaría trabajar con esas personas porque digamos como que fomentan la indisciplina tanto en uno como para el curso y el grupo, por eso me gusta trabajar con esas personas".

P2: “Con esas personas no me gustaría trabajar por el simple hecho de que uno siente como ese ambiente de que acá solo es recocha y nada de trabajo y entonces uno es el que resulta afectado, porque uno llega, y entonces, allá todo el mundo recochando, entonces uno como que hace el trabajo solo, entonces uno queda afectado y ellos sí, así como si nada, como que ahí felices ellos charlando [como con actitud de reclamo], y también lo distraen a uno con esas charlas, por eso no me gustaría trabajar con esas personas”.

In depth interview April 25th

Finally this constant defiance of the authority in power usually has consequences for them, their partners and the teachers. Their partners are constantly distracted and lose opportunities to learn. Teachers lost their position of authority and are challenged. These nettlesome students receive an answer by the teachers, as a rule one where the teachers regains his or her position authority by reestablishing the lost power by using the tools at their disposition: the academic coordinator or writing in their academics records.

In the following paragraphs, we show the most important ideas considered at the moment of conducting this study as important aspects of the positioning process, the suggesting ideas for improving the class and how by teaching the importance of working together students commitment changed positively.

Conclusions

In this section, we present the conclusions to our research question: How do eighth graders position themselves as groups' participants when developing cooperative activities in the EFL classroom?

We noticed that our students assumed a position according to their commitment to the activity and feelings of friendship and responsibility with their partners. Those students that positioned themselves as the leader of the group and speaker of the group reached what Baxter (2003) called as "peer approval" by being positive, encouraging their partners to work, participating actively in the class and "teacher approval" that were showing interest in the topic, and not be too annoying or be too noisy. And these features were the reasons why teachers and students considered those positions as positive and useful to the smooth development of the English class.

Also, students got involved in activities where they had to interact with other groups having the possibility of getting good results in such interactions. When students worked in cooperative activities they were more eager to take risks and but also didn't take so seriously the negative remarks of some of their partners. As a matter of improving, we encourage teachers to plan their productive activities such as presentations, oral reports, role plays and so on in group's activities, because with the support and cooperation from their partners students can alleviate those feelings of fear and stress. Also because with group activities the communicative purpose of learning a second language could be emphasized in interactional facts as conversations.

The students that didn't participate in the correct development of the activities or didn't use the institutionalized channels to share the power during the classroom activities found difficulties to position themselves in not only as the nettlesome student even when they

wanted. Also, when the teachers gave different responsibilities and duties to their partners, they answered positively. In that way students can learn the rules to take and share the power as well as having the possibility to assume a new role within the group.

List of Tables

Table 1: Instruments for data collection

DATA INDICATION NUMBER	DATE	ACTIVITIES AND OBJECTIVES	INSTRUMENTS AND MATERIALS
1ST	February 28 th	Describe famous people using adjectives. Participants interview each other as if they were the famous characters	Teacher journals
2ND	March 7 th	Create dialogues including “wh” questions. Select a famous character and create an interview, following an sampling one.	Teacher journals
3RD	March 14 th	Read and listen about routines and future plans using	Teacher journals

		<p>vocabulary about days of the week, months, hours, etc.</p> <p>Talk about plans for the weekend.</p>	
4TH	March 21 st	<p>Talk about special dates using cardinal numbers and “Wh” questions. Talk about special celebrations we have in our country.</p>	Teachers journals
5TH	April 11 th	<p>Use greetings and farewells in formal and informal contexts depending on the hour of the day. Make a comic stripe using vocabulary learnt in the class</p>	Teacher journals and video recording, students' comic stripe
6TH	April 18 th	<p>Audio-visual sources to portray how to use greetings. Learn vocabulary</p>	Teacher journals

		about personal information	
7TH	April 25 th	Write and speak about introducing oneself and others. Learn how to use "Wh" and Yes/No questions	Teacher Journals, in depth interview
8TH	May 9 th	Use visual sources to write and share ideas about how to take care of the environment using adverbs of frequency	Teacher journals and audio recording

Table3: Open Coding

SOURCES	Excerpts, Classified According To Its Relevance	Coding Process
Journals # 1,2 and 3 J.No. A: Researcher #1 J.No. B: Researcher #2	J.3 A "because the worksheet was solved by couples questioning themselves, talking, asking and writing in the same proportion, in order to clarify doubts" J.2 A "also there are some of them that contribute, becoming part of a team"	Contributing for achieving a common goal.

	<p>answering questions, completing sentences</p> <p>or as in this case complete personal information”</p> <p>J.1- A “one of the activities about asking for famous characters was a successful one because almost all the students were contributing to the English class with comments and ideas about the topic we were working on”</p> <p>J.2 B “Other students that had good knowledge of English participated eagerly, helping and fostering their partners to participate and talk,”</p>	
<p>Journals # 1,2 and 3</p> <p>J.No. A: Researcher #1</p> <p>J.No. B: Researcher #2</p>	<p>J.2- A “at the very beginning of the class we found that students (not all the groups) used to arrive late to the English class”</p> <p>J.1- A “ I found that the students still were doing the same, copying each other, it means that in the groups they were working on, they were copying each other’s answers, without being aware of what they were writing,”</p> <p>J.3- A ”some students weren’t doing what I asked them to do”</p>	<p>Disinterested and lazy attitudes</p>

<p>Journals # 1,2 and 3</p>	<p>J.2 B “he was influenced by their partners within the group”, “also he assumed the his responsibility with the group and performed the activity helped by their female partners”</p> <p>J.3 B “the issue that called my attention was the participation of one couple of students, that don’t participate so often”</p>	<p>Attitude change</p>
<p>Journals # 1,2 and 3</p> <p>J.No. A: Researcher #1</p> <p>J.No. B: Researcher #2</p>	<p>J.3 B- “The students that have a good English level participate instead of the possible mistakes that they can make, that reveals their confidence and knowledge about the subject, and, that their partners opinion doesn’t affects their self-concept or that maybe they are aware of committing mistakes as a normal process when they learn second language “</p> <p>“after several tries, two students that always participate and have a good English level do it, off course the idea was to involve and assess the less participant students, not the normal collaborative students”</p> <p>J.3 A “something that needs to be highlighted is how this group tend to help</p>	<p>Leadership</p>

	the whole class for its own performance's improvement"	
Journals # 1,2 and 3 J.No. A: Researcher #1 J.No. B: Researcher #2	<p>J.3 B- "in this opportunity the less experienced students seemed to be more interested and participated more than the experienced ones"</p> <p>J. 1 A- "there were students who did recognize those elements of the sentence's structure they were asking to the teacher about the quality of its answer in terms of grammar mistakes, making as well their answers different from the ones that were used in the poster"</p>	Keen to learn

Table 4: Axial Coding

Sources	Excerpts, classified according to its relevance	Reducing process
Journal # 4,5 and 6	J.5 -A "the way my students get integrated (it was positive) knowing that their places were changed, and the classwork groups weren't the same ones, so its location in this time was	Fostering students' learning in

<p>J.No. A: Researcher #1</p> <p>J.No. B: Researcher #2</p>	<p>the opportunity to foster in more than one student the cooperation”</p> <p>J.4 -B “for me this technique of sharing specific roles and responsibilities worked a lot in or class because every students was asking about what they must do and were like kind of intrigued by the duty that they had to accomplish”</p> <p>J.4-B “For me was very interesting to observe how the attitude of some students changed when one of those considered as annoying and distracted student participated in the presentation stage of the class. In my opinion it affected the students’ perception that they didn’t understand anything of the topic, also that the teacher changed quickly his way of teaching in order to students requirements”</p>	<p>cooperative activities.</p>
<p>Journal # 4,5 and 6</p> <p>J.No. A: Researcher #1</p> <p>J.No. B: Researcher #2</p>	<p>J. 5 –A” there were students aware of how some of their classmates were working informing the teacher how the poor cooperation when working in such activities</p> <p>some of their classmates were part of a difficult situation in which even though they</p>	<p>Commitment seen as individual work.</p>

<p>Video Recording transcript A: students' voices</p>	<p>were advising and suggesting a better contribution to the group, they weren't doing anything at all"</p> <p>J.5 –B “however there was a particular case where one single member of the group was doing the whole work, that student was angry because of the lack of collaboration by their partners, they were playing and talking , she suggested never changed her work group again”</p> <p>J.5-B “The main reason why I think I could have worked better is because of the way they divided the work one student drawing and the other making the script, in some groups only two students worked while their partners were playing and mocking around, then when he or she finished the other partner came to finish the work”</p> <p>A: “9 R Que dice en la hoja? 10 Ss2 aquí dice que debemos adoptar un... pues a un animal acá pues que no necesita</p>	
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	<p>ropa de un animal acá él es...vegetariano si entendió?</p> <p>11 Ss2 jajajaja</p> <p>12 Ss1 entonces reciclar es reutilizar algo que sirve por eso jaja, listo otra vez</p> <p>13 Ss3 como ese papel que acabo de botar</p> <p>14 Ss4 the idea is very, very cool amazing yes teacher amazing you can ehh with this paper you can...can</p> <p>15 ss5 "recyclation"</p> <p>16 ss4 "recyclation" the paper yes you can put this one in this one ehh</p> <p>17 ss 6en el caso que se puede reciclar que se puede separar que se tiene que usar bien las cosas para evitar malgasto después</p> <p>18 ss4 ok"</p>	
<p>Journal # 4,5 and 6</p> <p>J.No. A:</p> <p>Researcher #1</p> <p>J.No. B:</p> <p>Researcher #2</p>	<p>J 5-A "the parts of the comic strip that were missing, were done at the end by them, in this case those were students in care of guiding their own groups in terms of using the appropriate expressions, or correcting the mistakes, to have a better grade"</p> <p>J-5 B "About what they have to do within the group, but in general terms students tried to</p>	<p>Benefits come with a leader</p>

<p>Video Recording</p> <p>transcript A:</p> <p>students' voices</p>	<p>choose those roles they consider were easier according to their skills, `` yo escojo el reader''(see annex 5), o ``yo como solo tengo que escribir''</p> <p>“Other important issue was that student identified that the speaker of the group as the leader of it, thing that wasn't necessarily our idea, but it was the general rule, the students with more English knowledge was chosen as the speaker's group”</p> <p>A: “I 6 SS1 Yo le estoy explicando entonces esto es un consejo el, “should” se usa para un concejo aquí dice que...”</p>	
<p>Journal # 4,5 and 6</p> <p>J.No. A:</p> <p>Researcher #1</p>	<p>J.6-A “the main situation in this class dealt with how my students got closer to the activities and how it was portrayed. First of all I notice that they were enjoying almost all the aspects, showing interest on topics we taught”</p>	<p>Fostering active participation.</p>

<p>J.No. B:</p> <p>Researcher #2</p>	<p>J.6-B “this final part of the activity was supposed to be finish in one hour or less time but it really took the 2 hours”</p> <p>J.6- A “students were enjoying the class because they were saying “teacher, is that used to know more about other people?” right?” and that was how I started it saying “let’s imaging that his name is Rusbel (selecting a participant to show it) and he’s 23 years old, and you want to know him, and he as well want to know you, so he will start using the some of the following expressions...”</p>	
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Table 5: Selective Coding

Sources	THEORETICAL EXPLANATION	CONCEPTUALIZING PROCESS
<p>Journals #1...8</p> <p>Transcripts</p> <p>A:audio</p> <p>J.No. A: Researcher #1</p>	<p>“The teacher’s behavior as well as his / her way of organizing the class cause changes in the student’s</p>	<p>Fostering active participation in cooperative activities</p>

J.No. B: Researcher #2	motivation” (Madrid, D. y Pérez Cañado, M. L. (2001)	
Journals #1...8 Transcripts A:audio J.No. A: Researcher #1 J.No. B: Researcher #2		Convenience when working in groups
Journals #1...8 Transcripts A:audio J.No. A: Researcher #1 J.No. B: Researcher #2		Empathy among group participants

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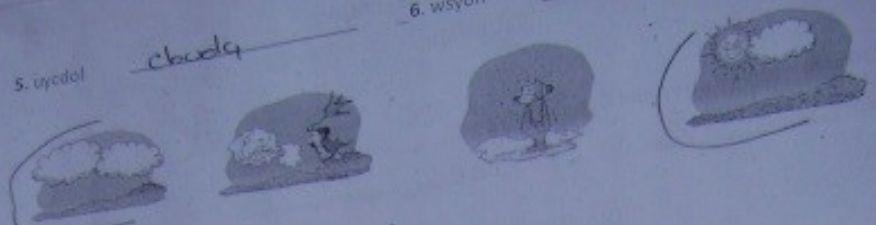
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Annexes

nnex 1: Diagnostic workshop

5. wyzdol chociaż 6. wysyła



3. Write about your daily routines.
You can use: I get up at ... / I take a shower at ... / I go to school at ...

I get up at seven o'clock, I take a shower at 7:30 am, I go to school at eight o'clock.

4. Look at the pictures and write sentences about Davis's routine

VERBS:
Wake up/ Have dinner/ Go to bed/ Go to school/ Play basketball/ Have breakfast/ Take a shower/ Read/
Watch TV/ Sleep/ Have lunch/ Study

E.g. Every Monday David wakes up at 7:00 A.M
He takes a shower at 7:05 A.M


1. _____

2. _____

3. _____

4. _____

5. _____



COLEGIO TÉCNICO PALERMO
8th GRADE

DATE:

STUDENT-TEACHERS: Rubén Torres and German Silva

STUDENT'S NAME: Dhayan Vargas Mera

DIAGNOSTIC WORKSHOP

Dear students,
This workshop contains different activities to determine your English Level. Please, develop each one of the exercises below.

1. Answer the following information about yourself and then ask one of your classmates his/her personal information and complete the chart.

E.g. what is your first name? Where are you from?
My first name is Lady I'm from Colombia.

	MYSELF	MY CLASSMATE
FIRST NAME	Dhayan	Andrea
SURNAME	Mera	Gomez
COUNTRY/CITY	Cali	Colombia / Bogotá
STUDENT	Yes/No	Yes/No
AGE	14	15
ADDRESS	C11440 #45-30 RAFAEL NUÑEZ 5-201	K39A #25A-39
PHONE NUMBER	316-653-3688	3126519923

2. About the weather ...

- First, unscramble the words and write the word on the line provided.
- Second, match that word to the picture that illustrates it.

1. dco Cold

2. ignrina _____



3. ysmrot Stormy

4. toh Hot



Phayan Vajquez Mora

Listen to the song and complete the gaps in the song with the verbs that are below:

Under the bridge

Red Hot Chili Peppers

Sometimes I 1) _____
 Like I don't 2) _____ a partner
 Sometimes I feel
 Like my only friend
 Is the city I 3) _____ in
 The city of Angels
 Lonely as I am
 Together we cry

I drive on her streets
 'Cause she's my companion
 I 4) _____ through her hills
 'Cause she knows who I am
 She sees my good deeds and
 She 5) _____ me windy and
 I never 6) _____
 Now that is a lie

I don't ever wanna feel
 Like I did that day
 Take me to the place I 7) _____
 Take me all the way
 I don't ever want to feel
 Like I did that day
 Take me to the place I love
 Take me all that way (yeah yeah yeah)

8) _____ hard to believe
 That there's nobody out there
 It's hard to believe
 That 9) _____ all alone
 At least I have her love
 The city she loves me
 Lonely as I am
 Together we 10) _____,.....

Verbs
 worry, love, it's, I'm, cry, Feel, have, live, walk, kisses

Reading comprehension

Answer the questions that your teacher will ask you according with the information in the text :

Radamel Falcao Garcia Zárate (10 February 1986), commonly known simply as Falcao, is a Colombian football striker who currently plays for Atlético Madrid. Falcao is sometimes nicknamed as *El Tigre* and *King of the Europa League*.

Nowadays he is consider as one the best football soccer player in the world, during the last years he has played for the Porto in Portugal and in the Atlético de Madrid in Spain, during his history with those teams he has scored more than 100 goals, and has won twice the Europa league and once the UEFA Super Cup against the Chelsea.

is a devout Christian and leader of various religious youth groups, including "Locos por Jesús" and "Campeones para Cristo." Falcao married to Argentinean model Lorelei Taron. Falcao is good friends with Brazilian international star Kaká.

questions

1) how old is Falcao?
 2) How many goals he has scored ?
 3) What is his religion?

4) How many times he has won the Europa league?
 5) what is the name of his wife?
 6) who is his friend?

Annex 2- Students' Consent form



Universidad Distrital Francisco José de Caldas

Facultad de Ciencias y Educación

Licenciatura en Educación Básica con Énfasis en Inglés

FORMATO DE AUTORIZACIÓN

Proyecto de Investigación: Describing students positioning through the implementation of cooperative learning activities.

“El posicionamiento de los estudiantes en la clase de inglés a través de actividades cooperativas de aprendizaje”

Estudiantes Investigadores: Rubén Torres y German Silva.

Propósito: Por medio de la presente solicitamos la participación de su hijo (a) en un estudio investigativo, que está siendo llevado a cabo como parte fundamental para obtener el título de la Licenciatura en Educación Básica con Énfasis en Inglés de la Universidad Distrital Francisco José de Caldas. El propósito de este estudio es el de caracterizar como los estudiantes se posicionan cuando se implementan actividades de aprendizaje cooperativo en la clase de Inglés.

Procedimiento: Para este estudio se realizarán observaciones de clase que, con el permiso de los Participantes serán registradas en grabaciones de audio y video. Posteriormente, se llevará a cabo una entrevista que puede ser personal o grupal de acuerdo a la disponibilidad de participantes. La información que se recolecte tiene como objetivo único informar la

investigación llevada a cabo y en ningún momento será usada para evaluación o crítica de ningún participante.

Confidencialidad y Riesgos: Se garantizará el uso de nombres ficticios para mantener la identidad de su hijo en el anonimato, estricta confidencialidad en la información que se recolecte, la oportunidad de verificar las declaraciones hechas en las entrevistas en el borrador del informe del proyecto, el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales de la materia. Igualmente, los niños no estarán expuestos a ningún tipo de peligro, ni físico, ni emocional, ni psicológico.

Dimisión de Participación: Usted puede comunicar en cualquier momento su decisión de que su hijo (a) no continúe como participante del estudio y esta decisión será aceptada sin prejuicio o consecuencia.

Agradecemos de antemano su autorización para el desarrollo del proyecto.

Cordialmente,

Rubén Darío Torres

rubents_15@hotmail.com

Estudiante Investigador

LEBEI UD

Germán Silva Fandiño

silanse17145@yahoo.com

Estudiante Investigador

LEBEI UD

Autorizo a mi hijo(a) _____ del grado _____ para que participe en el proyecto de investigación: “El posicionamiento de los estudiantes en la clase de inglés a través de actividades cooperativas de aprendizaje”

Nombre Padre de Familia: _____ C.C. No. _____

Firma del padre de familia:

Annex 3 School's consent form

BGOTÁ D.C. Mayo 30 de 2013

SEÑORES

Institución Educativa Distrital

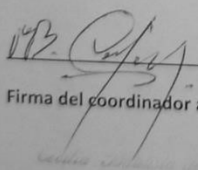
TÉCNICO PALERMO

La Universidad Distrital Francisco José de Caldas en su esfuerzo por promover la formación de docentes investigadores con sentido crítico dispuestos a aportar a la transformación de la educación y la sociedad que tiene como estudiantes de noveno semestre a *RUBÉN DARÍO TORRES Y GERMAN SILVA* de la licenciatura en Educación Básica con Énfasis en Inglés, quienes hoy se dirigen a ustedes para solicitar la autorización para utilizar el nombre de esta prestigiosa institución en el trabajo de monografía titulado posicionamiento de los estudiantes en las tareas cooperativas (*Student's positioning when implementing cooperative activities*) que se ha ido llevando a cabo con 7 estudiantes del grado 804 desde el pasado mes de marzo.

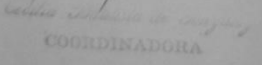
Agradeciendo la atención prestada

Rubén Darío Torres

German Silva

 _____

Firma del coordinador académico



COORDINADORA

Annex 4: Lesson Plan Format



Universidad Distrital "Francisco José de Caldas"
 Facultad de Ciencias y Educación
 Licenciatura en Educación Básica con Énfasis en Inglés
 Pedagogical Project | Experience in Secondary School

LESSON PLAN No.

SCHOOL: GRADE: DATE:
 COOPERATING TEACHER:

STUDENT TEACHERS:

PREPARATION				
TOPIC:		GOAL		
COMMUNICATIVE FOCUS:		OBJECTIVES:		
LANGUAGE FOCUS:		TIME:		
CLASSROOM ROUTINES: (Time) 10 min				
CLASS DEVELOPMENT				
STAGE	TIME	ACTIVITIES / DIDACTIC PROCEDURE	RESOURCES AND MATERIALS	ASSESSMENT
Warm-up	15 min			

Presentation Stage	15 min			
STAGE	TIME	ACTIVITIES / DIDACTIC PROCEDURE	RESOURCES AND MATERIALS	ASSESSMENT

Practice Stage	30 min			
Production Stage	30 min			
Closure	20 min			
Homework:				

Remarks:

University Advisor _____

Annex 5. Students roles when working in groups

Role	Speaker	Reader	Writer	Listener
Assignment	Tell to the class the conclusions of the group or ideas, ask the teacher to solve group's questions.	Give the instructions and read the content of the activity for the group's members.	Take notes of the important aspects of the activity's answers or ideas in the portfolio.	Pays attention to what is being said in the class, and take notes of the instructions to report the group it.

Annex 6

Sample of the activities carried out in the Colegio tecnico Palermo during this semester

FIRST AND SECOND WEEK

Interviewer: Hi I am Andrea Serna I'm a TV presenter and I would like to ask you some questions

j Alvarez: Sure go ahead.

Interviewer: And where do you live?

Interviewer: What is your real name?

j Alvarez: I live in Puerto Rico too

j Alvarez: My real name is Juan David

Interviewer: Ok what do you do?

Alvarez

j Alvarez: I am a reggaeton music singer

Interviewer: How old are you?

Interviewer When is your birthday?

j Alvarez: I'm 28 years old

j Alvarez: My birthday is on December 13th

Interviewer: Where are you from?

Interviewer: What is your favorite color?

j Alvarez: I'm from Puerto Rico

j Alvarez: My favorite color is green

Interviewer: Do you have any brothers and sisters?

j Alvarez: I have 1 brother

j Alvarez: Yes, I do.

Interviewer: Finally who is your inspiration?

Interviewer: How many?

j Alvarez Well the Rapper Busta Rymes is my inspiration and of course my father .

Annex 7

Choose one of the next famous and secret characters, when your partner ask you a question about that character you have to answer it, and he will have the opportunity to guess who is your secret character, if not you will have the opportunity to ask and guess, wins who gives the name of the character first:

Benedicto XVI Laura en América

Selena Gómez Amparo Grisales

Suso el paspi Álvaro Uribe

Gokú El chavo del 8

Annex 8

THIRD AND FOURTH WEEK

Colegio Tecnico Palermo

Date _____ name

_____ surname _____

Unscramble the next letters and find the hidden words:

Sunday	(ndusya) (yujl)	January	(Narujay)	July
Monday	(dnoamy) (sugtua)	February	(yaurbref)	August
Tuesday	(dutyase) (eeemtsrb)	March (Rmhca)		September
Wednesday	(dnaysweed)	April (prali)	October	(ootcerb)
Thursday	(Hdrsatyu) (mvebroen)	May (Yam)	November	
Friday	(drayif) (drembece)	June (njeU)	December	
Saturday	(rdysauta)			

Annex 9

Colegio Tecnico Palermo

Date _____ name

_____surname_____

Listen carefully how the next numbers are pronounced and repeat it with your teachers.

Take one of the numbers in the bag, then chose one of their partners and you must read the number and he/she have to write on the board.

Annex 10

Formal greetings and formal expressions

Good morning , good afternoon, good evening, good night, Pleased to meet you, let me introduce to you, how are you? Thank you I'm sorry I'm glad Pardon me, Excuse me your welcome,

Informal greeting and expressions

Hi , hello, How do you do? , how are you doing?, what about you?, nice to see you, What's happening, see

you latter, What's new?

Role papers

Role speaker Readerwriter Listener

Assignment Assignment tell to the class the conclusions of the group or ideas, ask the teacher to solve group's questions Give the instruction and read the content of the activity for the group's members Take notes of the important aspects of the activity's answers or ideas in the portfolio

Pays attention to what is being said in the class, and take notes of the instructions to report the group.

Cooperative activity

1) By groups create a similar comic strip, using the different formal and informal greetings that the teachers showed you.

2) Perform and act the situation that you created in the comic, remember that all the members of the group have to participate.

Name _____ code _____ date _____

Remember that when you are talking with your mates, you usually use some expressions that depending on the context could be formal or informal greetings.

1. For the following exercise you have to complete the blanks of the conversation, by using formal expressions.

Jane: Hello. How are you?

Andrew: _____. I'm fine, thank you. And you?

Jane: _____. My name _____ Jane.

_____ your name?

Andrew: _____.

Jane: _____, Andrew?

Andrew: _____ Jenkins.

What about you, Jane? _____?

Jane: _____ Smith.

Andrew, this is Mary. Mary is my best friend.

Andrew: Nice to meet you, Mary.

Mary: _____, too.

2. Choose from the following expressions the ones you use when talking with your family, then write a short conversation including as in the previous conversation, two or three people:

3- Choose the correct answer writing the correct letter in the blank. Only one answer is correct.

a. How are you? _____

A. I'm a student. B. Thank you very much

C. Very well, thank you D. I'm Lan.

b. Good morning, children. _____

A. Good morning, Miss Angela

B. Very well, thank you. And you?

C. We're fine, thank you.

D. Take care

c. How old are you? _____ .

A. I'm thirteen

B. I'm John

C. I'm fine, thanks

D. I'm a student

d. When you meet your friend at 3pm, you say : _____

A. Good morning

B. Good afternoon

C. Good evening

D. Goodnight

4-Look at the time and tick (Look at the time and tick (☐) the correct greeting / farewell) the correct greeting / farewell.

a) 17:05 O good morning O good afternoon O good evening

b) 9:05 O good morning O good night O good afternoon

c) 20:45 O good morning O good evening O good night

d)20:00 O good morning O good evening O good night

Annex 11

personal information on internet

Welcome to MEGA FRIENDS the new way to meet people:

Answer the next questions about you :

How many internet accounts do you have?

What kind of the next internet services you use ?

E-mail account __ ,Social media account __, video games account __, blog account __ other
internet account __

Have you ever had a problem with any of those accounts?

To create a MEGA FRIENDS accounts please fill the next information about you:

My name is: _____

My surname is: _____

Your email is: _____

Your birth day is in: / / /

Your email password is: _____

Choose a nickname: _____

Your cell phone is: _____

Your ID card is: _____

Your father`s/ mother`s name is: _____

We are welcoming you and we need to know your address to send you a gift , please give us your address :

We will send you a lot discount codes please give us your credit card information :

Kind of it: visa/ master card / American

Your Credit card`s number: _____

Your credit card password is: _____

Annex 12

Interview your parents about how they take care of the environment; remember using the third person when you write your answers:

1. how do you take care of the water?

My father/ mother takes care of the water

when _____

2. how do you take care of the air?

My mother/ father takes care of the environment when she or he

3. how do you take care of the animals?

—

4.How do you take care of the electricity?

Do you recycle at home?
