

**MEANINGFUL VOCABULARY LEARNING AND THE COLLABORATIVE  
CLASSROOM**

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2. Descripción
<p>El siguiente trabajo de grado es una investigación-acción de tipo cualitativo que fue llevado a cabo en el Instituto Pedagógico Nacional con 35 estudiantes de cuarto grado. Dado a que se identifica tanto un problema de aprendizaje de vocabulario como, un trabajo individual reiterado, en este estudio se implementó el uso de estrategias colaborativas en las clases de inglés con el fin de promover el aprendizaje de vocabulario de manera significativa. Para ello, se diseñó un plan de intervenciones pedagógicas que constó de dos ciclos, los cuales permitieron que los estudiantes reconocieran la importancia de interactuar y fomentar desarrollo de habilidades sociales entre ellos y adquirir un aprendizaje significativo del vocabulario.</p>

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#### 4. Contenidos

La investigación presentada busca analizar el impacto del uso de las estrategias colaborativas para promover el aprendizaje de vocabulario significativo. Con el fin de presentar estos hallazgos, este documento se divide en seis capítulos

En el capítulo 1 se presenta la introducción, la presentación del problema y el foco de la investigación. Así como también se presentan los objetivos y las preguntas que guiaron el estudio, finalmente se describe la justificación del mismo.

En el capítulo 2 se desarrolla el marco teórico que sirvió de base para este estudio. De igual manera, se realiza una presentación de los constructos teóricos que sustentaron la investigación: estrategias colaborativas de aprendizaje y aprendizaje de vocabulario significativo.

Por otra parte, en el capítulo 3 se presenta el marco metodológico del estudio. En primer lugar, se sitúa el estudio en el paradigma cualitativo de investigación y se caracteriza el estudio como investigación acción. Luego, se realiza una descripción de los instrumentos que se usaron para recolectar los datos y los procedimientos empleados para ello.

El capítulo 4 se enfoca en la descripción de la intervención pedagógica de la investigación. En la primera parte se presenta el sustento pedagógico de la propuesta, incluyendo las visiones de currículo, lengua, aprendizaje, y salón de clase que se consideraron. Luego se describe la intervención pedagógica y se caracteriza cada fase que se siguió en cada uno de los ciclos del estudio.

En el capítulo 5 se presenta el análisis de los datos y los hallazgos de la investigación.

Inicialmente, se incluye una descripción del enfoque utilizado para el análisis de los datos, la perspectiva que se consideró para realizar este análisis de datos y los procedimientos de validación, reducción de datos y codificación que se realizaron. Finalmente, en este capítulo se presentan las categorías que surgieron del análisis y se hace una discusión de los resultados.

Por último, en el capítulo 6, se presentan las conclusiones del estudio basadas en los resultados. Se incluyen también las implicaciones del proyecto para la comunidad de enseñanza y aprendizaje del inglés en Colombia, la institución donde se desarrolló el proyecto, y para los participantes del estudio. Igualmente, se discuten las limitaciones del estudio y finalmente se presentan algunas sugerencias para posteriores investigaciones.

### 5. Metodología

Este proyecto está guiado bajo los preceptos de la investigación-acción dado a que se abordó una problemática encontrada en una población específica, para luego proponer una intervención pedagógica. El estudio tuvo lugar en la ciudad de Bogotá, en el Instituto Pedagógico Nacional con 35 estudiantes de grado cuarto de primaria con edades entre los 9 y 11 años. Para la recolección de datos se utilizaron instrumentos tales como; diarios de campo, grabaciones de audio, video y encuestas. Por otra parte, se diseñó una propuesta pedagógica que constó de dos ciclos, uno para la implementación de la propuesta y el segundo para el análisis de datos, elaboración de reflexiones y conclusiones. Dicha propuesta se fundamentó en la implementación de estrategias colaborativas para promover el aprendizaje de vocabulario significativo.

### 6. Conclusiones

Mediante la aplicación de esta propuesta pedagógica, la implementación de estrategias colaborativas en el aula de EFL para promover el aprendizaje de vocabulario significativo, se evidenció en primera mediada, un uso contextualizado, y significativo del vocabulario en inglés con los estudiantes de grado cuarto. Por otra parte, las estrategias colaborativas no sólo promovieron un aprendizaje significativo de vocabulario, sino que desarrollo la interacción y la participación de los estudiantes potenciando así mismo sus habilidades sociales.

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**Note of acceptance**

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**President of the Jury's signature**

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## **Abstract**

This qualitative action research study sought to describe the impact that the use of Collaborative strategies may have on A1 EFL students to promote a meaningful vocabulary learning. The study was developed in the second semester of 2015 with thirty-five 4<sup>th</sup> grade students of an EFL classroom at Instituto Pedagógico Nacional. Data were collected through semi-structured interviews, surveys, field notes, audio and video recording. Consequently, the implementation of collaborative strategies revealed to have encouraging and supportive responses, since the participants expressed and interacted actively the proposed vocabulary in the collaborative classroom.

**Key words:** Collaborative learning, meaningful vocabulary and EFL classroom.

# **CHAPTER 1**

## **THE PROBLEM**

### **Description of the setting and context**

This project was carried out at Instituto Pedagógico Nacional (IPN), a public institution assigned to Universidad Pedagógica Nacional as an academic and administrative unit. It is situated in Usaquen, a commercial and residential zone in the north-east of Bogotá. This zone is known as one of the famous localities of the city because of its cultural heritage, gastronomy and tourism. The IPN is located in Prados del Country neighborhood on Calle 127 N° 11 A – 20; there is a public park called Parque el Country near to the school, and blocs of apartments and houses surrounding the school. This neighborhood is completely residential and the nearest commercial point is a big mall called Unicentro placed at six blocks towards north-west from the school.

The IPN is nationally well known as a committed center of pedagogical research since the CIUP (Centro de Investigaciones Universidad Pedagógica Nacional) has been working there on average forty years and is the main branch for pre-service teachers that lead educational projects. Thus, the IPN institutional mission leads a pedagogical process in formal education, special education and work-oriented education for children and adolescents that respond to the society's challenges. In the future, IPN aims to be internationally renowned as leader in educative quality and pedagogical innovation research, along with improving the teaching practice to promote citizens in ethic and esthetic values.

The IPN has as institutional philosophy to foster participative, democratic and active human beings based on a pedagogical approach of multiple developments. This philosophy has been influenced by German laymen and nun's co-founders of the active-school that built up their main principle *education for the woman* composed by 73 misses at first. By the beginning of the 1940s, the mixed gender was included and the institute was honored as one the best schools in Colombia to foster men and women for labor development in the country. Nowadays, the IPN is working on updating the PEI (Proyecto Educativo Institucional) since it has been modified only four times from its creation in 1997 until 2001. The update includes the students' participation in the construction of the Educational Community Handbook and the inclusion of Project-Based Learning (PBL) in all the academic areas. In this document, the institute still holding the teachers and students' profile, the first one, is defined as a responsible and committed agent with the educative community by contributing to the educational process and fostering the pedagogical research. The second one, invites students about being aware of the institutional identity, values, symbols and the responsibility that they assumed as future pedagogues at the time they are enrolled there.

With regard to the institutional assessment system, the IPN appeals for qualitative and quantitative approaches for primary, elementary and middle programs. From the first approach, the assessment focuses on students' interests, personal motivations and difficulties in the teaching-learning process. For the second one, it takes into account achievements and objectives fixed during the whole academic period and are scaled as follows: 9-10 means a superior performance; 8-8,9 means a high performance; 6,5-7,9 a basic performance; and less than 6,5 means a low performance. Nevertheless, it is worth mentioning that this grade is determined by the teacher who decides the achievement of the

proposed objectives and sometimes the scale is taken from 1 to 5 where 3 is the minimum for approval.

Finally, the curricular approach is based on the constructivist perspective that seeks to instill in students critical thinking that allow them to know firstly themselves and consequently the others. In this sense, this perspective requires an active involvement of learners in their educational environment and an oriented guide from the teacher to students to build a significant learning process.

### **Population**

The IPN has five formal programs of education according to District Education Department accreditation which are – Especial Education, Preschool Education, Primary and Elementary Education and Middle education, which deals with ninth, tenth and eleventh grades.

This project dealt with 35 students among girls (18) and boys (17) from fourth grade that attend classes from Monday to Friday, from 7:00h – 2:50h, regarding the English classes, they only had forty-five minutes per day from Monday to Thursday. The average age fluctuated between seven and nine years old, whereby, their affections relied on their families and the institutional integration programs among their family's cores. This increased the emotional support and the institutional identity for students' needs in order to feel them as active members of the educational community. Following the socioeconomic status, these students are part of different social classes. Despite the institute is located in a high-class neighborhood (social status 5-6), most of the students are part of the medium class (social status 3) and they can count with a lunch service and transport.

According to the CEFR, the students fitted in A1 (basic user) English language proficiency level, it suggests, that students can understand and use daily expressions and routines by using basic structures, as well as introducing themselves by asking about personal details and follow basic instructions. Concerning students' resources, they used an English guide material: *Comet 4* developed by the University of Dayton publishing. This material is composed by eight units of which students usually had to work two of them per trimester. The main promoted area from this material was focused on vocabulary tied in with the CEFR (A1). In this sense, each unit proposes a specific subject such as daily routines and its corresponding vocabulary and expressions to be practiced mainly in writing and oral tasks.

The usual space for taking English classes was the classroom and a systems room, the last one available every fifteen days. The classroom was a modest space composed by a white-board, a teacher's desk and bookshelf to keep students' stuff. There, the students were arranged by rows of double student desks, however, these sorts of desks did not allow them to rearrange the classroom in another way due to the tight space. The systems classroom is well-equipped, the students can use a desktop in pairs, and the classroom offers internet access and a video-beam. Besides, the library of the institute provides a multimedia platform in which students can find literature and textbooks linked to the central library of Universidad Pedagógica Nacional.

### **Statement of the problem**

This project emerged from an observational stage that took around four months within the group of students previously described. In this observational process, the data collected through surveys, interviews and field notes showed that the vocabulary learning,

that was the most privileged topic, was a disjointed element of students' performances in the EFL classroom. Hence, data results revealed, on the one hand, a decontextualized vocabulary learning, merely focused on the guide material. This decontextualization concerns unawareness of vocabulary goals in English classes and lack of students' voices in order to know and integrate their background, interests, feelings and vision of the world. As Nation (2000) suggests "When designing a language course and planning our own course of study, it is useful to be able to set learning goals will allow us to use the language in the ways we want to" (p. 9). Thus, the importance of vocabulary in a foreign language learning has a strong connection to the new knowledge that students integrate. Students not only learn syntactic and semantic aspects of a word, they also integrate a context and the uses of it in the learning process as a significant part of their background that carries over to all parts of students' lives.

On the other hand, students' performances betrayed an isolated way of working in the EFL classroom. According to the applied interviews, students used to work individually every English class. This unique way of working did not allow collaboration among students' activities and learning, neither interaction. At this point Mc Gregor (1992) affirms, "in collaborative learning situations, our students are not simply taking in new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing- of constructing meaning or creating something new- are crucial to learning" (p.1).

In this regard, the use of vocabulary in an EFL classroom should not be reduced to a list of words to be retained without any sense. Besides, they need to internalize and put in context what they learn by sharing ideas, feelings, and emotions among them, to better

achieve and use the English vocabulary for common and personal interest bearing in mind that they are children and they need to develop social skills in early childhood.

### **Research Question**

- What is the impact of implementing Collaborative strategies to promote a meaningful Vocabulary Learning in A1 EFL classroom?

### **General Objective**

- To describe the impact of implementing Collaborative strategies to promote a meaningful vocabulary learning.

### **Specific Objectives**

- To identify what collaborative strategies students use to promote a meaningful vocabulary learning.
- To enhance the role of fourth graders, as active and participative agents when being involved in collaborative situations.

### **Rationale**

Vocabulary learning is one of the most significant areas in foreign languages teaching and learning due to the complexity and types of vocabulary in EFL. Firstly, because learning vocabulary is an essential part of mastering a language; learners need sufficient knowledge of the words before they can comprehend what they have read or heard. Secondly, teaching and learning vocabulary generally relies on what Nation (2000) states as the *kinds of vocabulary* such as academic words, technical and low frequency words and high frequency words. Therein, for beginner learners it is essential the internalization of words, and a contextualized vocabulary learning rather than accumulation's exercises that make no sense in the EFL classroom where students need to

communicate and interact. Therefore, the vocabulary knowledge dimension conceived in this study following Nation's ideas (2000) is the *depth of vocabulary*, that refers to the quality of knowing a word, it means, that learners should know more than a superficial understanding of a word's meaning by considering its morphological properties and contextual usages.

To that end, this project dealt with basic vocabulary according to the CEFR in A1 graders, and its use was guided by collaborative strategies to better interact and perform activities in a classroom environment. Up to this point, I aimed to enhance the use of vocabulary by considering the class as whole unit of learning in which students share, integrate and produce knowledge together, that, differs from the pyramidal scale where only few of them are considered. As Mc Gregor points out:

In collaborative endeavors, students inevitably encounter difference, and must grapple with recognizing and working with it. Building the capacities for tolerating or resolving differences, for building agreement that honors all the voices in a group, for caring how others are doing these abilities are crucial aspects of living in a community. (T. McGregor, 1992, p.2)

In this regard, the implementation of collaborative strategies promotes firstly, students' positive interdependence and individual accountability that are expected to emerge autonomously, it means that, the proposed activities in collaborative situations are less prescribed and have a lower degree of conditioning for decision-making capacity, autonomy and roles' assumption. Secondly, the development of social skills such as participation, conflict management skills and interpersonal skills are strengthened through the promotive interaction strategy, that involves students' encouragement to facilitate each other's efforts by sharing information and opinions.



## CHAPTER 2

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the theoretical foundations that served as the basis for the development of this study. First, some related research works are explored as the background that contributed to enrich the scope of this proposal. Then, the key constructs of this research project: Collaborative Learning Approach, collaborative strategies in EFL classroom and meaningful vocabulary learning will be broadly explained in the light of theory.

#### **State of Art**

The first research study that was taken into consideration in this chapter was entitled *Collaborative Learning in Active EFL Active Books* and conducted by Reeta Holm from the University of Jyväskylä in Finland in 2016. It revealed how the collaborative learning in EFL activity books promoted teaching and learning methods that were demonstrably effective. The purpose of this project was to examine three EFL activity books published for 9<sup>th</sup> grade in a Finnish comprehensive school. The analysis focused firstly on identifying the types of activities that made use of collaborative efforts, and how these activities support the collaborative learning. Secondly, on evaluating which language skills they practiced. Finally, the author assessed the quantity of collaborativeness in the activities, with the theory for successful collaborative learning presented in the paper as his main criteria.

The data collection consisted of three activity books for Finnish 9<sup>th</sup> grade EFL learners (aged 15-16). These books (*Smart Moves 3* (Folland et al. 2008), *Spotlight 9: Fact*

*and fiction* (Haapala et al. 2012), and *Top 9* (Blom et al. 2013), were chosen because they represented three different schoolbook series by different authors for the same level in the comprehensive school. A total of eleven activities were selected among the three books for further analysis and data result were analyzed by using descriptive analysis. Consequently, the analysis was based on the five fundamental elements of collaborative learning: positive interdependence, individual accountability, promotive interaction, interpersonal and social skills and group processing.

Data results revealed that, the language skills were practiced unevenly in the activities, for instance, speaking and listening were the main practiced skills due to the interactive nature of collaborative learning. In contrast, there were only two activities that supported writing skills, and none that essentially practiced reading. Considering the collaborative learning elements, there was great variation between different activities and the degree to which they supported collaborative learning differently. Most the activities could promote some of the basic features of collaborative learning decently, although none of them could do it exhaustively because of the majority of activities were performed in pairs or individually and only two of them were in groups. Additionally, the author suggested the importance of identifying students' needs in order to select guidebooks material to fit properly in the population.

The study worked on analyzing and assessing how the collaborative strategies: *Positive Interdependence* and *Individual Accountability* supported activities taken from three different books in an EFL classroom in Finland. The outcomes revealed that these strategies were evidently realized in the information gap activities, since students had to join their information or resources together and it became in shared information as they explained to each other what they have learned from the text, they thus filled in the gaps in

each other's knowledge they might be unaware of having. Besides, the information gap activities fulfilled the criteria also for positive task interdependence. As students were responsible for each other's ability to complete the task, they had to complete their own task of assisting their partners by providing them with the information they needed. Concerning the Individual accountability, it was remarkable in two activities: *group investigation activity* in which students needed to be equally informed and prepared of the contents for a final presentation of their product and the *imperative activity* in which every student in the group had to know how to form the *imperative* and be able to form it by themselves. It showed that, without applying collaborative strategies, this would come to nothing, as has one student done all the work would violate this and, all the other principles of collaborative learning.

These results were significant in this research study since it revealed how the collaborative strategies: Positive Interdependence and Individual Accountability, designed in EFL books' activities, were applied in Finnish schools. As the findings and analysis showed, the majority of the activities from the guide material were focused on an individual learning style, only activities referring to songs and images' description need the participation of the whole classroom. However, Positive Interdependence was evidenced in information gap activities since the students had to share responses to complete information and Individual Accountability was mainly presented in group activities and mini-projects. These types of tasks facilitated the activities' classroom design for this research project bearing in mind the type of activities that could better fit depending on the collaborative strategy, moreover, the analysis and assessment of collaborative strategies in EFL books was an interesting exercise when reviewing collaborative activities in the classroom, especially when the students have to use a guide material in English. As the author Holm

(2016) points out “future research on this area could be continued by concentrating more on classroom procedures and how the collaborative activities in language school books are put into practice” (p. 28). Thus, data analysis from this thesis also helped to frame and address this project keeping in mind that the collaborative propose in the classroom cannot be exclusively focused on a guide material.

The second research study was entitled: *Children, their voices and their experiences of school: What does the evidence tell us?* It concerns a research report commissioned by the Cambridge Primary Review Trust and conducted by Carol Robinson in 2014. This work drew on evidence from empirical studies which explored pupil’s perspectives on aspects of their primary schooling. The selected population involved between 100 and 150 primary pupils in the UK. However, three studies involved considerably fewer, and three involved between 100 and 2000 participants. Surveys tended to be favored data collection methods in studies with larger number of participants, while questionnaires and face-to-face interviews were the preferred methods in this report.

One of the relevant areas covered in the report that was significant for underpinning this project concerns the organization of primary schools owing to pupil’s views of collaborative learning. On the one hand, findings from a study of 16 primary school pupils in years 5 and 6 from one school (eight boys and eight girls) determined that just half of the children considered that the collaborative learning helped them to understand new ideas; however, only a few stated that they felt achieved more in group or paired situations than they would if working alone. One significant advantage of collaborative learning from a pupil’s perspective was that pupils found working collaboratively helped them to make friends, with pupils reporting that it was easier to make friends through working with people than at playtimes. Children demonstrated knowledge of a range of qualities needed

to collaborate effectively, including listening, taking turns, being fair and valuing each other's opinions. In addition, most children expressed the view that group skills were also important for collaborative learning.

On the other hand, the study revealed that many pupils were cognizant of some drawbacks for collaborative working. They identified difficulties in concentrating in a noisy environment which often ensued when working with others, and they reported that it was disadvantageous to work with uncooperative classmates. Besides, children expressed concerns over complications that could arise during collaborative learning due to personality clashes and, even when working with friends, they considered differences in working styles could lead difficult situations. Finally, some children expressed sensitivity towards others and felt that when given a choice about with whom to work, this might be unfair to those children who were less popular than others.

The previous data findings were mainly considered on the basis of this project because of the children's voices. Due to the nature of the population of this project, (children) it is significant to find children's views in the development of educative studies. Their perceptions and experiences of collaborative learning allowed determining as a first step, students' interests regarding English activities, working styles and classroom arrangement. Then, it is important to recognize that collaborative learning sometimes could not fit properly in all the participants at the first time, bearing this in mind, the teacher needs to realize different working styles in order to better schedule grouping activities and find a balance between individual and collaborative endeavors.

A third research study was included in this chapter and was entitled *A comparative study on the effectiveness of using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary knowledge in an EFL Classroom* (2014) developed by Narin Mediha

and Mede Enisa from Yeditepe University in Istanbul, Turkey. The study aimed to compare traditional and contextualized methods in terms of their effectiveness in vocabulary teaching and learning. The study was conducted to 40, ninth grade students in a private college. The subjects were assigned as experimental and control groups and both took English nine hours a week and the application took 4 weeks.

To begin with, the study defined the vocabulary teaching methods in the light of Nation's (2000) categories: Traditional teaching methods (decontextualized teaching) and contextualized method (teaching by the context). The first referred at the most commonly applied in the classroom such as word lists, dictionaries and some book materials. The second, teaching from context is taken to mean the incidental teaching of vocabulary from reading, for example, while the learners just concentrate on the message of the text; it does not include teaching definitions nor word translations.

Outcomes demonstrated that students became more successful in vocabulary tests and got higher scores in post-tests after receiving instruction from the contextualized method. In addition, learners who were taught by contextualized method could remember the words more frequently than the learners who were taught by the traditional method and consequently, the study reflected the fact that contextualized methods such as literary texts and activities that determined their role in communicative situations.

In this field, this study provided a meaningful scope of the vocabulary usage on the base of contextualized methods, keeping in mind that teaching from context enhances the connection between the word's meanings and helps to remember more easily the words since students can find out a sense about what the word in a sentence suggest, conversely from decontextualized methods. Thus, an appropriate contextualized vocabulary usage embedded in collaborative strategies empowers students' learning for better performances.

A fourth study entitled *The effect of Collaborative Learning on Iranian Intermediate EFL Learners' Oral Skills and Motivation*, conducted by Zahedi & Tabatabaei at Islamic Azad University of Iran in 2012, showed the effect of collaborative learning on oral skill performance and motivation of Iranian EFL learners. It was a quasi-experimental study since the participants were non-randomly selected, they were 72 adult students divided into two groups after a pretest-posttest group design. The experimental group was taught in collaborative learning for one semester using techniques such as Learning Together and Pair Talk while the control group was taught in the conventional method. The instruments included two oral tasks as pretest and posttest; the first task was administered at the beginning of the semester as the pretest and the second one toward the end of the semester as the posttest. A scoring rubric was used along with the scoring sheet for the purpose of grading. The grading of the linguistic competence of oral tasks was based upon five criteria: (1) appropriateness (20%), (2) adequacy of vocabulary for purpose (20%), (3) grammatical accuracy (20%), (4) intelligibility (20%), and (5) fluency (20%). The second oral task that the students performed as the posttest was asking about their partners' favorite football team. The system of rating was the same as that of the pretest. The results of a motivational questionnaire, it was applied in order to find out if collaborative learning had a significant effect on increasing motivation. In addition, the participants' performances on the oral tasks were transcribed by three raters based on a scoring rubric for later analysis. The teaching materials and activities in the control group were based on the traditional techniques, which involved mainly the Grammar-Translation and some of the Audio-lingual techniques. Furthermore, the traditional teaching method also included isolated learning context, as opposed to that of the collaborative learning in the experimental group. The design of collaborative learning in the experimental group was integrated within the

students' regular English curriculum. In the experimental group, the role of the teacher during implementing collaborative learning was to turn the traditional classroom into a collaborative learning context. Moreover, techniques such as Learning Together, which was well organized and controlled with the purpose of having the chance to talk and to explore the collaborative skills; and Talk-Pair, in which students discussed and shared their responses with the entire class, were implemented in this group.

Data results provided evidence that collaborative learning helped to enhance significantly the adult EFL learners' oral skill performance and their motivation toward learning English. At first, there was a high correlation between the collaborative learning and oral skill of language learners. Second, the same high positive relation also existed between the collaborative learning and motivation of language learners. Based on the results obtained through the statistical analysis on the collected data, there was a significant difference between the oral performance of those students who were taught through collaborative learning. Moreover, the significant improvement of the participants' language proficiency resulted from the fact that discussing, creating, and thinking in a group, rather than individually, could provide less anxiety at producing context. The results obtained in this study were inline with the previous studies done in the field and contributed to the existing literature regarding the Effect of collaborative learning on the EFL learners' oral skills and motivation which could be supported by many previous research results showing that collaborative learning could contribute to the improvement of students' language proficiency.

Thereby, the previous findings allowed to stablish how the influence of the collaborative learning based mainly on discussing and pair talk contributed to the improvement of students' oral skill in an experimental group. In this sense, it was relevant



to find out the improvement of students' oral performances through collaborative activities and, along with this enhancing, the development of interpersonal skills such as participation, discussion and interaction that were key principles in this research study; besides, the contribution of the previous study enriched the design of activities in terms of discussing and thinking in groups in students' oral performances.

Finally, in the Colombian context, a bachelor's thesis from Universidad Pedagógica Nacional that served as the referential framework underlying collaborative and cooperative achievements of pupils from two different schools. Accordingly, this study was entitled *Learning to work together as a team through Cooperative Learning (2007)* carried out by Cárdenas and Sánchez. It was developed at Liceo Femenino Mercedes Nariño and dealt with one group of 41 girls and another group of 40 girls from third primary grade (7 – 8 years old). The purpose of the study was to describe the impact of cooperative learning in third grade students' performance in an EFL classroom and how that cooperative learning affected social skills. Based on the lack of interaction and prevailing indiscipline among pupils, the implementation of the Cooperative Learning approach by means of pedagogical projects changed significantly students' learning interest. Through this implementation, researchers described how students' stances progressively improved by the time they needed to achieve a goal, as the authors mentioned,

positive outcomes were evidenced when students worked in teams, because they learnt by sharing and building new relationships as friends and most importantly as teammates. Thus, each member of a group realized that her team was depending on her performance; so, something that before was important for one person, turned out into a group vinculum. (p. 92).

Another impact of Cooperative Learning, referred to the encouragement of pupil's interactions since they evolved their interpersonal conflicts into tolerance and agreement toward an independent accountability, in which students could established strong relationships with their teammates during the execution of the team activities and performances in the class. As a result, cooperative learning had a relevant implication in the development of social skills, because of the implementation of continuous teamwork activities, students built knowledge together and established a proper learning environment.

Up to this point, this work contributed to determinate how the collaborative learning has been applied in research studies at public schools in Bogotá. Moreover, findings from this study helped to understand the influence of this approach in the EFL classroom, underlying the fact that the school is a social sphere where the students belong to and develop social skills.

### **Theoretical Framework**

Assumptions of Collaborative Learning and Cooperative Learning Approaches' theories have been developed in the educational field since the socio-constructivist theory set in the concept of construction of learning and knowledge mediated by the context. (L. Lin, 2015). Accordingly, those assumptions will be briefly presented in order to clarify the chosen approach in this project. Concurrently, I will develop the constructs that guided this project which were collaborative strategies, and meaningful vocabulary learning.

### **Collaborative learning Approach.**

To begin with, CL has fundamentally two key theories. As Agawa (2013) points out, the first key theory came from *group dynamic theory* that proposed the concept of

*Negative interdependence* and *Positive interdependence*, the first refers to the situation where individuals are strongly linked and there is a negative correlation between their goal attainment. Conversely, in positive interdependence a goal is achieved when everyone cooperates and nobody prevails individually. The second key theory came from the *Sociocultural Theory* based on Vygotsky's (1978) principle. As Agawa states, "children learn via interaction with their environment and that their higher psychological processes are awakened under adult guidance or in collaboration with more capable peers" (p. 94). This principle was underpinned thanks to the notion of *zone of proximal development* (ZPD) that, in general, it can understand and learn more challenging subject matters and solve more difficult problems by means of scaffolding.

Later, Johnson & Johnson (1989) demonstrated that learning in a cooperative setting is more effective in improving learner's motivation, increasing academic achievement and developing a trusting relationship with the teacher and other classmates. On this basis, Johnson & Johnson suggested five principles of CL as *Positive Interdependence*, that refers to a group of people need to work by integrating all the knowledge from the others to reach a common goal. *Individual Accountability*, that develops the assessment of each individual student performance and the results are given back to the group and each member. *Promotive Interaction*, occurs when each group member encourages and facilitates each other's efforts by sharing information and opinions and providing explanation and feedbacks. *Social Skills*, refer to interpersonal and small group skills that can be used to complete task and include communication, participation, and conflict management skills. *Group Processing*, in which each group member reflects on what they have done well to achieve the group's goals and what should be done in the future.

On this field, Agawa (2013) defines Cooperative Learning as follows:

CL is group or pair work where positive interdependence and individual accountability are prescribed in its design. In addition, promotive interaction, appropriate use of social skills, and group processing may be designed in a CL activity. The high degree of structure, imposed by the teacher, results in a higher prescriptiveness of activities and lower learner autonomy in the learning environment. CL may be implemented in an EFL classroom for Japanese freshmen because it is suggested that many of these students have a lower level of autonomy. Through CL, learners' reactive autonomy can be promoted (p. 107).

In this sense, Cooperative Learning relies on students' autonomy concerning activities and task in the EFL classroom. Taking into account this, the researcher needs to realize about students' attitudes and interest to better fit cooperative or collaborative purposes. Conversely, Agawa defines Collaborative Learning as follows:

Collaborative learning is group or pair work where positive interdependence and individual accountability are expected to emerge autonomously among learners. In addition, promotive interaction, appropriate use of social skills, and group processing may be achieved by learners. A collaborative learning activity tends to have a lower degree of structure and may have a deeper epistemological basis where learning is considered as acculturation into knowledge communities. Collaborative learning is more appropriate for students with developed reactive autonomy. Through collaborative learning, learners can promote their proactive autonomy.

Up to this point, Collaborative Learning fits in students that have a higher developed autonomy degree, and activities from this perspective are not deeply structured since students have more freedom to allot roles, and discuss in their groups. Base on this, the population of this research study showed a high degree of autonomy in the EFL classroom. This autonomy is defined by Holec (1981) as a *proactive autonomy*, that refers to the ability to take charge of one's own learning and hold on the responsibility of

determining objectives and evaluating what has been acquired. This degree of autonomy differs from the *reactive autonomy*, that refers to learners with low making-decision capacity, self-direction and motivation. Besides, Iyegar and Lepper (1999) shed light on the cultural influence that can determinates the autonomy's degree, for instance, a general rule indicates that proactive autonomy is more expected in adolescents and older learners rather than children; nevertheless, the population of this research study demonstrated the opposite, they have a high making-decision capacity, incentive in collaborative situations and motivation.

All in all, CL and Collaborative learning share principles in common. Despite most of the literature of these approaches tends to skip the epistemic background and assumes both concepts as synonyms, there are differences to conceive these terms specially in education, therefore, depending on the type of population and teacher's mastery of these approaches significant results will be disclosed. Thus, Awaga (2013) states:

Finally, it must be noted that CL and collaborative learning share several elements and characteristics and thus, they should not be dichotomously divided into two different entities. Rather, they should be understood as learning activities on a continuum that allow different degrees of learner autonomy, have different degrees of structure, and epistemological basis (p. 107).

### **Collaborative Learning Strategies**

As it was mentioned before, collaborative strategies are shared in both Cooperative and collaborative approaches, the main difference for determining one of them relies on the learners' autonomy degree and consequently, the proposed activities for each collaborative

strategy will be more or less structured and prescribed. Bearing this in mind, the collaborative strategies for this research study will be briefly described.

**Positive Interdependence.** It means that students need to work by integrating all the knowledge from the others to reach a common goal. As Johnson and Johnson (2001) suggests it promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success. As the students work in group, they are going to share specific goals and they need to shape the way they will achieve them. It implies the recognition of their background, what they can contribute and also their limits, in this sense, if they realize that each one of them is a piece of an ensemble that need to work together they all are going to learn and think as a team.

**Individual Accountability.** Individual accountability shows the assessment of each individual student performance and the results are given back to the group and each member. Thus, as Johnson and Johnson (2001) adds, the purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher as individuals. To ensure that each member is strengthened, students need to be held individually accountable. In that sense, individual accountability helps the students group to know and understand the needs to develop a task, and also supports and encouragement in completing the assignment. It implies a self-regulation in the students in order to identify their role into the group and avoid the lack of teamwork, for instance, when only two students work on a specific task among a group of five.

**Promotive Interaction.** Promotive interaction occurs when learners encourage and

facilitates each group member's effort to reach group goals. As students are enrolled to work in groups, each member performance encourages to each other to achieve a goal. When students do not feel comfortable by working in groups the whole performance will be affected and each member's intervention ends up in individual efforts. Hence, promotive interaction rules motivation's group as an amalgamated unit that make easier each individual labor.

**Group Processing.** Group processing involves reflection on what actions of the members in a group were effective and ineffective. In other words, all the members have to assess the conducted actions and determinate the best ones. In this process and depending on the activity, sometimes a leader per each group is chosen in order to find a main voice in the group who manages activities' features such as time, task allocations and leadership. Besides, in the group processing the leader helps other members to identify and determinate weaknesses and fortresses for each activity and see if the goal was well achieved.

**Social Skills.** This concept was influenced by the socio-constructivism theory that states the importance of the context and the interaction with others to create new knowledge. Thus, social skills involve abilities such as participation, persuasion and leadership that facilitates interaction and communication. These abilities can be learnt in the process of working and interacting with others. In this sense, students become more able to solve problems that demand collaboration among participants.

### **Meaningful Vocabulary Learning**

The vocabulary learning is one of the essential aspects in foreign language learning, due to the recognition of new words, their forms, sounds and usages based on the main principle – communicate something – Therein, a lot of methods and strategies have been

developed depending on different approaches such as translation, direct methods, audio methods, among others. In this regard, following Ausubel's (2000), ideas the vocabulary learning approach in this study drawn on a meaningful learning. It refers to a learning process where the new knowledge to acquire is integrated with the previous one. In that process the cognitive system plays a fundamental role in decoding information. Hence, a meaningful learning occurs when the learner chooses conscientiously to integrate new knowledge, afterwards, it depends on the teacher's activities orientation during the classes. Accordingly, the designed activities in this research study were oriented in the light of the collaborative approach, that strongly benefits a meaningful learning when students need to interact, and remember words by taking in the context and express what they feel.

In addition, the importance of learning vocabulary lies more in its command and its coherent insertion in each one of the communicative situations that the speaker faces, than in the knowledge of meanings or in the ability to retain a certain amount of words. In this regard, as Nation (2001) points out, knowing a word refers to understand the signified of a word and to know its formal level of writing and speaking. However, beyond that, as Nation (2001) also alludes, there is a necessity of setting this vocabulary in a syntactical and semantic use in context as an approach that allows to infer or guess other unknown words and reach a *depth* vocabulary learning, thus, learners not also are focused on morphological properties of a word but, its contextual usages. In this part, the implementation of collaborative strategies helps to familiarize and understand the context, especially with when students can remember a word after a collaborative activity and use it consciously.

In this part, it is important to clarify the concept of context. According to Widdowson (1978), the concept of context could be defined as "assumptions which are



culturally shared as schematic knowledge, and which define an individual as a community member." (Malmkjaer & Williams, 1998. p.4). This definition leads us to conceive any individual to be shaped by a number of social constructs that imparts to others through communication. Likewise, it is clear the context is framed and defined by people's actions in a social environment that provides most of the input for the construction of meanings.

In this chapter, there were described five studies that served as frame of reference in the state of art, afterwards, the constructs that founded this research were developed. The collaborative strategies and the meaningful vocabulary learning have become important elements to consider what is the impact of implementing collaborative learning strategies in an A1 EFL classroom. The next chapter presents the description of the methodological and data collection procedures which carried out during this research project.

## CHAPTER 3

### RESEARCH DESIGN

This chapter presents the methodological framework in which this project was drawn on. Firstly, it describes and characterizes the research paradigm and the type of study developed in this study, afterwards, the applied instruments for data collection procedures shall be broadly described.

#### **Research Paradigm**

The current research study was carried out within a qualitative research paradigm, since it involves the researcher in an active participation that leads him to provide changes and enhancements to the problem and phenomenon identified. In this sense, this paradigm allowed this study to identify students' weaknesses in collaborative endeavors that affected a meaningful vocabulary learning. The qualitative paradigm perspective taken in this study, facilitated the researcher to understand and interpret students' experiences during the intervention and their reactions towards the proposal applied: the implementation of collaborative strategies to promote a meaningful vocabulary learning.

In this regard, Denzin & Lincoln give the following the definition of the qualitative research:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversation, photographs, recordings, and memos to the self. At this level, qualitative research involves and interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005 p.3)

Thus, this project involves the immersion of the researcher in an educative context, in which the students are not passive agents, they propose, interpret and transform the world. Besides, this study began from the observation of a specific phenomenon, its description, the examination of documents and data collection to the shape the interpretation of the problem. In this sense, Creswell (2013) points out that “qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37).

### **Type of Research**

This study was an action research study due to the immersion of the researcher and participants to examine their educational practice process in order to solve a problematic issue. According to Burns (2010), action research is defined as the process in which, the researcher takes part by exploring his teaching as well as the problematic situations in order to gain understanding and supply meaningful improvements in practice (p.6). Thus, action research becomes a method that enables to overcome the gaps presented in different educative processes through the execution of ideas in the classroom. Also, Burns points out four stages that define a reflective research cycle: the first one, is the *planning step*, where researcher develops a plan in order to improve the existing happenings taking into account the possibilities and limitations. The second step is *Action*. Here, the researcher implements the plan and the procedure according to the circumstances. This step is accomplished during the diagnostic period and the implementation of the strategy which has to be constantly redesigned and adapted based on the population's needs and progress. The third step is *observation*. In which the researcher observes and documents critically and

systematically the events in the context in which they occur. In this research study, this step is parallel to the previous one since the teacher makes an immediate record of every happening that rises from the implementation of the strategy and keep notes of her impressions. The last step refers to *reflection*, where the researcher describes and evaluates the findings. In this step, the researcher takes up the theoretical framework and adopts a critical position towards all the gathered data in order to provide and analyze the findings.

Thus, action research becomes a significant process that enables to overcome the gaps presented in different educative processes through the execution of ideas into the classroom and the involvement of all the participants and provides practical solutions.

### **Data Collection Instruments and procedures**

In this project the used instruments for data collection were field notes, surveys, video recordings, and interviews that served as means to understand the phenomenon and thus, make the findings evident. On the one hand, observational techniques for collecting action research data were taken due to the context (classroom) in which this research study dealt. As Burns (1999) states: “These methods allow teachers to explore the realities of practical circumstances without the requirement to control the variables of their classroom context or to set up and allocate subjects randomly to experiment or control groups” (p. 78). Hence, when data were collected, it was necessary to triangulated them to organize each type of instrument according to the research question in a triangulation matrix in order to provide a comprehensive, valid and reliable answer to the research question. In consequence, Mathison (1998) points out that triangulation has risen an important methodological issue in qualitative approaches due to the traditional scientific techniques are totally objective and standardized.

In that sense, triangulation included multiple sources of information and points of view on the identified phenomenon by integrating participant and researcher’s assumptions and perspectives that progressively changed and varied in the research’s stages.

Accordingly, Table 1 below was designed by following a matrix model proposed by Sagor (2000). It shows each type of data collection instrument that were used in this study aligned to the research question.

Table 1

*Data collection instruments and Triangulation Plan*

GENERAL OBJECTIVE	DATA SOURCE #1	DATA SOURCE #2	DATA SOURCE #3	DATA SOURCE #4
Specific Objective 1	<i>Field Notes</i>	<i>Surveys</i>	<i>Semi-structured interviews</i>	<i>Video Recording</i>
To identify what collaborative strategies students use to promote a meaningful vocabulary learning				
Specific Objective 2	<i>Field Notes</i>	<i>Surveys</i>	<i>Interviews</i>	<i>Video Recording</i>
To enhance the role of fourth graders students, as active and participative agents when being involved in collaborative situations.				

**Field Notes.** Field Notes are instruments totally created by the researcher in which he or she describes the events, attitudes, happenings, features and general perceptions in the most accurate way in order to catch the most relevant information that enables him to

understand the phenomenon observed. As Burns (1999), points out “are descriptions and accounts of events in the research context which are written in a relatively factual and objective style” (p.87). In this study field notes were used since the observation stage, therein, were described and analyzed students’ weaknesses and fortresses throughout their performances in the English classroom, providing substantial information to hold up the statement of the problem. Later, Field notes were still used to report students’ performances in the intervention stages and for each one, it was necessary to make a field note. In total, there were 16 field notes and the reader can find a sample of them. (See annex No. 5)

*Surveys.* A survey is an instrument used to collect data related to participants’ perceptions about specific information in order to gather useful information that allows the researcher to know features of the population, context and other relevant issues for the study. In this research study, surveys were designed with multiple choice items and open-ended items for the purpose of get the three types of information that Burns (2010) presents: “factual or demographic (who the interviewees are and their background/experiences); behavioral (what they do, or did in the past); attitudinal (attitudes, opinions, beliefs, interests and values)” (p.81).

There were three surveys applied in this research study, the first one was applied in the observational stage with the purpose of knowing demographic students’ information, their interest regarding English classes, what they liked and disliked the most by taking into account the communicative abilities (See annex no. 2). Subsequent surveys, were applied in order to characterize students’ reactions towards applied activities, it means, how students felt and reacted after each implemented collaborative strategy and the target vocabulary learned.

**Interviews.** They promote face-to-face personal interaction about the research issue. The way to organize an interview is often ruled by the interviewer. In this study the interviews sought autonomous criteria with students to catch their perspectives according to specific activities in the classroom. In this sense, the students shared their emotions, assumptions, feelings and expectations about what they felt. In this regard, the type of interview applied was a semi-structured interview. Merriam (1998), states that a format allows the interviewer to respond to the information provided by the interviewees, their reflections and new ideas. It means, a sort of freedom of the interviewer and the participants to address questions of the conversation by skipping and reformulating or originating different ones from the body of the interview's purpose. There were three interviews applied in this project, (see annex No. 3) the interviews included a prepare schedule, which contained prompts and they were transcribed in order to mirror students' voices and support data analysis in chapter 5.

**Video-Recording.** Such the participants of the study were large; this technique becomes useful since it does not allow missing any relevant information that the researcher could omit in her field notes. As Burns (2010) states, video-recording is useful to the extent that it evidences exactly the oral interaction and performance of students as well as captures students' attitude and non-verbal expression that are sometimes imperceptible for the researcher (p.70). In this study, this instrument was used during some activities to catch any important detail that occurred in students' performances that sometimes, are overlooked by the teacher, there were three video recordings applied and the reader could find a narrative transcription of one of them attached in the annexes. (see annex No. 4)

One difficulty of this instrument is the transcription of the videos since there is no a specific or subsequent organization as the interview. Bearing in mind that, the reader can

find a narrative description of each video in an attached format in the annexes. There are three videos in this study and they were made in order to precisely reflect students' performances concerning collaborative strategies. Besides, these activities involved the participation and interaction of a large number of students and, the main purpose was to implement collaborative strategies and see what occurred, what changed in the vocabulary learning and interaction progressively through them.

### **Data Collection Procedures**

In this data collection process it was necessary to design and pilot the instruments which were used to collect the data. Thus, this process took 48 days divided into 24 weeks each one composed by 90 minutes of intervention except for the last 6 weeks in which the 90 minutes were divided into two sections of 45 minutes in two different days. In this sense, in order to collect data in a systematic and methodological way, it was necessary to organize this process in three cycles as follows:

To the first cycle, from September 10<sup>th</sup> to October 29<sup>th</sup>, 2015, the first step was to make a request for students' participation in all the collaborative activities including surveys, interviews and video recording by means of an informed consent (See annex No. 1). Hence, thanks to the students' parents support this study could get all the 35 consent forms signed and there was no any problem to register students' performances, opinions by means of videos, audios or physical-format documents.

Field notes were made during all the interventions and at the end of each lesson plan application, in total there were 16 lesson plans from the beginning of the first cycle: September 9<sup>th</sup> until the end of the third cycle: September 15<sup>th</sup> of 2016; therefore, the reader can find a sample of them in the annexes. (See annex No. 6) Consequently, this process was



divided into two ways, firstly, when the students performed the proposed activities in the lesson plan, I proceeded with the elaboration of its corresponding field note by underlying the integrated collaborative strategy and the target vocabulary. By the end of some the English topics and activities, I registered students' insights and feelings by means of surveys and semi-guided interviews.

In relation to the interviews, three were used in this study. The first one took place at beginning of the first cycle, October 21<sup>th</sup> 2015, in order to know students' interests and way of working in their EFL learning process, for instance, if they had already worked in groups and how did they interact in English. (See annex No. 3 p.89) The second interview was applied at the end of the second cycle, May 25<sup>th</sup> 2016, it was aimed to identify students' opinions and feelings after collaborative activities. (See annex No. 3 p.90) The third interview was made at the end of the third cycle, September 8<sup>th</sup> 2016, with the purpose of collecting the last data students' perceptions throughout the three cycles. (See annex No. 3 p. 90)

Finally, there were three surveys used during the three cycles. The first one was assigned in the first cycle, March 2<sup>nd</sup> 2015, to register students' demographic information and English likes and dislikes, (See annex No. 2 p. 82,83) the second one was implemented in the middle of the second cycle, May 5<sup>th</sup> 2016, in coherence with the lesson plan No. 8 after a collaborative activity in which the Group processing and Promotive interaction strategies were integrated. (See annex No. 2 p.84) The third interview was conducted at the end of the lesson plan No. 11, the purpose of the survey was to elicit students' insights after the application of the same collaborative strategies above mentioned in order to compare them and establish differences and changes. (See annex No. 2 p.85) The last survey took place at the end of the third cycle, September 8<sup>th</sup> 2016, to that survey, there were all the

collaborative strategies integrated in one activity and, as it was mentioned before, the survey aimed to get individual students' perceptions concerning the activity. (See annex No. 2 p.86) It is worth mentioning that, there were also three applied different videos when some activities needed the participation of a large number of students. The first video recording was in coherence with lesson plan No. 3 in March 30<sup>th</sup> 2016 after the Promotive Interaction strategy. (See annex No. 4 p. 92) The second and third video recording were applied after Group processing collaborative strategies in which the reader can find a narrative description of students' performances in the annexes.

This chapter described the data collection instruments and procedures used in this study. The following chapter presents the instructional design which contains the different views of teaching and learning along with the description of the pedagogical intervention giving the idea of how the process was conceived in this project.

## CHAPTER 4

### PEDAGOGICAL INSTRUCTION

In this chapter the vision of curriculum, the vision of language, the vision of learning and the vision of classroom will be defined and described in order to understand the focus of this research study and the lesson plans designed for the proposal. Besides, the instructional design of the project will be presented.

#### **Curricular Vision**

In this research study the curricular vision was conceived from the *curriculum praxis perspective*, in which the relation between the students and the teacher is based on a collective understanding in the classroom to confront real problems through the dialogue, negotiation and the commitment of the actions (praxis). At this point, Grundy states that:

Critical pedagogy goes beyond situating the learning experience within the experience of the learner: it is a process which takes the experiences of both the learner and the teacher and, through dialogue and negotiation, recognizes them both as problematic... [It] allows, indeed encourages, students and teachers together to confront the real problems of their existence and relationships... When students confront the real problems of their existence they will soon also be faced with their own oppression. (Grundy 1987: 105)

Taking into account the above mentioned, this curricular perspective enhances the development of students' decision-making as active social agents. It means, the students and the teacher are not explicit followers of an instruction or syllabus but, they interact and confront real situations in order to reach common goals. Therefore, this study seeks the development of a meaningful vocabulary learning in which students can appropriate new

ideas, concepts and knowledge without casting aside their previous and background acquaintance, besides, it is quite valuable to look upon what they say and think by keeping in mind that, they are not alone in the classroom, they belong to a group, they learn and interact together in the EFL classroom.

Moreover, it is important to mention that the curriculum praxis perspective fits in this study due to the strength relation between the objectives and the proposal mentioned in chapter 2. In this sense, the importance of the classroom interaction, action and reflection could be developed in the light from this approach, as Grundy (1987) mentioned, the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process.

### **Vision of Language.**

Considering that, this research study is underpinned by the curriculum praxis perspective, the suitable vision of language entails that language is not a mere tool for achieving communicative goals, and not simply a linguistic system code, therein, language is a way by which individuals build up personal relationships and express emotions and thoughts. Thereby, the language conceived as self-expression favors what the learner wishes to express determining as well the learning goals. In this regard, Tudor, (2001) avers that language as self-expression is not simply a tool for achieving specific transactional goals, it is also a means of self-expression to explore our interests.

It is important to bear in mind that, even the population of this study is framed in a context in which the English teaching is permeated by the Communicative Language Teaching approach throughout primary and secondary education, the students also are

primed in the main components of the language system such as grammar, vocabulary, phonology and discourse. It this means that, the students have, in principle, a language's learning goal based on a coherent and effective tool of communication (a system codes), nonetheless, this base leaves individual's interests, insights and feelings outside of a social practice where a meaningful learning cannot be taken for granted. Hence, the language as self-expression, creates the possibility for the learners to express aspirations, as well as, they take part of their background and enable the students to be themselves.

One important feature from the language as self-expression, is the way in which learners can interact among them by means of collaboration. Tudor, (2001) highlights five principles arisen from the Humanistic perspective in which the language as self-expression is grounded, therein, this project underlines, mainly, the *Social Relations* which encourages friendship and cooperation among learners and *Feelings*, including both personal emotions and esthetic appreciation. This having been said, language as self-expression dovetails with grouping efforts and social skills that students are aimed to implement along with the collaborative strategies implemented in this research study.

### **Vision of Learning**

This project held and *Experiential Vision of Learning*, due to the language teaching is not only focused on communicative purposes, following Tudor (2001) ideas, learners are immersed in a variety of possibilities in the EFL classroom, where they can encounter interaction and experience, mainly, developed directly and reflectively. At the base of this fundament, Tudor (2001), defines five main principles that frames the experiential learning, to this research study, there are three of them that support the way of learning: *Message Focus*, that implies the creation of conditions in which students have to use the language to

achieve goals or share insights, this principle may fit in a large population, specially deals with children, firstly, when they start being aware about scholar achievements. As Tudor (2001) states, “Message focus has the goal of centering learners’ attention on the language as means of communication rather than a simply as a code in its own right” (p.84).

The use of *Authentic materials* represents a real and contextualized use of the language in terms of bringing realities and experiences in the classroom, where learners can identify themselves and find meaningful outcomes by the time of performing activities. Finally, the use of *Collaborative modes of learning*, referred to students’ common goals to be achieved and the maintaining of interaction among leaners. Thus, through the immersion of experiences and the encounter of students’ insights and interactions, the language learning shapes a meaningful engagement that favors the classroom climate and goes beyond of communicative purposes.

### **Vision of Classroom**

In coherence with the practical curriculum, the language viewed as self-expression and the experiential vision of learning previously described, the classroom cannot be assumed as the traditional space where learners come for being filled as simple vessels, but the classroom must be a social as well as pedagogical reality, where every experience cannot be a multiplied replica of actions deprived of meaningfulness. Accordingly, the *classroom for communication*, has been changing its main principle based on the language as a linguistic system to language as means of communication and self-expression.

In this field, Tudor, (2001) argues that the classroom for communication involves the rethinking of classroom learning itself, as a result, it can be better prepare students for language use outside of the classroom, indeed, when students can perceive a clear link

between the communicative activities being practiced in the classroom and the situations in which they will or may have to use the language; there is a good chance that the ideal of the communicative classroom as preparation of language use outside of the classroom will become a reality and it becomes meaningful.

Thereby, the classroom for communication strengthens the link between the classroom and the situations in which students would have to use the language, in this sense, no longer the language as a code but rather than language as a means of achieving pragmatic goals or of personal expression. Nonetheless, the implementation and development of activities for communicative purposes can be negotiated in terms of integrating critical thinking, reflection, and self-expression; in this research study, the activities were aimed to promote interaction, motivation and development of social skills along with reflection and self-criticize, therefore, the rethinking of the communicative classroom spreads the possibilities to interact and better perform the English learning in collaborative endeavors.

### **Instructional Design**

In the light of the action research approach, the implementation of an instructional design that involves the collaborative strategies: Positive Interdependence, Individual Accountability, Group Processing and Social Skills was prepared in order to answer the research question and objectives described in chapter 2, was developed in two cycles, in coherence with the target vocabulary grounded in the four stages for action-research process proposed by Sagor (2005) as the following table No. 2 illustrates.

<b>Cycle</b>	<b>Collaborative learning strategy</b>	<b>Objectives</b>	<b>Target vocabulary</b>	<b>Estimated Time</b>
<b>No.1</b> <i>Let's learn together!</i>	* Individual Accountability  * Positive Interdependence  * Promotive Interaction	* To implement collaborative learning strategies to promote meaningful vocabulary learning. * To analyze how the implementation of collaborative strategies affects the use of vocabulary.	* Aches and Diseases.  * Animal farm.  * School subjects and supplies  * Family Members.  * The months of the year and celebrations.	14 Sessions  (About two months and two weeks) April 20, 25 May 2,3,4,11,16,18 and 25 June 1, 8, 13 and 15.  (Each session around 45 minutes).
<b>No. 2</b> <i>What did you change?</i>	* Group Processing  * Social Skills	* To recognize the role of fourth graders, as active and participative agents when being involved in collaborative activities. * To describe the impact of the implementation of Collaborative Strategies to promote a meaningful Vocabulary Learning	* Body parts and feelings.  * Jobs and Professions.  * Parts of the house and furniture.	15 Sessions (About two months)  August 9,10,11,16,18,22,23,24,25,29 September 1, 5,8,12,19,20 and 21.  (Each session around 45 minutes).

**Table 2. The cycles of the study**

According to Sagor (2005), the first stage referred to *clarifying vision and targets*, in which this study explored and set goals after a careful phase of observation and analysis of the problem. This phase is not reflected in any cycle above presented due to there were no interventions and therefore collaborative strategies implementations. The second stage was *articulating theory*, at this point, this research study integrated the theoretical framework and related research studies to back up the rational and the pedagogical intervention. The third stage was *implementing action and collecting data*, here, the first cycle *Let's learn together* aimed to implement three collaborative strategies such as



Individual Accountability, Positive Interdependence and Promotive Interaction to promote meaningful vocabulary learning by keeping in mind the target vocabulary. These collaborative strategies were designed by means of collaborative activities, for instance, there was an activity in which students had to make a dialogue by using *aches and diseases* vocabulary. (See video transcription in annex No. 6) At first, three students had to perform three different roles such as doctors, nurses and patients, they needed to be responsible of each expressions' role in order to follow a coherent action in the dialogue and avoid a misunderstood meaning of the situation for their classmates. Hence, through that performance the Individual Accountability and Promotive Interaction strategies were evidenced. Finally, the fourth stage was *reflecting and planning informed action*, in which Group Processing and Social skills collaborative strategies were also implemented by means of collaborative activities in the second cycle *What did you change* with the corresponding target vocabulary. The aim of this cycle was to recognize the role of fourth graders, as active and participative agents when being involved in collaborative activities. Consequently, the Promotive Interaction and the Social skills were also included in collaborative activities. In this way, the students could find a route of actions to achieve a common goal by respective classmates' opinions and ideas and then, interact and participate actively. (See classroom observation in annex No. 5)

This chapter presented the theoretical support of the pedagogical intervention of this research study, developing the view of curriculum, the vision of language, learning, and classroom that underpinned this study. Afterwards, it was characterized and described the instructional design divided in three cycles for application. The following chapter presents the analysis of data collected during the intervention as well as the findings of this project.

## CHAPTER 5

### DATA ANALYSIS AND FINDINGS

This chapter presents the analysis of the data collected as well as the findings of this research study. At first, the reader can find a description of the used approach for data analysis and procedures: manageable classification, recurring regularities and validation. Afterwards, the categories emerged from data analysis and the discussion of the findings will be presented.

#### **Procedures for data analysis**

Throughout the process of data collection, this research study essentially used as instruments: field notes, surveys, and interviews; there were three applied video-recordings in this process due to the nature of the proposed activities that required the involvement of all the 35 participants and an undue attention for catching details such as participation, motivation, individual accountability, responsibility and monitoring, therefore, a second or third review was necessary. Those instruments for data collection, are strongly interwoven with the grounded approach (Corbin & Strauss, 1990) since they were associated with a qualitative inquiry in which data collection mainly emerged from insights, experiences and realities. Accordingly, qualitative analysis of data collection was elaborated inductively; it means that, as Patton (2002) states, rather than testing a theory, the grounded approach seeks to build the theory, since the analysis is the interplay between researches and data. Thus, the research question of this research study was grounded from the development of students' experiences in their EFL learning by interacting in collaborative situations in order to analyze how these affect a meaningful vocabulary learning.

The first and last applied instruments were field notes, I started out by setting down all the students' performances accompanied with detailed descriptions and interpretations, there were quoted the students' voices and responses which meant an insider perspective from my observations, thence, what Fetterman (1989) quoted by Patton (2002, p. 329) called the *emic perspective*, which means that, rather than see and prescribe what is happening, the observer is able to feel and perceive what is inside the context by immersing as an active agent of the culture.

The process of data collection was systematically done, at first, as the research question of this study aimed to analyze the impact of the implementation of collaborative strategies during students' performances in the EFL classroom and the classroom interventions were designed by means of lesson plans. As it was stated in the instructional design in the previous chapter, there were two cycles in which lesson plans were applied during estimated dates and, the collaborative strategies were integrated into the proposed activities in the lesson plans (See annex. No. 7). In this way, it was easy to handle dates of application with collaborative strategies application in coherence with field notes, surveys, interviews and video recordings already established and scheduled in the lesson plans. This process facilitated what Patton defined (2002), as a *manageable classification* or *coding scheme* process of data collection which, in this research study, it consisted in organize all the lesson plans by dates and numbers, consequently, as each lesson plan had one or more than one collaborative strategy to be applied, I designed a chart on *Excel* to better visualize and organize the number of the lesson plan, the date, the cycle, the collaborative strategy, the target vocabulary and the instrument of data collection as the reader can see in the next figure.

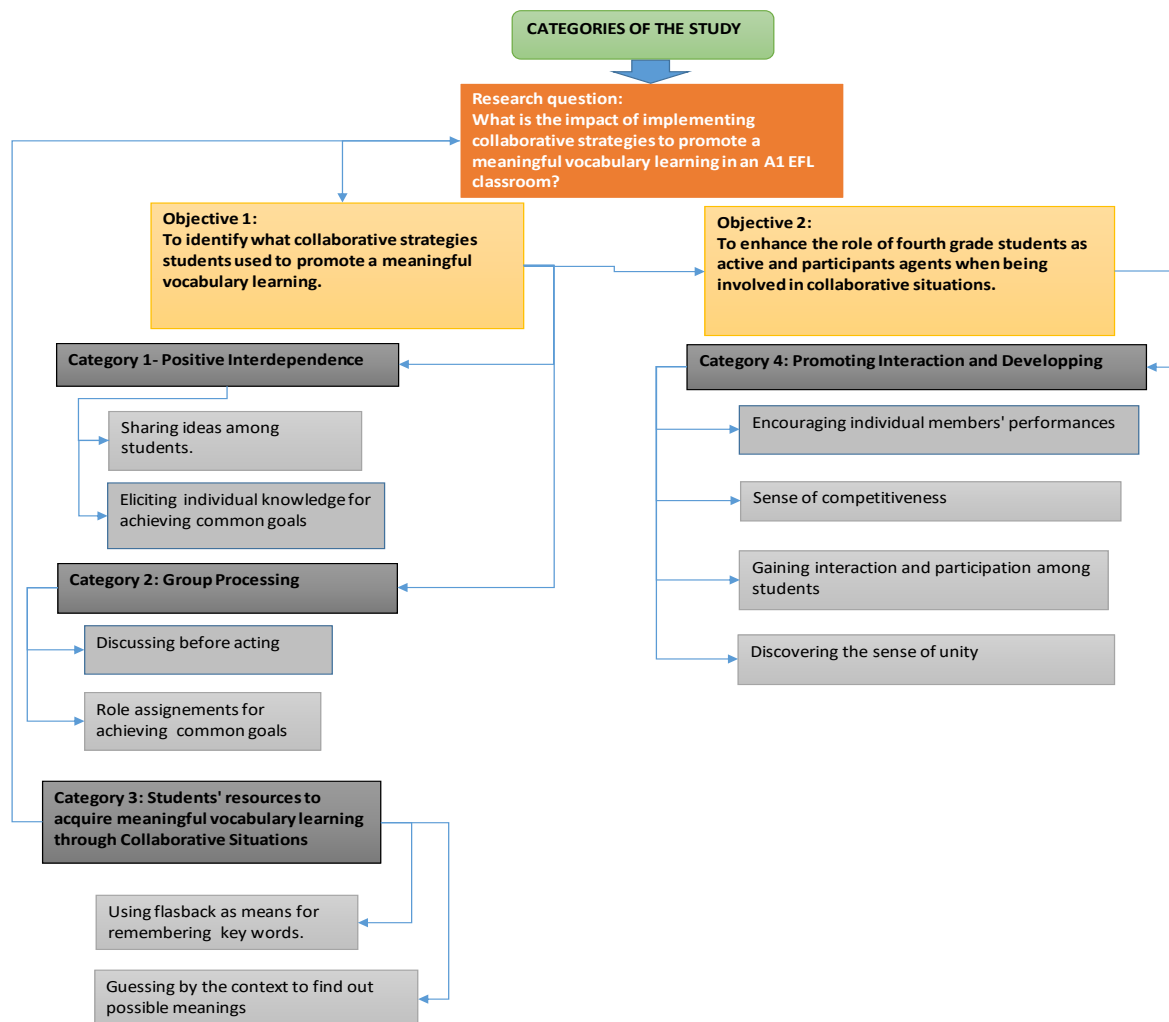
Lesson plan No.	Date	Cycle	Collaborative strategy	Target Vocabulary	Instrument For data collection
0	2/03/2016	1	None	None	Field note/Semi-structured interview
1	9/03/2016	1	Group Processing	Animal Farm	Field note/Survey
2	16/03/2016	1	Individual Accountability	School subjects and supplies	Field note
3	30/03/2016	1	Positive interdependence / Social skill	Aches and Diseases	Video Recording
4	6/04/2016	1	Promotive Interaction	Aches and Diseases	Field note/Survey
5	13/04/2016	1	None/Evaluation	Animal Farm	None
6	20/04/2016	1	None/Evaluation	School subjects and supplies	None
7	2/05/2016	1	Positive Interdependence	Family Members	Field note
8	4/05/2016	1	Group Processing/Promotive Interacti	Family Members	Video Recording/Survey
9	16/05/2016	1	Social skills	Family Members	Field note
10	25/05/2016	1	Positive interdependence	The months of the year	Semi-structured Interview
11	1/06/2016	1	Group Processing/Promotive Interacti	Months of the year and celebrations	Video Recording/Survey
12	8/06/2016	1	None/Evaluation	Family Members and M. of the year	None
13	9/08/2016	2	Promotive Interaction/Social skills	Body parts and feelings	Field Note
14	18/08/2016	2	Social Skills	Jobs and Professions	Field Note
15	25/08/2016	2	Individual Accountability	Parts of the house	Field Note
16	8/09/2016	2	(All the collaborative strategies)	Parts of the house	Semi-structured Interview/field note/Survey

Figure No.1

Afterwards, having organized the data with their corresponding instruments, then, the process of *recurring regularities* in the data was almost subsequent. According to Paton (2002), “recurring regularities reveal patterns that can be sorted into categories” (p.465), that is, the quest of common patterns through the selection and comparison of the main information related to the themes in nature. This method was divided into two ways, firstly, when the students performed the proposed activities in the lesson plan, I proceeded with the elaboration of its corresponding field note by underlying the integrated collaborative strategy and the target vocabulary. By the end of the English topics and activities, I registered students’ insights and feelings by means of surveys and semi-guided interviews; this allowed me to review, select, and organize common patterns obtained from the grounded data in order to articulate relationships to build the categories of analysis presented above.

## Categories of the Analysis

This research study aimed to analyze the impact of collaborative strategies to promote a meaningful vocabulary learning, as well as to recognize the role of the students as active and participative agents when being involved in collaborative situations. To this, there is a visual representation in figure No.2 which represents a hierarchical order of categories and sub-categories that emerged in response to the research question and objectives. Consequently, the reader could find the categories and sub-categories' development and the data findings.



The category 1 *Positive Interdependence*, responded to the objective 1 *To identify what collaborative strategies students used to promote a meaningful vocabulary learning* and from this category, two sub-categories *sharing ideas among students* and *eliciting individual knowledge for achieving common goals* will be described. The category 2 *Group Processing*, also came out from the objective 1 with its corresponding sub-categories *discussing before acting*, and *role assignments for achieving common goals*. Category 3 *Students' resources to acquire meaningful vocabulary learning through collaborative situations* arose from the research question *What is the impact of implementing collaborative strategies to promote a meaningful vocabulary learning in an AI EFL classroom?* and two supportive sub-categories *using flashback as means for remembering key words* and *guessing by the context to find out possible meanings*. The last category 4 *Promotive Interaction*, and *Developing Social Skills* derived from the objective 2 *To enhance the role of fourth grade students as active and participant agents when being involved in collaborative situations* including four subcategories *encouraging individual members' performances*, *sense of competitiveness*, *Gaining Interaction and participation among students* and *Discovering the sense of unity*.

### **Category 1: Positive Interdependence**

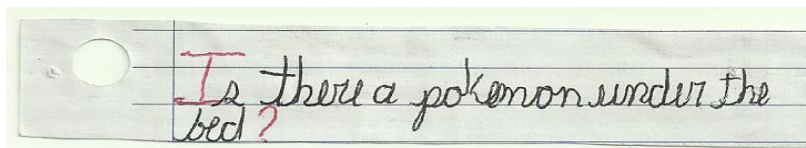
This category refers to the students' ability of integrating all the knowledge from the others to reach a common goal. According to Johnson and Johnson (2001) *positive interdependence*, promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success. Throughout the implementation of the activities, data results showed the importance of eliciting students' background in order determine if they

could agree or cast doubt on what they knew in their groups, as well as, sharing ideas among them. These two elements derived in two sub-categories *Eliciting Individual Knowledge for achieving common goals* and *Sharing Ideas among students*.

**Eliciting individual knowledge for achieving common goals.** Findings revealed the elicitation of students' background when they had to give answers and ideas in order to find a path and reach common goals. The following reported activity showed the way in which students had to make questions and decide the best one as a group by using a vocabulary target: *parts of the house and furniture* in order to find a possible hidden object into a big house map hanged on the whiteboard.

When the students had to build a question by using parts of the house and furniture vocabulary to find a pokemon, they started evoking these type of vocabulary already worked in the lesson plan No. 15 but they asked among them if a word was well used or not: "No, rug es alfombra no es cortina, preguntale a ... (another student) cierto?... sí ella tiene razón!"  
[Field note No. 17. September 15, 2016. Annex No. 5 Lines from 15 to 19]

Noticeably, the first step before making the question was to make use of every members' background according to the words they needed to finally build a question. When students started selecting the vocabulary target, each member of the group aimed to select the parts of the house and furniture vocabulary that each one knew and felt confident about it, for instance, as it can be observed in the previous quote, when one of them was not sure about the correct word, e.g. *rug*, they asked among them and verified in their notes if the chosen word was correct or not, in this sense, it was noteworthy the importance of each student's eliciting background for group's teamwork when they have to accomplish a goal, in this case, to make a question in a strip of paper by using *there is/are* and prepositions of place to find a Pokémon in a big poster image:



[Excerpt of a student artifact: Lesson plan No. 16  
Second cycle. September 9, 2016]

In order to know group's experiences when they had to share individual knowledge, the following extract of a semi-structured interview disclosed their assumptions after performing in collaborative activities. A group of three students was interviewed about how did they feel the influence of each individual members' in collaborative situations, consecutively, they freely took the floor and expressed their points of view to the question:

*Do you consider that your previous English background helped and contributed to the work-team activities?*

**Interviewer:** ¿Consideran que su conocimiento previo de inglés ayudó, aportó para hacer una actividad en equipo? **S1:** sí, pues todos aportamos, lo que entendíamos de las cosas y pues relacionábamos el tema que estábamos viendo y pues escribíamos lo que estamos viendo como el *there is*. **S2:** Sí, él sabía mucho de pokémons ... **S3:** Pues, como nuestro conocimiento que todos tenemos en inglés no es mayor ni menor en todo, porque todos somos iguales en inglés y podemos aportar al grupo sin ser el mejor.

[Semi-structured interview No. 3, September 21, 2016. Lines from: 44 to 49]

Evidently, the students considered that their individual knowledge contributed and supported teamwork efforts by planning activities before performing. Besides, as the S3 pointed out, they also felt a balance of wisdom in their learning process by respecting what each other knew without feeling underestimated among them. Another remarkable point of view, was to associate the new topic with the words and vocabulary previously worked. This action is strongly related to the development of meaningful learning, following Ausubel's (2000) ideas, the previous knowledge that learners possessed cannot be isolated



from the cognitive process of the integration of the new one, both are jointed in order to create new ideas and new knowledge. Consequently, students put their knowledge and ideas on the “table” and then they accorded a next step.

Further on, another group of students revealed considerable features of the importance of eliciting individual knowledge for achieving common goals. In the next interview extract, four members of a group expressed different perceptions of their individual background as means of contribution to work in groups after doing collaborative activities, it is worth mentioning that, all the members of the groups have been working together almost for three months, therefore, they have had the opportunity to know themselves in terms of working pace, feelings and interests:

**Interviewer:** ...Consideran que los conocimientos previos, o sea, lo que tú sabes de inglés, (to another student) y lo que tú sabes de inglés ¿sirven como aporte para trabajar en equipo?

**S1:** Sí porque podemos saber diferente, entonces si yo no lo sé ella me lo puede decir y yo aprendo.

**S2:** Podemos aclarar dudas entre nosotros sobre un trabajo que estamos haciendo, nos podemos aclarar dudas...

**S3:** Sí porque pues el vocabulario que hemos aprendido antes, pues, a veces ya está en los trabajos que estamos haciendo y también hay nuevos así que podemos aprender.

**S4:** Pues si uno tiene dificultades, todo el grupo lo trata de ayudar, y si no entendemos, entre todo el grupo tratamos de mirar qué cosa puede ser.

[Semi-structured interview No. 3, September 21, 2016. Lines from: 34 to 43]

As it can be observed in the above quote, the S1 recognized that every member of the group had a different background, and the integration of individual knowledge among them became part of the collaborative learning. Moreover, S2 felt that the integration of individual knowledge could help them in order to clarify doubts and also it contributed to the teamwork. Later, S3 recognized the vocabulary that they have already worked in further activities, which means that, there has been a meaningful learning process since they could associate a previous knowledge with the new one. Finally, S4 highlighted the value of

collaboration when a member of the group expressed drawbacks in terms of misunderstood vocabulary. As he said, “...*If I have difficulties, the whole group tries to help, and if we do not understand... we try to see what can be done...*” This perception revealed that the individual knowledge did not end in the individuality, but, it was shared in order to feel that the group was a unity that had challenges in common.

**Sharing ideas among students.** Sharing ideas was a consequent action after eliciting their individual knowledge for achieving common goals. When students were involved in a positive interdependence, they shared what every member of the group said and then decide the best idea. This is a remarkable principle of the positive interdependence due to the students could develop the ability to participate and share ideas to contribute to the group effort. In the following extract of a video transcription, the students had to participate in a role activity in which one of them was the doctor, another student a nurse and the last one was to be the patient. They had some minutes to prepare the performance by using basic commands *at the doctor* and *aches and diseases* vocabulary. While students prepared and organized their dialogues, it was interesting to see how they shared and integrated their ideas before the performance:

“...Ah ya sé, pues usted es la enfermera y me pregunta: *What's the problem?* Y yo entonces me hago el que me duele la cabeza: *ahah I have a ¡headache!* Ps, para que use las pastas y listo, (the other student responded: *jaja bueno*)  
[Video transcription No. 2, lesson plan No.3, May 12, 2016.]

Such the students had to decide who was going to assume each role, they started proposing their ideas, and planning about how to distribute the expressions according to each role, then, when the ideas were shared, the students did not show disagreement by the time of acting; this was a key element when ideas were proposed due to the students’

capacity of taking initiatives in their performances. Furthermore, this activity demanded a high degree of autonomy taking into account that there were not role assignments and guided instructions given by the teacher; in this sense, the influence of a *proactive* autonomy degree allowed for the expression of opinions and ideas in collaborative activities.

On another group experience, a conversation among members in a group revealed how students drew on their ideas to rule out futile actions and conversely, to discern the path to carry out the proposed activity. In this activity, each group had to make a brief description about the members of a family, they needed to agree which student was going to be a member of the family and make a description about him/her, then, they had to introduce themselves to the classroom:

**S1:** (...) Yo no quiero ser la mamá, que la mamá sea ... (another student). **S2:** Ahh yo tampoco, yo quiero ser el tío o el abuelo... **S3:** Bueno y entonces... qué quiere ser usted... **S1:** Yo soy el hermano mayor. **S3:** ¿y usted? **S2:** bueno, yo soy el tío... pero no me pongan mí mismo nombre... ¿profe se puede cambiar el nombre? **S3:** Listo usted es el tío (S2) y usted es el hermano mayor (S1) entonces yo soy su papá jaja. **S1:** pero y entonces quién es la mamá, no tenemos mamá... **S2:** Pues entonces decimos que no tenemos mamá y que usted (S3) padre cabeza de familia. **S3:** jajajaj ushh, bueno listo, pero, profe cómo se dice padre cabeza de familia (...)  
[Field note No. 7. May 2, 2016.]

As it can be observed, the students began expressing, firstly, what they wanted and did not want to do and even, S1 took the initiative to willfully assign S2's role, however, S2 also stated which role he wanted to perform and finally, S3 picked up all the members' group perceptions and turned them into ideas to be shared and continually, carry on with the activity. Notoriously, in the positive interdependence strategy, sharing ideas among members in the group is an inherent feature when students had to think as group to accomplish an objective, since, as the previous findings revealed, these two sub-categories:

eliciting previous knowledge for achieving common goals and sharing ideas among students became steps to develop a path for achieving goals in common; as Johnson and Johnson (2001) suggested, if learners realize that each one of them is a piece of an ensemble that need to work together they all are going to learn and think as a team.

### **Category 2: Group Processing**

This category involves the ability to reflect on what actions of the members in a group were effective and ineffective. In other words, all the members have to assess the conducted actions and determinate the best ones. In this collaborative strategy, the leader of each group usually managed the activities' features such as time, task allocations and leadership. Besides, in the group processing, the leader helped other members to identify and determine weaknesses and fortresses for each activity and see if the goal was well achieved. Accordingly, data results showed two sub-categories that emerged through the group processing activities: Discussing before acting and role assignments for achieving common goals.

**Discussing before acting.** It refers to the ability of talking with another person with the purpose of avoiding "false starts" at the moment of performing. It means, when a group of students can develop interpersonal skills such us participation, interaction and discussion, they usually tend to organize and discuss what they want to do before presenting or acting any activity in order to reduce it to the lower number of mistakes. In the collaborative strategy of *group processing*, this is one of its principles when learners are planning activities. As Johnson and Johnson (2001) points out, group processing involves reflection on what actions of the members in a group were effective and ineffective. In other words, all the members have to assess the conducted actions and determinate the best

ones. In this way, when the students were asked about which fortresses they found after group processing data results showed the following students' procedures when they had to organize an activity:

**Interviewer:** ¿Qué fortalezas ven en el trabajo en grupo?

**S1:** En el trabajo en grupo fortalezas es que, antes de responder una pregunta debatimos con el grupo antes de responderla...

**S2:** Dialogamos. **Interviewer:** Y ¿cómo discutían? **S2:** Pues, cada uno decía lo que se debía hacer o lo que pensaba y luego mirábamos si estaba bien o no, o pues si alguien tenía una mejor idea, pues, la incluíamos.

[Semi-structured interview No. 3. September 21, 2016.Lines from: 6 to 12]

**Interviewer:** Cuando tenían que organizarse para realizar actividades, ¿cómo lo hacían?

**S1:** Pues, primero mirábamos qué tocaba hacer y luego nos organizábamos. **S2:** pues, o sea, dependiendo porque con la actividad de la familia *Thompson* nos tocó hacer muchas cosas.

**Interviewer:** Cómo cuáles, qué cosas. **S2:** Pues, por ejemplo, S4 tenía muchas ideas, pero, no nos poníamos de acuerdo y luego a S1 se le ocurrió escribir la descripción que cada uno tenía que hacer para llevárnosla a la casa y aprendérmola y así lo hicimos... **S3:** Sí discutíamos mucho, pero al final nos decidíamos.

**Interviewer:** Y les funcionó, es decir esa idea. **S3:** Sí claro, nos fue bien jaja pues en esa actividad.

[Semi-structured interview No. 3. September 21, 2016.Lines from: 53 to 58]

These interviews revealed that, discussing was a main step before the students had to do activities, as the students 1 and 2 pointed out, the dialogue and the discussion were fortresses that allowed them to think about a question before answering it. This step denoted a positive procedure since students could achieve an agreement that permitted to continue the activity. Therein, when the interviewer asked about how they discussed, the S2 added that each member of the group said and thought what should be done and then, they looked for the best opinion as a group. To the same questions, another group stated that discussion depended on the type of activity. For example, there was an activity that demanded an oral description of a family based on some images about people, thereupon, the students had to organize a short dialogue among them to introduce a family to their classmates. At this point, the S2 referred that at the beginning of this activity, they had a bunch of ideas but it was difficult to reach an agreement, thus, through the discussion they

ruled out the useless ideas and chose the one that fitted better. Finally, in order to reaffirm that discussion was a fortress in the group processing strategy, the students were asked if having a discussion was a useful step before acting, and they pointed out that after discussing they achieved the activity's goal, moreover, the following classroom observation showed the performance of the group in the activity previously described.

The next group composed by four students introduced the members of a small family as follows: **S1:** "Hello my name is John, I am 10 years and my father is Delio, he is forty years, my mother is Elizabeth she is 39 years and my sister is Valentina, she is 20 years" Then, another member of the family introduced another family by repeating the same dialogue structure.

[Class transcription. May 4, 2016. Lesson plan No. 8]

It was interesting to see how the group was organized because as they introduced a family member, they looked at his/her face without reading any piece of paper, it meant, when the students discussed before performing, the goal of the activity was well achieved since each member of the group already knew what and how to perform the dialogue without hindering the whole group performance. To end with, data findings disclosed that discussion is a useful action that facilitated group's interaction when there was a common goal to reach through the group processing strategy, in other words, discussion was a base where the students could underlie and share their ideas.

**Roles assignment for achieving common goals.** Some of the groups preferred to identify their individual abilities in order to organize their action plan by deciding who was good at something such as writing, coloring, speaking, drawing and, other groups preferred to go together at the same pace working assuming an entire responsibility but, sometimes when activities required a deadline to be submitted or performed, these groups had to endure setbacks, therefore, when a group of four students was asked about how did they rule out futile actions, they recognized a disorganization in the members' roles assignment:

**Interviewer:** ¿Cuándo tenían que hacer la actividad en grupo y había acciones que no servían, que salían mal, las descartaron, es decir, sacaron lo que no les servía o simplemente siguieron trabajando conformemente?

**S1:** Pues... sí las descartamos... **S2:** Una vez nos atrasamos un poquito, sí, que terminamos un poco tarde porque yo estaba escribiendo y pues, o sea, todos ya habían escrito (los otros grupos) y me tardé en escribir... **S4:** ¡Nos tardamos en escribir!

**Interviewer:** Y bueno cómo superaron eso... **S3:** Pues “gritándole” jaja, explicándole para copiar más rápido, entonces necesitábamos apoyarnos, pero el tiempo se nos acabó.

[Semi-structured interview No. 3. September 21, 2016. Lines from: 24 to 32]

Noticeably, when the students did not identify the fortresses and weaknesses of their classmates, the assignment of tasks became a disadvantage in the group. As S2 reported, there was a classroom activity in which they needed to write fast to save time and move into another step of the activity. S2 was put in charge of writing a description but he was not good at write, in consequence, they had a delay in that activity and they lost. A positive feature of that experience, was the students' ability to recognize their faults and then, try to overcome them. Even, sometimes they do not choose the best solution to solve group's problems, recognizing what they are not well doing was a first step to change and rule out futile actions and also knowing how the group members study and work together to better assign roles.

On the contrary, there was group that could identify each member's abilities and fortresses to assign roles and reach the goal of the activity. When the interviewer asked about the action plan they followed to organize a route of actions in the group, the leader of that group took the floor and explained the roles assignment when they had to organize an activity:

**Interviewer:** ¿Cómo se organizaron cuando tenían que hacer una actividad en grupo?

**S1:** Pues Nosotros nos organizamos pues (another student) y yo, (a student) y (another student) que entonces si nos tocaba dibujar algo pues ellos lo hacían bien. **S2:** Sí, ellos Eran mejor dibujando.

**S1:** Sí, y que (a student) y yo pues nos pusiéramos a decir como cuales palabras nos servirían para colocarle el nombre **S3:** ¡o... contribuir a la frase! **Interviewer:** ¿Y les funcionó esa manera de organizarse? **S1:** ¡Sí nos funcionó, ganamos en casi todas las actividades!

[Semi-structured interview No. 3. September 21, 2016. Lines from: 19 to 28]

As it can be observed, the roles assignment relies on students' fortresses and abilities, as S1 stated, they identified who was good at drawing, coloring, writing and then, they assigned roles to find a balance in the activity's tasks among the members of the group without forcing the students to do something difficult for them and cause tensions and conflict in the teamwork. At the end of the conversation, the interviewer asked if that way of organization worked well and S1 added that they won in almost all the activities. As data results revealed, the roles assignment for achieving common goals showed two sides: the first group in which it was a disadvantage and the second group in which it was the key of success. In this sense, through the groups' explanations the difference to take advantages or disadvantages in the roles assignment was fundamentally intended in the recognition of members' abilities and fortresses. Therein, a good allocation of tasks and roles allow the group to achieve common goals and better develop the group performances. Some of the groups identified their weaknesses and fortresses at the end of the activities, when a topic was finished by means of collaborative activities, a feedback generally made by means of interviews collect students' voices and assumptions regarding the activities. Concerning role assignments, some of the groups took much or less time for identifying their individual abilities, especially the groups that never had met together.

### **Category 3: Students' resources to acquire meaningful vocabulary through collaborative situations.**

This category conceived a collaborative situation in the light of the collaborative learning approach, As Macgregor (1992) points out, a collaborative situation occurs when learners are engaged to interact and share efforts in order to solve a task or a problematic



situation and achieve common goals. It means that, a collaborative activity usually is articulated with a collaborative strategy with the aim of enhancing learners' learning depending on the nature of the strategy, for instance, learners' individual responsibility, scaffolding, promotive interaction and among those which are already mentioned in chapter 2. This having been said, it should be recalled that, all the activities in this research study were designed with a collaborative strategy as the central axis to enhance a meaningful vocabulary learning, accordingly, findings showed two main principles that served as a basis to make it meaningful.

**Using flashback as means for remembering key words.** When students were performing collaborative activities, they used to make use of the target vocabulary previously seen before the interaction in collaborative activities, therein, they needed to make use of some specific vocabulary target more than once in collaborative activities, in this way, a target vocabulary such as *parts of the house and furniture* was presented in more than one lesson plan. In this sense, what data results revealed, was a noteworthy use of flashback resource to comeback rapidly into another previous collaborative activity worked activity and use some of its words in the current activity:

**Interviewer:** Qué fortalezas vieron en el aprendizaje del vocabulario que hemos visto a lo largo de las actividades trabajadas durante este tiempo.

**S1:** Es que podíamos recordar fácil el vocabulario porque nos acordábamos de otras actividades y era más fácil recordarlo, **S2:** Sí como cuando en la actividad de los pokemon, fue fácil porque ya habíamos trabajado las partes de la casa cuando jugamos congelados...

[Semi-structured interview No. 3. September 21, 2016. Lines from: 1 to 5]

This was a recurrent students' response when the groups were asked with the same question, what showed a notable influence of one collaborative situation over another collaborative situation in which the same vocabulary could be easily remembered as key words in another collaborative situation. Up to this point, and following Ausubel (2000)

ideas, a meaningful learning occurs when the learner chooses something conscientiously to integrate new knowledge, as the students of this study could achieve by means of collaborative situations.

A classroom report, showed how two groups of students used flash back to bring back key words from previous activities but also, to retake that activity as model for the new activity. To that end, in the new activity the students had to play a tag game in which each group, composed by eight students, had to practice *months of the years and celebrations* vocabulary. One member of the group had to be the one who “froze” by touching another member of the group on the condition of saying a month of the year. Another student had to be the one who “defrosted” the frozen student by saying the corresponding month’s celebration. The following excerpt of a video transcription displayed how the students used flash back to do the new activity:

**S1 (the one who froze):** he began running around the football pitch, he could touch one student (S3) and he said: “March” When S2 (the one who defrosted) tried to touch the frozen student in order to defrosted her, he (S2) could not remember a celebration of that month and he said: “¿Cuál mes eres? And the S3 answered: “March” Consequently, the **S2** said: “March... profese fue el de la actividad de ayer del duende verde... **Teacher:** “yes, and so...**S2:** “ahh que nos tocó buscar al duende... es... Saint Patrick, defrosted”! **S3:** Thank you!  
[excerpt video transcription No. 1. Lesson plan No. 11. June, 01 2016 Lines from: 7 to 14]

As it can be observed, when the student who froze could not remember a March’s celebration, he asked to the teacher about a previous activity in which they had to match months of the year with celebrations by interchanging images among their groups, thereupon, he could remember immediately the correct celebration by using flashback. This resource allowed the student to make connection between a previous activity and the new one. This action was mainly due in the type of activities in which students had to collaborate to achieve a goal. In this sense, when the students felt the need to interact in collaborative situations the flashback fit better than individual activities due to the nature of

the collaboration reflected the vocabulary learning more meaningful when they expressed ideas and performed activities as a group.

**Guessing by the context to find out possible meanings.** As the ability of easily remembering by means of flashback in collaborative situations in order to build meaningful, guessing by the context to find out possible meanings was another remarkable result evidenced on the video recording. There was an activity in lesson plan No. 3 that was recorded and transcribed, in which students had to assume some roles such as doctors and nurses to perform *at the doctor!* by using medicine supplies and aches and diseases expressions:

**S1:** the nurse asks the patient by spreading her arms in sign of questioning: What's the problem? **S2:** He takes his jaw with his right hand and points out at his mouth with his index finger and do not say anything **S1:** The nurse looks at the doctor and asks again: what's the problem? While the patient still holding his jaw with his right hand and nodding in sign of desperation, the doctor says: **S3:** a toothache, go the dentist! and he takes some pills...  
[video transcription No. 2, May 13, 2016. Lesson plan No. 11 Lines from 6 to 12]

In this situation, the patient did not say anything to be understood, the doctor and the nurse had to guess an ache according to patients' indications, thus, the context plays a meaningful role when the students had to guess a word and possible meanings, in this field, according to Widdowson (1995), quoted by Malmkjaer & Williams, the concept of context could be defined as "assumptions which are culturally shared as schematic knowledge, and which define an individual as a community member." (Malmkjaer & Williams, 1998. p.4) In this sense, the context also means a cultural background that students may use in order to develop a meaningful learning, due to it is not something that is outside from them, they are immersed into a cultural sphere where the context also permeates the vocabulary learning.

Another classroom observation showed a situation in which two students had to make a dialogue according to three medical supplies images they had to randomly choose

from a black plastic bag, consequently, both students had to perform the dialogue to the classroom and by using the images and their classmates had to guess the correct ache or disease. At the beginning of the activity, both students took: an icepack, a thermometer and a bed:

**Teacher:** 3,2,1... go ahead! **S1:** ¿What's happens? **S2:** I feel bad, my head hurts and I am so hot. **S1:** Use this (she showed the thermometer) ... S1 used the thermometer **S1:** This is 40, it's so hot, take this (she showed the icepack) and take a rest (She showed the bed). **Teacher:** What was the ache? A student from group number four: **S3:** He has fever and headache.  
[video transcription No. 1, March 3, 2016. Lesson plan No. 3 Lines from 1 to 6]

Evidently, the pair of students that performed the dialogue did not mention the names of the aches, they just used the images and phrases to express an ache or disease, thus, the classroom had to guess the possible ache through the created context made by two classmate performance. Accordingly, guessing by the context was another resource that fitted properly in collaborative situations as the students could be supported by images, dialogues, and descriptions created by their classmates and find out solutions, answers of any problem.

#### **Category 4. Promoting Interaction and Developing Social Skills**

In this category, the students' performances demonstrated how they could encourage and facilitate each group members' effort to reach group goals on the basis of comfortably and confidence. As Johnson, Johnson & Smith (2006) mention, when students were enrolled to work in groups, each member performance encourages to each other to achieve a goal. When students did not feel comfortable by working in groups the whole performance was affected and each member's intervention ended up in individual efforts. Up to this point, data results showed a noteworthy influence of the type of activities by the time of interaction, especially when activities were designed by taking into account students' interests and likes.

In addition, the development of *social skills* allowed students to interact and express themselves by working in groups. As Johnson, Johnson & Smith (2006) point out, social skills refer to interpersonal and small group skills that can be used to complete the group task and include communication, participation and conflict management skills. To start with, through the development of participation, the students will enhance any collaborative strategy, on the basis that, collaboration means at least, the interaction between two persons, a collaborative situation promotes a sense of initiative to take a first step and join in a group. Thereby, data results revealed how the following four sub-categories arose from the proposed activities to promote interaction and develop social skills.

**Encouraging Individual members' performances:** This sub-category emphasized on the ability to encourage the members of the group to perform efficiently, in this regards, the students had to manage attitudes in order to help their classmates to perform accurately and actively in the activities, giving them the opportunity to express and listen their ideas in order to correct their mistakes and share their knowledge to fulfil a task. The following excerpts of a survey were subtracted after a collaborative activity of the cycle two. Hence, the students explained their points of view about how they felt when they were encouraged by their peers to participate.

3. Qué tan motivado te sentiste por tus compañeros de equipo para aportar y ayudar en el trabajo de equipo?








Muy motivado    Motivado    Moderadamente motivado    Muy poco    No me sentí motivado

Por qué: poco que al equivocarme ellos me corregían y me motivaban  
 4. ¿cómo consideras el trabajo de tu grupo en esta actividad?

[Survey No. 4. p. 87 - September 8th 2016]

3. Qué tan motivado te sentiste por tus compañeros de equipo para aportar y ayudar en el trabajo de equipo?

Muy motivado    Motivado    Moderadamente motivado    Muy poco    No me sentí motivado

Por qué: Porque me escuchan y me ayudaron

[Survey No. 4. p. 87 - September 8th 2016]

It is undeniable that students tried to make suggestions among their classmates in order to achieve an activity successfully, subsequently, it made them feel motivated bearing in mind that through the collaborative learning they could express their doubts and solve them with their classmates' support. Moreover, pupils started trusting in their classmates' knowledge and also, they considered that their mistakes were not hindrances to participate in the activities, they also were aware of the work group because, as is stated in the third quote, they could find the best answer by gathering their thoughts.

**Sense of competitiveness** It referred to the purpose of finding success over other classmates when the activities demanded a high degree of group effort. In this category, findings displayed students' rejection of losing in competition activities. They tried to discover and seek a path to have a better performance than the other participants. This quest influenced group members to make bigger efforts to accomplish activities and exercises. Furthermore, this involve all the students to participate as best as possible. In the following extract of a semi structured interview, the students expressed that they feel more motivated when they won. Meanwhile, the students that did not win felt demotivated.

Interviewer: ¿Se sintieron motivados trabajando en equipo? S1: Sí, nos ayudamos entre todos y nos entendíamos. S2: Sí, pero no pudimos ganar ni encontrar un pokémon, siempre nos gana el grupo de (another student).

Interviewer: cómo sintieron el trabajo en equipo durante todo este tiempo. S1: bien. S2: ¡Muy bien, en la última actividad no queríamos perder y a lo último le ganamos al otro grupo y encontramos un pokémon!

[Semi-structured interview No. 3. September 21, 2016. Lines from: 63 to 68]

By means of the sense of competitiveness there were developed some interesting features in the process of achieving common goals like; commitment, effort, motivation, satisfaction. For example, when the S2 said: “*We did not want to lose but at the end we won*” this revealed that his group was committed with this activity, and that they made a bigger effort to find a pokemon and be the winners of the activity. Meanwhile, the S1 was upset to have lost, the student 2 was motivated and also satisfied of being accomplish their purpose in this activity.

A class observation also evidenced how two groups of students reacted when they had to play a tag game. In this activity, the group that obtained the greatest number of “defrosted” members was going to be the winner. To do this activity a member of a group was the one who “froze” by touching a student and saying any member of a family and another member of the group had to “defrost” by touching the frozen student and saying a job or a profession, without repeating that type of vocabulary. At the end of the activity one group was the winner because it got 6 defrosted students against 8 from the other group:

The game began and both groups seemed dynamics, the students were frozen rapidly and the one who defrosted looked very slow to do it. Then, after barely one minute, the second group already had 5 frozen students out of 8, meanwhile the first had all the 8 students, suddenly, the members of the first group started encouraging both takers because they felt that the other group was closer to win. Finally, as it was expected, the second group won and all the members celebrated their victory.

[Class observation. Field note No. 8 May 8, 2016 Lines from 12 to 19]






Evidently, when the students started the game, both groups seemed enthusiastic in the activity, it meant that, the type of activity motivated them in collaborative situations

because they had to interact and play in groups. Afterwards, during the development of the activity, both groups showed anxiety at finishing the activity and won quick, besides, the second group demonstrated more commitment among the members since they permanently looked at the leader and asked him more clues for getting vocabulary. In the second group, all the members tried to encourage their leaders but one of them was really slow to defrost the students because of his delayed displacements. At the end of the game, the winner group seemed very satisfied, especially, because they made considerable effort to achieve the goal in a competence. To conclude, the sense of competitiveness revealed the encounter of the encouragement and desire to win when students were involved in collaborative situations that demanded group's commitment, organization and challenge, thus, data results denoted a strong relation between the encouragement of individual members' performances and sense of competitiveness through the development of the promotive interaction strategy.

**Gaining Interaction and participation among students.** The collaborative learning allows students to interact among their peers indistinctively, considering that the activities interaction was promoted as a consequence of the simultaneously conversations among the different groups. In addition, it is necessary to bear in mind that the social skills were developed since the students tried to hear their classmates and to take the floor to learn and find a possible solution at the time to have different perspectives. Finally, they not only shared their knowledge with other students but also the enjoyment of some activities.



1. ¿Cómo te sentiste trabajando esta actividad en grupo?

Excelente      Muy bien      Bien      Regular      Mal

Por qué: Porque la verdad participé porque me escucharon y trabajamos en equipo

2. ¿Cómo sentiste tu desempeño individual para aportar al trabajo en

[Survey No. 4. September 8th 2016]

**Discovering the sense of unity:** Regarding to this category, students were able to discover a sense of unity because they learnt to face problems as well as to find solutions to the main issues as a group. Moreover, pupils share what they knew to support other students. As a consequence, they started to understand that the other students have to be taken into account to have better perform and also as a result of the other student's needs:

**S4:** Pues si uno tiene dificultades, todo el grupo lo trata de ayudar, y si no entendemos, entre todo el grupo tratamos de mirar qué cosa puede ser. [Semi-structured interview No. 3. September 21, 2016. Lines from: 63 to 68 Lines from 46 to 47]

It can be observed that students reflected about how they could find a solution as a group. Moreover, students who have some doubts of the activity were taken into consideration by the team mates who felt the necessity to support their classmates. Thus, the student's individual knowledge was not the most important issue, in the discovering the sense of unity the solidarity to all the participants is an important factor that involves to all the group improving their relationships among the students.

This chapter presented the analysis of the data collected as well as the findings of this study. The categories that emerged from the analysis were defined and characterized in the light of theory and supported by data collected through different instruments. In the following chapter, the conclusions, implications, limitations and further research will be presented.

## CHAPTER 6

### CONCLUSIONS AND IMPLICATIONS

This chapter presents the main conclusions of the study based on the findings, and also the implications of this research study for the A1 EFL classroom and the field of Collaborative Learning, and for the institution where this project was carried out. It also discusses the limitations of the study and finally some suggestions for further research.

#### Conclusions

This qualitative action research study aimed at describing the impact of the implementation of Collaborative strategies to promote a meaningful vocabulary learning. The research question that guided this study was:

- What is the impact of implementing Collaborative strategies to promote a meaningful Vocabulary Learning in an A1 EFL classroom?

In response to the research question the data showed that the implementation of collaborative strategies data results revealed that students used two main collaborative strategies: *Positive interdependence* and *Group processing* that influenced students' vocabulary learning in terms of sharing ideas among students and eliciting individual students' knowledge for achieving common goals. In this sense, the data showed for the promoting interaction, that the students needed to elicit what they previously knew, firstly, as a way to "break the ice" specially, when they had to interact with classmates that did not have common interests or simply, they were not friends. Secondly, to acquire a meaningful vocabulary learning, thereby, it was necessary to integrate students' background with all the proposed activities in order to create new experiences and knowledge. For this reason, the students needed to share and express their ideas, emotions and feelings to build a base in which the learning became meaningful. Up to this point, findings disclosed a high degree of

ideas shared in all the proposed activities, since, there was not a single activity in which the students did not have to share ideas and make use of his/her personal background.

Concerning students' resources to acquire a meaningful vocabulary learning, data results evidenced two essential tools used by the students *using flashback for remembering key words* and *guessing by the context to find out possible meanings*. The first one was effective when the students felt activities that demanded a high degree of participation and interaction. The second one, was important when students had to make use of the target vocabulary in real situations, as the data betrayed, the students performed and interacted by using the context as a basis of to make hypothesis and find out possible meanings.

Furthermore, data revealed in this study that students improved their social skills due to the encouragement of individual members' performances and the sense of competitiveness. These social skills were meaningful in the vocabulary learning process due to the students could not exclusively transmit a message by means of words, but they felt and expressed insights by means of words among themselves. As the findings demonstrated, the students were characterized by a high degree of autonomy when they took initiatives and decisions to encourage members' group efforts for achieving common goals, moreover, as data analysis showed, now the fourth-grade students are active and participative agents when collaboration is required, they recognized that are a family with different background, interests, feelings, abilities but they can interact and reach goals together.

All in all, the impact of the implementation of collaborative strategies to promote meaningful vocabulary learning could change students' interaction, participation and coexistence in their EFL classroom considering that, the students became aware of their own actions and its positively or negatively impact in the group's performance and also, in their classmates' learning process.

## **Implications**

Throughout the implementation of this project, there are three implications that arise in this project. In the first part of this section, I focus on the ELT community in Colombia and the field of Collaborative learning; then, I present possible implications for the Instituto Pedagógico Nacional, which is the institution where I developed the project, and then for the participants in the research and finally, myself as a pre-service teacher.

Firstly, carrying out this project in which the collaborative and vocabulary learning implies promoting pedagogical strategies that respond to the ELT community. Through the development of this project, I discovered that the vocabulary learning becomes meaningful when it is conceived through collaborative activities. In this way, the students recognized the words as something important in the interaction and EFL learning process, not only to transmit a message but as way for self-expression and knowledge.

Education should have a collaborative learning perspective due to the students coexist as little community groups in their schools and classrooms. In this sense, when the students realize that the knowledge is built of diverse spheres of wisdoms and they can learn and find out differences and similarities by recognizing the others, it becomes the first step to collaborate. Accordingly, when collaboration begins, it facilitates not only the way of learning but also group management and evidently individual efforts to contribute to group efforts.

In regards to the implications this study may have for Instituto Pedagógico Nacional, it is important to emphasize that this study should contribute to educate critical and active members of the Colombian society than can find a sense of unity and identity to change social realities by unifying efforts as a team. As the same time, the educative community of this school is constantly carrying out pedagogical projects from various

academic areas that involves the participation of the students. In this sense, it would be interesting to include the EFL in those projects, it means, not only leave the EFL for the day of the language celebration but, include it, for example, in theater or music performances when the students can interact and make use of specific vocabulary through collaborative activities.

The final implications have to do with my own role as pre-service teacher. During the application of this study and also, my first experience at teaching in a school, it was really interesting to see the way in which I can conduct and teach vocabulary through the collaborative strategies; especially when there is a large number of the students into a classroom and they need to interact and express in English.

### **Limitations of the study**

In relation to the implications of this project, I will describe the challenges that I faced during the implementation the study.

First of all, it was an important drawback to find that there was not enough time in order to develop the entire collaborative activities. Give that during the interventions the chronogram of the institution scheduled just 45 minutes from Monday to Thursday to take English classes. Unfortunately, due to the nature of the collaborative activities and the number of the students in the classroom, it was very difficult to design activities for 45 minutes, taking into account the population (children), the times' recesses, school activities among others. In this way, the lesson plans were designed for 90 minutes, it meant, to begin one day a finish another day, and sometimes we had to interrupt the activity because of the brief time.

On the other hand, when the students had to respond a survey some of the students' answers were not clear, especially because they are improving writing skills, in both mother and English tongue. Besides, sometimes I could not have the opportunity to remake the surveys or ask for clarifying students' answers because of the time.

Finally, the classroom was very tight bearing in mind that the group was composed by 35 students. In addition, the students' desks were double and it was hard to move or rearrange the classroom in different ways, consequently, some of the collaboratives activities were done outside the classroom when the weather allowed it.

### **Further Research**

This research study provided important insights to promote a meaningful vocabulary learning through the implementation of collaborative strategies; in this sense, this study has pointed out collaborative ways to deserve further exploration.

To begin with, taking into account the students' awareness of interacting and performing in EFL collaborative activities regarding specific meaningful vocabulary learning, it could be interesting to explore other features of the English language such as grammar, listening or reading through the implementation of collaborative strategies keeping in mind that the collaborative strategies fit properly in students' population and consequently, it becomes the traditional classroom into the collaborative classroom. This could widen our perspective to understand students' meaningful learning and build solid bases for guidance.

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## ANNEXES

### Annex No. 1 – Informed Consent

#### CARTA DE CONSENTIMIENTO INFORMADO

Blended Learning

Docente en formación: Juan Sebastián García Molano  
Universidad Pedagógica Nacional

Como es habitual en el proceso de aprendizaje de los estudiantes del INSTITUTO PEDAGÓGICO NACIONAL contar con docentes en formación de la UNIVERSIDAD PEDAGÓGICA NACIONAL en los salones de clase de diversas áreas, me dirijo por medio de esta carta a los padres de familia y/o acudientes de los estudiantes del curso 404 de solicitar su consentimiento para un acompañamiento continuo en la realización y supervisión de actividades en casa en el ambiente de aprendizaje virtual disponible en <http://xocigeleka.jimdo.com/?logout=1> a partir de la semana próxima.

Esto se debe a que, en clase de inglés se está adelantando un proyecto en el cual se desea integrar el uso de las T.I.C (tecnologías de la información y la comunicación) para fortalecer el aprendizaje en esta área, por tal razón, es importante la supervisión de los padres de familia acerca del uso y navegación sana del internet

Es pertinente resaltar que los estudiantes únicamente disponen de 90 minutos de clase al mes en la sala de bilingüismo del IPN, por lo que el acompañamiento y el trabajo autónomo en el hogar es indispensable para fortalecer el aprendizaje del inglés como lengua extranjera en el uso de herramientas y plataformas virtuales de manera consiente y responsable.

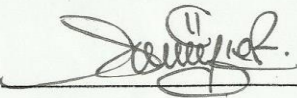
De igual manera se solicita autorización para la toma de muestras documentales como encuestas, entrevistas, registros de audio y/o video que son indispensables para la realización de dicho proyecto.

Cabe mencionar que la participación es voluntaria y se garantiza uso reservado de la identidad de los estudiantes en fuentes de publicación de la UNIVERSIDAD PEDAGÓGICA NACIONAL o externas a ella.

Agradezco su colaboración y atención.

El \_\_\_\_\_ señor \_\_\_\_\_ o \_\_\_\_\_ la  
señora Angie Carolina Romero  
identificado (a) con C.C. 53'117.828 de Bogotá padre  
o madre del/la menor Elizabeth Caballero R identificado (a) con  
NUIP 1010761371

Autoriza la participación del estudiante y la colaboración del padre de familia en el desarrollo de las actividades anteriormente descritas.

Firma 

¡¡Gracias x el apoyo!!

Annex No. 2 – Surveys

Survey No. 1 – Students' information and Interests

Date: March, 2<sup>nd</sup> 2016

**INSTITUTO PEDAGÓGICO NACIONAL**  
Encuesta No. 1

Nombre: Heiner Rincon Edad: 9 años Curso: 404

¿Tienes acceso a internet en tu casa?  
Sí  No

¿Te interesa aprender inglés?  
Sí  No

¿por qué?  
Porque es una lengua extranjera

¿Estudias inglés en tu tiempo libre?  
Sí  No

Si respondiste sí a la pregunta anterior, responde la siguiente pregunta: ¿cuánto tiempo empleas para estudiarlo? (marca una x)

a. 15 minutos   
b. 30 hora   
c. 1 hora   
d. más de una hora

A la hora de realizar una tarea de inglés en casa a quién acudes ...

a.  Padres  
b.  hermanos  
c.  primos  
d.  Ninguno de los anteriores  
e.  otra ¿cuál? \_\_\_\_\_

¿Cuando tienes que realizar una actividad en inglés prefieres hacerla? (marca con una x)

A) Solo  b) Con el compañero más pilo de la clase   
c) En grupo  d) Con un compañero que sepa poco

Otra ¿cuál ? : solo

¿Qué actividad realizas con más frecuencia en clase de inglés?  
draw

a. Leer en inglés

b. Escuchar en inglés

c. Hablar en inglés

c. Escribir en inglés

Otra: todas

¿Cuál es la actividad que más te gusta hacer en inglés?

a. Leer en inglés

b. Escuchar en inglés

c. Hablar en inglés

c. Escribir en inglés

Otra: todos

¿Cuándo tienes alguna duda en inglés o no entiendes con claridad algún tema prefieres preguntarle a...?

a. Un amigo del colegio o de la clase

b. Al profesor

c. Alguien de tu familia

c. Al compañero que más entiende inglés

¿Cuáles son materiales (vídeos, imágenes, audios, cuentos, canciones) que más te gustan para aprender inglés?

quien

¿Cuáles son las actividades (juegos, competencias, llenar espacios en blanco, cantar) que más te gustan para aprender inglés?

juegos canto

Cuando estás en clase de inglés tienes en cuenta...

a. Solo lo el profesor dice opinan

b. Lo que tus compañeros dicen y

c. Solo lo que tú dices y opinas

c. Lo que el profesor y toda la clase

opina (incluido tú mismo)

Otro: no

Mariana Limeruz Jimenez



INSTITUTO PEDAGÓGICO NACIONAL

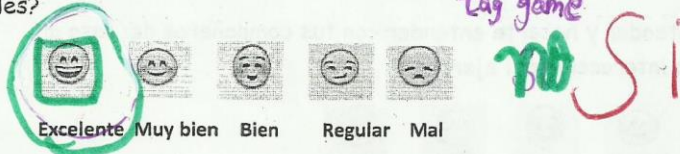
Encuesta No 2- Lesson plan No 8 - Calling the Thompson Family

Responde a cada pregunta seleccionando la carita que más se identifique a lo que piensas:

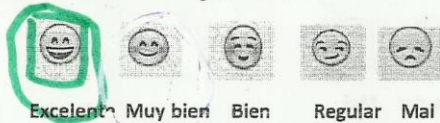


Excelente Muy bien Bien Regular Mal

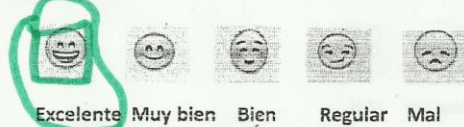
1. ¿Habías trabajado ejercicios de este tipo (role play) antes en clase de inglés?



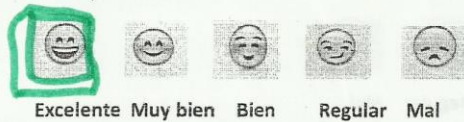
2. En este tipo de ejercicio se necesitó de la participación de todos los estudiantes en la clase; ¿te sentiste bien al asumir un rol de un miembro de la familia Thompson (por ejemplo, tío) y estar atento(a) a tu llamada telefónica para intervenir en el ejercicio?



3. ¿Cómo te sentiste al trabajar en grupo con TODO(A)S tus compañeros del salón de clase?



4. ¿Sentiste que tus intervenciones durante el ejercicio fueron bien aceptadas por tus compañeros?





INSTITUTO PEDAGÓGICO NACIONAL

Encuesta No 3- Lesson plan No 11 - Special dates and celebrations

*Natalia Betancur 404*

Responde a cada pregunta seleccionando la carita que más se identifique a lo que piensas:



Excelente Muy bien Bien Regular Mal

1. ¿Habías trabajado ejercicios de este tipo (tag - game) antes en clase de inglés?



Excelente Muy bien Bien Regular Mal

2. En este tipo de ejercicio se necesitó de la participación de todos los estudiantes en la clase; ¿te sentiste bien al asumir un rol dentro del juego y poder congelar o descongelar a un compañero o estar atento al vocabulario para no ser congelado?



Excelente Muy bien Bien Regular Mal

3. ¿Cómo te sentiste al trabajar en grupo con TODO(A)S tus compañeros del salón de clase?



Excelente Muy bien Bien Regular Mal

4. ¿Sentiste que tus intervenciones durante el ejercicio fueron bien aceptadas por tus compañeros?



Excelente Muy bien Bien Regular Mal

Andrés Santiago Popayán Cortés

Annex No. 2



INSTITUTO PEDAGÓGICO NACIONAL

Encuesta No 4- Lesson plan No. 16 - Parts of the house -  
Prepositions of place - (Promotive interaction)

Responde a cada pregunta seleccionando la carita que más se identifique a lo que piensas:

Excelente      Muy bien      Bien      Regular      Mal

1. ¿Cómo te sentiste trabajando esta actividad en grupo?

Excelente      Muy bien      Bien      Regular      Mal

Por qué: me parece muy bien trabajar en grupo

2. ¿Cómo sentiste tu desempeño individual para aportar al trabajo en equipo?

Excelente      Muy bueno      Bueno      Regular      Malo

Por qué: ser el capitán debes aportar al grupo y ser el mejor

3. Qué tan motivado te sentiste por tus compañeros de equipo para aportar y ayudar en el trabajo de equipo?

Muy motivado      Motivado      Moderadamente motivado      Muy poco      No me sentí motivado

Por qué: aportar al grupo es una gran responsabilidad y mis compañeros muy bien

4. ¿Cómo consideras el trabajo de tu grupo en esta actividad?

## Annex No. 3 – Semi-structured interviews

### Semi-structured interview No. 1 - Transcription

**Date:** October 21th, 2015                      **Hour:** 11:35 a.m.

**Place:** Instituto Pedagógico Nacional

1. **Interviewer:** Edad
2. **S1:** 8
3. **S2:** 9
4. **S3:** 9
5. **S4:** 9
6. **S5:** 9
7. **S6:** 9
8. **Interviewer:** ¿De qué forma les gusta realizar actividades en inglés... individual o en grupo, parejas?
9. **S1:** en grupo.
10. **S2:** Definitivamente grupo.
11. **Interviewer:** ¿Qué tipo de actividades han realizado en grupo?
12. **S2:** En grupo, solo una del libro.
13. **Interviewer:** ¿Trabajan con el libro en grupo?
14. **S4:** Sí, pero cuando la profe tiene que hacer cosas, como encuestas o algo así
15. **Interviewer:** Pero la profe no los divide en grupito sino todos...
16. **S5:** A veces así, digamos el capitán es él y ... o sea, los que son Buenos los pone de capitán.
17. **S3:** O sea, los que son buenos en inglés los ponen de capitanes.
18. **S4:** ... y los capitanes eligen cuatro niños.
19. **Interviewer:** ¿Con qué frecuencia han hecho estas actividades en grupo?
20. **S5:** mmm, como tres veces, o cuatro cuando la profe hace recuperaciones.
21. **S2:** Hemos hecho como una.
22. **Interviewer:** Y en esas actividades en grupo ¿qué les tocó hacer?
23. **S3:** Con las páginas del libro, siempre, y ya.
24. **S1:** Siempre nos toca terminar las páginas del libro o hacer encuestas o ... y ya.
25. **Interviewer:** O sea siempre usan el libro en grupo.
26. **S6:** Sí.
27. **S5:** y el cuaderno.
28. **Interviewer:** ¿Cuáles son las palabras que usan con más frecuencia en inglés?
29. **S3:** Hello, teacher, yes, no, finish, animals, help, people...
30. **S4:** Ninguna otra.
31. **S6:** Esas son así como las más...
32. **Interviewer:** Esas son así más frecuentes
33. **Interviewer:** ¿Alguna vez han hecho presentaciones en inglés?
34. **S5:** No.
35. **S1:** No.
36. **Interviewer:** Han presentado alguna actividad a sus compañeros...
37. **S3:** No, así como que uno habla y el otro responde, o solo que leamos algo y ya. La teacher califica **Interviewer:** Presentaciones son donde te asignan una actividad específica para que a presentes al grupo.
38. **S5:** Como la que hicimos ahorita, que la leamos.
39. **S6:** La niña pregunta algo y el hombre contesta. Así, así con el libro también.
40. **Interviewer:** Eso fue todo. Gracias!

## Semi-structured interview No. 2 - Transcription

**Date:** May 25th, 2016      **Hour:** 11:35 a.m.

**Place:** Instituto Pedagógico Nacional

1. **Interviewer:** Edad
2. **S1:** 10 años
3. **S2:** 9 años
4. **Interviewer:** ¿Cómo se han sentido en clase de inglés desde que empezaron el año, ¿cómo han sentido las clases, se han sentido cómodos? ¿Cómo se han sentido?
5. **S1:** Bien.
6. **S2:** Bien porque las actividades son chéveres, y nos ayudan a aprender más en inglés.
7. **Interviewer:** ¿Qué diferencia ustedes pueden notar entre sus clases anteriores de inglés y éstas?
8. **S1:** Pues antes en las clases de inglés eh, pues yo no me divertía tanto como este año y no hacíamos actividades tan chéveres como estas.
9. **Interviewer:** Bien, o sea, qué diferencias logran establecer, si se sintió un cambio o no han sentido un cambio o no se ha sentido nada, sigue igual.
10. **S2:** Pues si se ha sentido un cambio, antes no había actividades así, y ahora sí. Así de chéveres como para aprender más inglés.
11. **Interviewer:** Bueno, la otra pregunta es: ¿habían trabajado antes en grupo, es decir, con todos los estudiantes en clase de inglés? ¿qué notan ustedes en las actividades que hemos hecho? ¿habían trabajado en inglés con todos sus compañeros? ¿cómo notan eso?
12. **S2:** Yo antes había trabajado con todos los compañeros, pero no hacía así esas actividades
13. **Interviewer:** ¿cómo trabajabas antes con tus compañeros?
14. **S2:** Eh, o sea escribir en el cuaderno, en el libro hacer actividades en el libro, pero no así tan chévere.
15. **Interviewer:** o sea que no los sacaban, no hacían ese tipo de actividades
16. **S1:** Pues sí, también me pasaba eso porque pues a uno pues no lo sacaban para aprender, pues sí, eso y ya.
17. **Interviewer:** La última pregunta. ¿ustedes sienten que el vocabulario que se ha trabajado con estas actividades se ha aprendido mejor, no se ha aprendido tanto? ¿creen que lo pueden usar mejor?... ¿cómo sienten ese vocabulario que están aprendiendo así con esas actividades?
18. **S1:** Eh pues sí, yo entiendo mejor inglés ahora que los años anteriores
19. **S2:** Pues con las actividades uno aprende más, pero si uno copia y si uno hace actividades aburridas le queda más difícil aprender.
20. **Interviewer:** Gracias.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.

## Semi-structured interview No. 3 - transcription

**Date:** September 21th, 2016      **Hour:** 11:35 a.m.      **Place:** Instituto Pedagógico Nacional

1. **Interviewer:** Qué fortalezas vieron en el aprendizaje del vocabulario que hemos visto a lo largo de las
2. actividades trabajadas durante este tiempo.
3. **S1:** Es que podíamos recordar fácil el vocabulario porque nos acordábamos de otras actividades y era
4. más fácil recordarlo, **S2:** Sí como cuando en la actividad de los pokémon, fue fácil porque ya habíamos
5. trabajado las partes de la casa cuando jugamos congelados... **Interviewer:** ¿Qué fortalezas ven en el
6. trabajo en grupo?
- 7.



8. **S1:** En el trabajo en grupo fortalezas es que, antes de responder una pregunta debatimos con el grupo  
9. antes de responderla...
10. **S2:** Dialogamos. **Interviewer:** Y ¿cómo discutían? **S2:** Pues, cada uno decía lo que se debía hacer o lo  
11. que pensaba y luego mirábamos si estaba bien o no, o pues si alguien tenía una mejor idea, pues, la  
12. incluíamos.
13. **Interviewer:** ... ustedes cómo determinan la ruta de acción, o sea, cómo hacen para decidir la  
14. elaboración de actividades, es decir, cuando hay una actividad cómo dicen: bueno vamos a trabajar así  
15. o vamos hacer esto, cómo ustedes determinan esa ruta de acción para elaborar actividades.
16. **S1:** Haciendo nuestro mayor esfuerzo con nuestro equipo y pensando primero cómo lo vamos a hacer.
17. **Interviewer:** ¿Bueno piensan primero en cómo lo van hacer y luego...?
18. **S2:** Pues, aportar como ideas para estar de acuerdo.
19. **Interviewer:** ¿Cómo se organizaron cuando tenían que hacer una actividad en grupo?
20. **S1:** Pues Nosotros nos organizamos pues (another student) y yo, (a student) y (another student) que  
21. entonces si nos tocaba dibujar algo pues ellos lo hacían bien **S2:** Sí, ellos eran mejor dibujando. **S1:** Sí,  
22. y que (a student) y yo pues nos pusiéramos a decir como cuales palabras nos servirían para colocarle el  
23. nombre **S3:** ¡o... contribuir a la frase!
24. **Interviewer:** ¿Y les funcionó esa manera de organizarse? **S1:** ¡Sí nos funcionó, ganamos en casi todas  
25. las actividades!
26. **Interviewer:** ¿Cuándo tenían que hacer la actividad en grupo y había acciones que no servían, que  
27. salían mal, las descartaron, es decir, sacaron lo que no les servía o simplemente siguieron trabajando  
28. conformemente?
29. **S1:** Pues... sí las descartamos... **S2:** Una vez nos atrasamos un poquito, sí, que terminamos un poco  
30. tarde porque yo estaba escribiendo y pues, o sea, todos ya habían escrito (los otros grupos) y me tardé  
31. en escribir... **S4:** ¡Nos tardamos en escribir!
32. **Interviewer:** Y bueno cómo superaron eso... **S3:** Pues “gritándole” jaja, explicándole para copiar más  
33. rápido, entonces necesitábamos apoyarnos, pero el tiempo se nos acabó.
34. **Interviewer:** ...Consideran que los conocimientos previos, o sea, lo que tú sabes de inglés, (to another  
35. student) y lo que tú sabes de inglés ¿sirven como aporte para trabajar en equipo?
36. **S1:** Sí porque podemos saber diferente, entonces si yo no lo sé ella me lo puede decir y yo aprendo.
37. **S2:** Podemos aclarar dudas entre nosotros sobre un trabajo que estamos haciendo, nos podemos aclarar  
38. dudas...
39. **S3:** Sí porque pues el vocabulario que hemos aprendido antes, pues, a veces ya está en los trabajos que  
40. estamos haciendo y también hay nuevos así que podemos aprender.
41. **S4:** Pues si uno tiene dificultades, todo el grupo lo trata de ayudar, y si no entendemos, entre todo el  
42. grupo tratamos de mirar qué cosa puede ser.
43. **Interviewer:** ¿Consideran que su conocimiento previo de inglés ayudó, aportó para hacer una  
44. actividad en equipo? **S1:** sí, pues todos aportamos, lo que entendíamos de las cosas y pues  
45. relacionábamos el tema que estábamos viendo y pues escribíamos lo que estamos viendo como el *there*  
46. *is*. **S2:** Sí, él sabía mucho de pokémons ... **S3:** Pues, como nuestro conocimiento que todos tenemos en  
47. inglés no es mayor ni menor en todo, porque todos somos iguales en inglés y podemos aportar al grupo  
48. sin ser el mejor.
49. **Interviewer:** Cuando tenían que organizarse para realizar actividades, ¿cómo lo hacían?
50. **S1:** Pues, primero mirábamos qué tocaba hacer y luego nos organizábamos. **S2:** pues, o sea,  
51. dependiendo porque con la actividad de la familia *Thompson* nos tocó hacer muchas cosas.
52. **Interviewer:** Cómo cuáles, qué cosas. **S2:** Pues, por ejemplo, S4 tenía muchas ideas, pero, no nos  
53. poníamos de acuerdo y luego a S1 se le ocurrió escribir la descripción que cada uno tenía que hacer  
54. para llevárnosla a la casa y aprendérnosla y así lo hicimos... **S3:** Sí discutíamos mucho, pero al final  
55. nos decidíamos.
- Interviewer:** Y les funcionó, es decir esa idea. **S3:** Sí claro, nos fue bien jaja pues en esa actividad.

## Annex No. 4 – Video transcriptions

### Video transcription No. 1

**Date:** March 30<sup>th</sup>, 2016.                      **Hour:** 9:00 a.m.

**Place:** Instituto Pedagógico Nacional

1.     **Teacher:** 3,2,1... go ahead! **S1:** ¿What's happens? **S2:** I feel bad, my head hurts and I am so
2.     hot. **S1:** Use this (she showed the thermometer) ... S1 used the thermometer **S1:** This is 40,
- 3..    it's so hot, take this (she showed the icepack) and take a rest (She showed the bed). **Teacher:**
4.     What was the ache? A student from group number four: **S3:** He has fever and headache.
5.     **Teacher:** Very good. **All:** Eeny, meeny, miny, moe catch a tiger by the toe If he hollers let
6.     him go, Eeny, meeny, miny, moe My mother told me to pick the very best one and you are
7.     not. (there are some selected students to participate) **Teacher:** Go ahead kids **S1:** the nurse
8.     asks the patient by spreading her arms in sign of questioning: What's the problem? **S2:** He
9.     takes his jaw with his right hand and points out at his mouth with his index finger and do not
10.    say anything **S1:** The nurse looks at the doctor and asks again: what's the problem? While the
11.    patient still holding his jaw with his right hand and nodding in sign of desperation, the doctor
12.    says: **S3:** "a toothache, go the dentist!" and he takes some pills...
- 13.
- 14.

### Video transcription No. 2

**Date:** May 12<sup>th</sup>, 2016.                      **Hour:** 9:00 a.m.

**Place:** Instituto Pedagógico Nacional

1.     **Teacher:** Now, we are going to play eeny meeny miny moe. And I am going to give you
2.     three balls and you are going to pass them. All right? **All the students:** ¡Sí! **All the students:**
- 3..    Eeny, meeny, miny, moe catch a tiger by the toe If he hollers let him go,
4.     Eeny, meeny, miny, moe My mother told me to pick the very best one and you are not.
5.     **Teacher:** You three come here. **S1:** ¡Yo no quiero pasar! **Teacher:** So kids, depending on the
6.     color ball you have, you are going to act like; the doctor, the nurse or the patient. It is clear?
7.     **S1:** No entendí **Teacher:** You are going to act according to the ball you have, blue ball is for
8.     the doctor, the red one is for the patient and the green ball is for the nurse. **S2:** "...Ah ya sé,
9.     pues usted es la enfermera y me pregunta: *What's the problem?* Y yo entonces me
10.    hago el que me duele la cabeza: *ah ah I have a cough!* Ps, para que use las pastas y
11.    listo, (the other student answered: *jaja bueno*) **S3:** "yo comienzo, *what is the*
12.    *problem?* ahora es tu turno *I have a cough!* y ahora el tuyo. (un estudiante se queda
13.    inmóvil) another student says: tú tienes que tomar las pastillas *ahh some pills, take*
14.    *some pills.*
- 15.
- 16.
- 17.
- 18.

Annex No 5. Field Note

FIELD NOTE # 16

<p><b>INSTITUTION:</b> Instituto pedagógico Nacional I.P.N  <b>HOMEROOM TEACHER:</b> Marcela Martinez  <b>NUMBER OF STUDENTS:</b> 35</p>	<p><b>OBSERVER:</b> Juan Sebastián Garcia  <b>DATE:</b> September 15<sup>th</sup> 2016  <b>TIME:</b> 11-45- 12:30</p>
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N°	OBSERVATIONS	N°	ANALYSIS
1	The class started at 11:45, the students entered into the classroom after	1	At the beginning, all the groups showed expectation about the activity
2	a recess of 30 minutes and they organized themselves the work	2	because of the big poster hanged out on the withe board, they asked what
3	groups. While it occurred, I hanged out a big poster of a house divided	3	were we going to do, if the activity was in groups etc. It meant that all the
4	into four parts with its corresponding furniture: the house façade with	4	students were ready to study and participate, they liked and enjoyed to
5	a garden, a bathroom, a living room and a bedroom.	5	work in groups.
6	There were also nine little circles with an exclamation mark in the	6	Afterwards, when I was explaining the dynamic of the activity with a
7	middle. Each circle represented a hidden Pokemon located in a specific	7	group in front of the poster, all the students were focus on what they had
8	place that referred to a preposition of place. In this sense, the idea of	8	to do, even, some of them began preparing and talking among them about
9	the activity was that each group have some strips of paper in which they	9	which one was going to write, speak and how were they going to proceed
10	need to write a question e.g. <i>Is there a Pokemon behind the tree?</i> and	10	in the activity.
11	attach it with a push pin on the pokeball. When students have their	11	
12	questions in their pokeballs, they are going to ask another group for a	12	
13	hidden pokemon on the poster by throwing the pokeball to the chosen	13	
14	group. When the chosen group catches the pokeball, the members of it	14	
15	need to verify if the written question on the strip of paper is correct, if	15	When the students had to build a question by using parts of the house and
16	not, automatically the group who wrote the question lose that round,	16	furniture vocabulary to find a pokemon, they started evoking the parts of
17	but if so, one integrant of the chosen group is going to verify the	17	the house vocabulary already worked in the lesson plan No. 15 but they
18	pokemon's existence by lifting the circle on the poster. <i>E.g Group No.1</i>	18	asked among them if a word was well used or not: "No, rug es alfombra
19	<i>asks: Is there a pokemon on the tree? Group No. 4 responds: Yes, there</i>	19	no es cortina, pregúntale a ... (another student) cierto?... sí ella tiene
20	<i>is! Or No, there isn't.</i> (Note: there were some extra little circles pasted	20	razón!" It meant that, firstly, the students could remember the vocabulary
	on the poster, it meant, not all the circles had a hidden pokemon).		
	Keeping in mind the dynamic of the activity, I gave the students the		

21	previous explanation but doing a drill with a group. In this way, I asked	21	through the dynamics of activities in previous lesson plans, therein, it
22	the students if the goal and the procedures of the activity were clear and	22	demonstrated to me that the vocabulary applied in these activities have
23	there were no questions.	23	been meaningful. Secondly, there were interaction, participation,
24	Consequently, we began the activity and all the groups started making	24	discussion, agreement, reflection and collaboration among all the
25	the questions on the strips of paper to find a Pokémon, I monitored the	25	members of the groups.
26	groups in order to clarify doubts, in that moment, I realized that the	26	
27	students were very active and all the questions arose, some of the	27	
28	groups asked me about the questions they had to write, if they are	28	
29	correct or not and I answered that we needed to verify them in the next	29	
30	part of the activity. All the groups looked at the poster to check the	30	
31	preposition, the part of the house and furniture. After 15 minutes, we	31	
32	began the next part of the activity, as the groups were listed from 1 to	32	
33	9, Each group started as follows: Group one and two threw their	33	
34	pokeballs with the attached questions to groups three and four,	34	
35	immediately, all the member of groups three and four checked the	35	
36	questions. The question first question made by the group one was	36	
37	incorrect: "Is there in front of the door" the members of group three	37	
	identified the mistake and then they made the correction.		

## Annex No. 6 - Lesson plan

### INSTITUTO PEDAGÓGICO NACIONAL Lesson plan No 16

**TEACHER'S NAME:** Juan Sebastián García

**CEFR:** A1     **DATE:** For 12th and 15<sup>th</sup>, September, 2016.

**TOPICS:** There is/are – Prepositions of place. **Time:** 90 minutes

**GOAL:** At the end of these two sessions the students will use *Prepositions of place* and *There is/are* in affirmative, negative and question forms by means of a collaborative activity and an evaluation.

#### Research Question

What is the impact of the implementation of collaborative strategies to promote a meaningful vocabulary learning in an A1 EFL classroom?

#### ACHIEVEMENTS INDICATORS:

- Identifies the uses of the There is/are in affirmative, negative, and question forms.
- Uses parts of the house and furniture vocabulary.
- Identifies the uses of prepositions of place.
- Participates and shares actively with his/her teacher and classmates.

**GRAMMAR:** There *Is/Are* and *Prepositions of place*.

**KEY VOCABULARY:** Family members, jobs and professions vocabulary.

**MATERIALS:** balls, push pins and a worksheet.

- 1. Activity 1. I've got a Pokemon! (Promotive interaction)** The purpose of this activity is to interact and encourage the members of each group to facilitate each other's efforts by sharing information and opinions. The students need to be organized in groups as they know. (Eight groups of four people and 1 of 3 with the corresponding leader.) The teacher is going to paste a big poster on the board that shows some parts of a house. Then, the teacher is going to give a *pokeball* (made of polystyrene) for each group. (See annex No. 1).

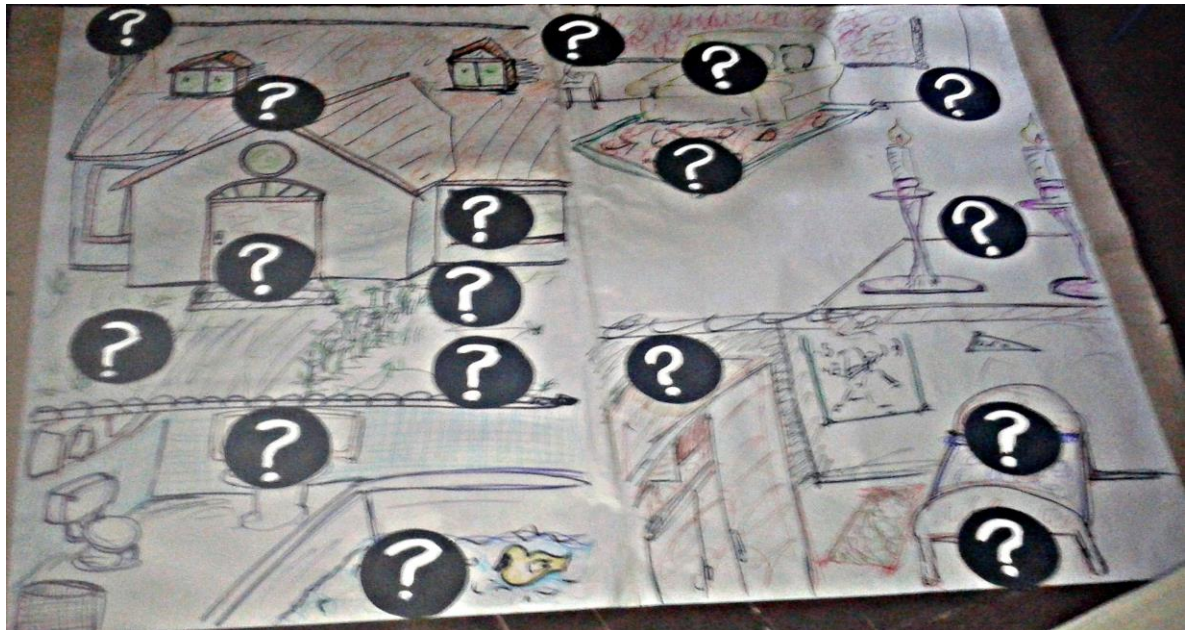
On the poster there will be nine little circles with an exclamation mark in the middle. Each circle represents a hidden Pokemon and is located in a specific place that refers to a preposition of place. Each group has some strips of paper in which they need to

write a question e.g. *Is there a Pokemon behind the tree?* and attach it with a push pin on the pokeball. When students have their questions in their pokeballs, they are going to ask another group for a hidden pokemon on the poster by throwing the pokeball to the chosen group. When the chosen group catches the pokeball, the members of it need to verify if the written question on the strip of paper is correct, if not, automatically the group who wrote the question lose that round, but if so, one integrant of the chosen group is going to verify the pokemon's existence by lifting the circle on the poster. *E.g Group No.1 asks: Is there a pokemon on the tree? Group No. 4 responds: Yes, there is! Or No, there isn't.* (Note: there are some extra little circles pasted on the poster, it means, not all the circles have a hidden pokemon) This activity could change the dynamic; the teacher can make a question for each group or each group can work individually by making questions among them, the important is not to lose sight of the target vocabulary and the collaborative strategy (45 minutes).

**Activity 2. Evaluation.** This Evaluation aims to assess the uses of the Verb to be, there is/are, prepositions of place and the vocabulary worked in lesson plans 15 and 16 (See Annex No2.). (Time 45 minutes).

16 (See Annex No2.). (Time 45 minutes).

### Annex No1.





# INSTITUTO PEDAGÓGICO NACIONAL

## ENGLISH – EVALUATION

Full Name \_\_\_\_\_ Date \_\_\_\_\_

### 1) Verb to be – Complete the following exercises.

<p><b>Write in the correct Verb to be</b></p> <ol style="list-style-type: none"> <li>Cindy _____ my best friend.</li> <li>Peter and Kate _____ classmates.</li> <li>Johnny _____ my brother.</li> <li>You _____ a good student.</li> <li>They _____ in the classroom.</li> <li>It _____ an apple.</li> <li>Felicia and I _____ sisters.</li> <li>I _____ her teacher.</li> <li>It _____ a book bag.</li> <li>You _____ a doctor.</li> </ol>	<p><b>Re-arrange the sentence.</b></p> <ol style="list-style-type: none"> <li>I / not / a teacher. / am _____</li> <li>She / my mother. / is _____</li> <li>The boys / playful. / are _____</li> <li>The girl / in the room. / is _____</li> <li>We / not / are / at home. _____</li> <li>My dad / smart. / is _____</li> <li>My mother / a housewife. / is _____</li> <li>She / not / my sister. / is _____</li> <li>The teacher / angry. / is _____</li> <li>The dog / in the kennel. / is _____</li> </ol>
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<p><b>Look at the pictures and answer the question</b></p> <ol style="list-style-type: none"> <li>Is he a teacher? <u>No, he is not.</u></li> <li>Is it an elephant? _____</li> <li>Is it a pencil? _____</li> <li>Are they twins? _____</li> <li>Is he in the park? _____</li> <li>Is he a painter? _____</li> <li>Is Ricky in the living room? _____</li> <li>Is mom in the kitchen? _____</li> <li>Is your dad a postman? _____</li> <li>Are the books on desk? _____</li> <li>Are you Mrs. Perkins? _____</li> <li>Is the broom behind the door? _____</li> </ol> <p style="text-align: center;">iSLCollective.com</p>	<table border="1"> <tr> <td>1 </td> <td>2 </td> <td>3 </td> <td>4 </td> </tr> <tr> <td>5 </td> <td>6 </td> <td>7 </td> <td>8 </td> </tr> <tr> <td>9 </td> <td>10 </td> <td>11 </td> <td>12 </td> </tr> </table>	1 	2 	3 	4 	5 	6 	7 	8 	9 	10 	11 	12 
1 	2 	3 	4 										
5 	6 	7 	8 										
9 	10 	11 	12 										

### 2. Prepositions of place – Write the correct preposition according to each image.

1.

2.

3.

4.

5.

6.

7.

**IN FRONT OF    IN    ON    UNDER**  
**BEHIND        NEXT TO    BETWEEN**

2) Write sentences like the example:

- THE MONKEY IS BETWEEN THE BOXES.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_