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Three Step Interview Technique to Develop Speaking Skills in Eighth Graders.

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Abstract

In the broad field of teaching English as a foreign Language, there are many strategies that must be taken into account to teach English to develop some communicative skills, which is the main aim of learning a language. This study is focused on the development of speaking skills using a technique called the three steps interview, in a group of eighth graders at Liceo de La Universidad de Nariño high school. This project was based on an experimental pretest, posttest and controlled group design to measure the students' communicative abilities before and after the treatment. The treatment was grounded in the three step interview technique from cooperative learning. In three step interview technique, learners become the main managers of their own learning through interaction as a primary mean of Learning in classrooms. As stated in some communicative approaches students learn more from what they used in a real context than what they received from instruction. In conclusion, it was noticed that, when teaching is done with interaction between participants, they were highly motivated to learn and share the new knowledge. The technique three step interview from cooperative learning has a huge influence when teachers need to develop students' communicative skills such as speaking.

Keywords: communicative skills, technique, learning, cooperative learning.

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Resumen

En el campo de la enseñanza del inglés como una lengua extranjera, Se deben tener en cuenta algunas estrategias a fin de desarrollar habilidades comunicativas, que en si es el principal propósito de aprender un idioma. De esta manera, este estudio está enfocado en el desarrollo de las habilidades de habla por medio de la técnica "Three step interview" en un grupo de estudiantes, pertenecientes al colegio Liceo de la Universidad de Nariño. Este proyecto fue desarrollado a través de un pre-test y pos-test para medir las algunas habilidades comunicativas antes y después de aplicar la técnica, Three step interview una técnica de la metodología Cooperative Learning. En dicha técnica los estudiantes son los principales administradores de su propio aprendizaje a través de la interacción como un medio fundamental en su proceso de aprendizaje. Como algunas nuevas metodologías exponen que los estudiantes aprenden más de sus propias experiencias que de clases que fundamentalmente se explican temas. En conclusión se pudo evidenciar que cuando la enseñanza esta implementada con interacción entre aprendices, ellos estaban más motivados a recibir y compartir su aprendizaje "Three Step Interview" tiene una influencia considerable cuando un profesor necesita desarrollar las habilidades comunicativas en sus estudiantes, como es el caso de habla uso real de la lengua.

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Chapter one: Introduction to the study

In the areas of research, practice and theory in education, cooperative learning is basically defined as learners' group work in the process of developing an activity. They develop this activity to accomplish a specific aim (Johnson & Johnson, 2009, p. 210). Some communicative approaches such as cooperative learning which has took some ideas of constructivism where learners build their understanding and knowledge by themselves in context. Cooperative learning is based on the constructivism theory, Artz & Newman (1990) who defined cooperative learning as "small learning groups working together as a team to solve problems, complete a task, or accomplish a common goal" (p. 23-26). The main goal learners have when start learning a language is to achieve communicative competences with the language they learn. Consequently, Cooperative learning involves construct of knowledge by learners' interaction, using interdependence in their learning process (tasks, goals and reward structures). The use of this method allows students to be creative to participate in an active way and achieve their goals (Ur, 1996, p. 120).

On the contrary, in teacher-centered approaches students are passive partakers while teachers mainly dominate the class without taking into account students' participation; therefore, students mainly respond to the teachers' initiatives. Another common characteristic is when "Every student in class is doing more or less the same thing, at the same time, in the same way" (Ur, 1996, p.233). Boraie noted that there are some trends in teaching English. "Change is the goal of teaching English" In her opinion this change is the purpose of teaching English. The goal is to produce clear competence in English learners rather than imitation of native speakers. The idea is to focus on English as means of communication (Boraie, 2002, p. 46-52). In the ideal classroom, all students will learn how to work cooperatively in a group, to compete for pleasure

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of learning, and to work on their own to succeed as a group (Johnson & Johnson, 1983, p.125). Cooperative learning allows students to cooperate and interact in the classroom. According to Biggs (1990) some characteristics such as responsibility and independence provide the students with some tools to develop some other social and individual skills, for instance, lifelong learning skills, self-evaluation, and time management.

Biggs(1990) made a study based on cooperative learning which showed that learners emphasize the importance of concentrating on what learners do, and why they think they are doing, rather than what the teacher does (p.130). The meaningful knowledge for learner is the one they are involved in. For example, they can practice in small groups, while they take part in a group, they set up communication to contribute to the group.

Cooperative learning has some techniques which can be applied in any context to teach any subject, the main goal is to develop Communicative skills. In this study, the technique called three step interview of cooperative learning was applied to promote speaking abilities on some eighth graders from a public school.

Problem description

Teaching English as a foreign language has increased around the world. In the last few years in Colombia, El Ministerio de education Nacional has implemented a national program called bilingualism (Ley 1651, Ley general de education Ministerio de education Colombiano, 12 de Julio 2004). The purpose of this project is to contribute in some way implementing the new standards of English communicative competence in public schools. In this way, Even though, there are many institutions and professionals which are obliged to contribute in this National project helping students to develop communicative skills, some English teachers and institutions have just been working with some teaching strategies which help students to achieve grammar

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competence. Due to students at the end of their courses they have to take a standard test which measures just grammatical competence. In this research project “The effectiveness of the three step interview technique to development speaking skills in eighth graders at University of Nariño high school”, basically the three step interview technique of cooperative learning was used to promote communicative skills in students from this school as contribution to the teaching of English in our community likewise with the implementation of bilingualism a trend worldwide. Moreover, the goal of learning a language might be for communicative purposes (White, 2000, p. 16-21) Students in some cases have grammatical knowledge but they do not know how to use it effectively for academic oral production. (Karahana, 2007, p 199)

Teaching English is a process in which students need to use the language through practice, practice in context to guarantee students` oral production. To accomplish this, they need to work together in real context (Ur, 2001, p.122). Many teachers worldwide tend to teach English in a traditional way.

It means they teach it mainly focusing on grammar and vocabulary to be tested. For this reason, students sometimes could find difficulties using English efficiently outside the classroom (Baker, 2002). In Pasto teachers do not incorporate the Cooperative learning as an alternative to promote English speaking skills according a survey we did in 5 institutions. Teachers know the strategies but they do not use them because they already have a plan which requires, teachers teach content. They also argue that the time required is not enough to implement new strategies. Furthermore, they state that the amount of students is not adequate to make that kind of activities. They have around 40 students in one hour class time.

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The use of the technique called three Step Interview could be effective to promote speaking skills in a group of students from eighth grade at Liceo de la Universidad de Nariño high school in Pasto. This kind of research is useful for students, teachers and institutions. Students can practice language and increase their performance in English; they will have more opportunities in their careers, being competitive. The teachers could provide students with other tools to learn by themselves. It will help the teacher to implement other kinds of activities in which students will participate more letting teachers to be monitors and facilitators of learning than authority. Besides, institutions could profit from the students' good results to be competent with the use of English as a requirement of the use of the language.

Institutions are obliged to include bilingualism in their curriculum. The previous decision was taken by Ministerio de Educacion Nacional. According to this national law students need to reach certain proficiency in the use of language “students need to develop some skills such as reading, listening, speaking and writing to communicate correctly in a foreign language” (Articulo 20, Ley 115 de 1994) the main goal is that all students acquire at least B1 score in their results at the end of high school. They measure the level with the standard national test called saber pro.

Objectives

General objective

To determine what are the effects of using the three step interview technique in the development of speaking skills in a group of eighth graders at Liceo de la Universidad de Nariño.

Specific objectives:

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- To adapt some activities using three step interview of cooperative learning.
- To apply the adapted activities of three step interview of cooperative learning.

Research questions

Research general question:

To what extend does the use of the technique three step interview help to develop speaking skills in a group of eighth graders at Liceo de la Universidad de Nariño?

Specific questions -

How can we adapt some activities using three step interview technique of cooperative learning?

How can a teacher apply some of the adapted activities using the three step interview technique of cooperative learning to promote speaking abilities?

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Limitations

Some limitations we could find to develop this research were: The first one was time, it takes much time because it emphasizes in preparation, involvement and persistence. Moreover, we need to ask for permission at the mentioned institution to apply it. Since we were working with a public institution the extra-classes activities, the institution will develop could interfere with the process. In addition, in some cases, there will be some students with lack of interest working in groups because there will be unwillingness among students.

Possible solutions

For solving the problem of time we had planned the activities in advanced, with all the requirements ready. In relation to the extra-classes activities we talked to the teacher in order to have the class off the clock. Regarding to the lack of interest of students to work in groups, it will be proposed activities that capture students' attention with current topics.

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Chapter two: Literature review

Nowadays, most people worldwide are multilingual, the majority of them has developed it as a result of socialization even though in many industrialised nations multilingualism is achieved through instruction. When a language is taught through instruction it is called a foreign language. A foreign language is taught for many objectives, they could be regional, or for international communication with political, social and economic complications (Kanapp & Seidlhofer, 2009). Therefore, people should be ready to become competitive with the use of languages, in this specific case English, since the late 16th Century, languages have been taught in schools for many purposes. At the beginning schools taught Latin as the worldwide language, and then English was the main dominant language used for many purposes in education and other fields on society. “As language learning has had an important practical concern on society, it has been approximated that 60 percent of population in the world is multilingual because English is the world’s dominant linguistic code on education, commerce religion and government” (Richards & Rogers, 2001)

Since languages have been taught in the late teaching as a foreign languages and learning a language was set up on theories that have been focused on teacher –centered learning. In teacher-centered, teachers want their students to enjoy the learning process as well as they want the classroom to be orderly and controlled Cheung (2002).Some of the activities that maintain students organized are for example: Students sit down while teachers talk, teachers decide when students should participate, at last the teachers are the important active element in classroom. Later, student centered methods focused on students active learning appeared. Basically, student centered methods make learners build their own knowledge. In the field of teaching languages, traditional methodologies were and have been applied for a great amount of time.

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Gradually, a new teaching approach called Student-centered instruction appeared in the process of teaching and learning, student-centered instruction occurs when a class is conducted with student-centered instruction, students and instructors share the focus to aim a specific or some specific goals. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another Cuban (1979). In Students-centered instruction students learn relevant communicative and collaborative skills through group work. In addition, students learn to direct their own learning, ask questions and complete tasks independently. It means they work to be autonomous and they are more interested in learning activities when they can interact and participate actively (Martin, Sexton, Warner, & Gerlovich, 1994). Students become the most important element of the class, it is pertinent to focus on students' needs and aims. Next section shows some needs students have that teachers should incorporate into their classes lesson planning.

It is well known that people continue learning languages not necessarily with formal instructions (Benson, 2001, 7-11). And when they take another technique to learn, they become more autonomous about their learning process, the learning results are just the commitment they had during the process different from what centered teacher set up where the teacher was responsible for students organization and control.

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Autonomy

(Dicknson, 1995, p.11) defined autonomy as the learners' responsibility on the learning process. Also, he defines full autonomy to describe the situation in which the learners don't need teachers' instructions for learning. Holec (1980) suggested that the term autonomy should be described as the learners' capacity (p.1). Even though some authors have set up that autonomy is a matter of working isolated, recent researchers argue that autonomy involves collaboration and interdependence.

Autonomy and Interdependence

Kohonen (1992) personal decisions are made based on social and moral norms, traditions. Then, autonomy implies interdependence because learners are responsible on their learning in a social context to solve conflicts in a constructive way (p.19). Little (1996) who has argued that collaboration is essential to develop autonomy as a physical capacity. He said that reflection analysis for autonomy is necessarily acquired in social interaction (p.210). The concept of autonomy has become part of the strong influence in the practice and research of language education.

Even though, students work for a common goal individually or in groups and they have their own responsibility when the learning process occurs, they have other specific needs that sometimes teachers do not know. Sometimes, the needs could be laborious to identify immediately. They need to be pointed out with the help of others factor implicated in the process of learning. The following section show the needs learners might have.

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Needs analysis.

In the process of learning and understanding a course students have some needs to be taken into account. Richards and Rogers (2001) said that needs are not an easy concept to define as it has many subjective aspects such as desires, demands, expectations, motivation, constraints, and requirements. Even though, some constraints mentioned, it is a valuable concept to take into account to set up goals and to overcome some weaknesses during the course. Thus, both learners and teachers will have. It means that it will help to understand the reasons teachers have to design and students to take a course. In this way, into the need analysis there are objective and subjective to review.

Objective needs. They can be identified easily, quantified or activities that have been identified needs for teachers or administrators in an institution. For example, interest students have, need expressed in terms of proficiency levels, language skills to be addressed and what learners need to do in English.

In our research, some needs students have in their schools were identified. The proficiency level they will reach at the end of the course, and the speaking skill to be addressed as an objective of the study.

Subjective needs. They are the needs students have toward the language, but they are not apparently easy to identify: For example, learners' attitudes towards the target language and culture. The expectations the students will have of themselves or of the course. The purposes they have to learn English. The strategies students have when learning and studying.

Once, it was established the importance of students-centred learning, it emerges the need of implementing some communicative approaches. The origins of communicative language

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learning come from the late 1960s, where teaching English was mainly focus on situational language teaching basic structures or situation-basic activities. At the end of the 1960s the situational approaches. Some of the communicative approaches were communicative language teaching, the natural approach, cooperative learning, content based instruction, task-based language teaching and the post methods era (Jack & Richards, 2001). This research project will be emphasized on cooperative learning communicative language approach.

To talk about communicative approaches, It is necessary to know that language learner requires different competence areas such as: Linguistic, sociolinguistic, discourse and strategic.

Some authors define the communicative competence as the social interaction which is required in a social context. The messages that are produced by speakers are not predicted, for example in class talking time, with students- centered learning. The discourse is made with appropriate language code but it also requires that the speaker interpret other's thoughts. The purpose of communicative competence is to establish social relations (Candlin, Morrow & Widdowson , 1978). Moreover, Hymes (2010), stated that communicative competence is the ability to use it in a variety of situations (p. 8-18).

Communicative competence includes four areas of knowledge: grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Canal, 1981, p. 141)

Grammatical competence. This competence refers to the ability to use the language code (Verbal or non-verbal) in a specific situation. The grammatical competences refer to the grammatical rules, spelling, linguistic and semantic components (Gao, 2001, p 13-14) .To Teach English as a foreign language requires the understanding of some grammatical rules.

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Socio linguistic competence. It involves the rules of the discourse. It means the production and understanding in different sociocultural contexts. The norms of interaction are established in each context (Brown 1994, p.238). It is interesting to know that sociolinguistic competence is supported by some aspects called Turn relevance point (TRP) and discourse markers. They imply how speaker interact with one and other (For example, how they know when it is their turn to speak) and how the discourse is organized in a particular way to be carried out. For example, how speakers can change the main topic and how listeners can understand this change easily (McCarthy, 1998.P, 19-20).In this research students will interact, then they need to establish some organization during the talking time.

Discourse competence. It is defined as the combination of grammatical forms and meanings to achieve oral or spoken production (Scarela & Oxford1992, p.133). When, the spoken language is focused on a classroom activity there are some factors which teachers might have: For instance, helping the learner to gain awareness of practicing some aspects of linguistic knowledge (Grammatical rules, application of phonemic aspects) or developing production skills (For example, rhythm, intonation) and to raising awareness of some sociolinguistic or pragmatic aspects. (For example, How to interrupt politely, respond or to complement appropriately, or show that one has understood) (Burns et al 1997, p, 7-8).

Throughout of the English teaching, it has been presented the dilemma of using the traditional method to teach and learn or incorporate the new methods to improve students' learning. Both encourage students to develop certain communicative competences. Taking into a count that all methods are based on the same rules and they have a common aim, e.g. to encourage students to use the language, involve the students in the lesson, or explain the

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language to students who have to listen attentively etc. now it is necessary to talk briefly about both modern and traditional methods.

It is important to comprise learning a language as an outfit of many elements connected themselves to produce language. It gave place to some contemporary teaching approaches where the main role of teachers is to help learning happen. It means involving learners in the process in a direct way “By enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc.” (Scrivener, 1996). Other author like Broughton (1994) stated that “The language student is best motivated by practice in which he senses the language truly communicative, contextualized. In addition, Learners expect that his teacher’s skills are moving him forward to a fuller competence in a foreign language”. Then, students become the most active element in the learning process while the teacher is not here to explain all contents but to cheer and help students to discover, try out. At this point, Jim Scrivener in his book *Learning Teaching* stated that the idea is to put great emphasis on "communication of meaning" as well Richard defined communicative competences as “being able to use the language for meaningful communication” (2008). The former authors agreed that the main purpose of learning a foreign language is to use it according personal intentions.

When language is seen as communication of meaning, teachers become in facilitators to help student build their own knowledge. As regards of teachers new aims, some new methodologies were expanded. Here there will be explained some well-known approaches which are connected which the methodology used to develop this field work such as Guided discovery, test-teach and the vocabulary lesson. Guided discovery was defined by Scrivener in this way “Leading people to discover things that they didn’t know they knew via a process of structured questions” (Scrivener 2005). The teacher can also familiarize a situation, a setting, and elicit the

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language from the group of students. An appropriate reading or listening can be used as a source of the new language. Thanks to this method it arises another valuable method called: Test-Teach-Test, here the students have the opportunity to assess by themselves, or in other words find out what they already know, revise or acquire some knowledge and then practice the new language. Finally, it appears the vocabulary lesson, where a vocabulary lesson is relevant to keep new words in context “Language item which is not contextualized is more difficult to remember and to use” (Broughton 1994). Regarding the activities adapted on this field work, they were based on vocabulary in context to set up the technique.

In summary, the most important aspect in contemporary methods is interaction to promote communicative competence. Interaction is supported by some theories, for example, the cognitive developmental perspective which was censored in the investigations of Jean Piaget and Lev Vygotsky. Piagetian perspectives propose that when people work together, socio-cognitive conflict happens and creates cognitive instability that stimulates perspective-talking ability and reasoning. Students need to develop talking ability to interrelate in classroom. Likewise, Vygotsky’s theories present knowledge as a social product (Johnson et al., 1983). The activities used in this research project are not solving problem, but the technique three step interview can be adapted using solving problem tasks.

Some other important approaches that must be taking into account are behaviorism theory, problem based-learning and problem case on specific context:

Problem-based learning (PBL).

It is a pedagogical proactive technique in which active learning is focused on investigation and resolution of real-world problems. This theory begins in 1960, at medical school at McMaster

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University in Canada. Its features are: Learners can solve a real problem. There is no “right” answer. In this research is supported by problem- based learning because students are free to give a possible solution for a problem, they give their point of view, and the teacher value their performance. Students will not worry about being right or wrong. When students share knowledge, learners present it without restraint, because there is no specific instructions.

Problems-case is specific-contest.

In this approach teachers take place as facilitators of learning, supervising the learning process and encouraging an atmosphere of analysis. This study will be supported by this approach because in the present methodology teachers limited to grammatical instruction of English and they leave the practical use of the language.

The main purpose of this method is to prove the students ability to use the communicative competences. Communicative competences hold to use language in real situations such as solving problems and proposing possible solutions. Besides, this method allows students to carry out the following abilities: It develops critical thinking and creative skills, it improves problem-solving skills, it increases motivation, and it helps students transfer knowledge to new situations. As social human beings, students need to take part in a group to get around and share their point of view, their expectations and their own knowledge.

Social Interdependence Theory

The behavioral-social perspective presupposes that cooperative efforts are fueled by extrinsic motivation to achieve group rewards (academic and/or nonacademic) (Johnson, Johnson, & Holubec, 1998, 4-7).

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The origins of cooperative learning are based on three different theoretical perspectives or approaches such as: social interdependence, cognitive-developmental, and behavioral.

Social Interdependence Theory affirms that there are two types of social interdependence positive and negative. The first one is when the actions of individuals encourage the achievement of shared goals and negative when the actions of individuals obstruct the achievement of each other's goals (Johnson et al., 1983)

Through Interaction people create new relationships in order to guarantee their survival process. In learning process, social interdependence talks about the students' efforts to accomplish, improve positive relationships, regulate psychologically, and show social competence.

In conclusion, the social interdependence perception of cooperative learning assumes that the manner of social interdependence controls and regulates the way in which people interrelate with each other. Moreover, results are the consequence of people's interaction. Therefore, one of the cooperative foundations that have to be structured in the classroom is positive interdependence or cooperation. When it is done, cooperation results in promoting interaction as a group members encourage and ease each other's efforts to learn and then it results on cooperative learning (Johnson & Holubec, 1998).

Human experience is fundamentally social, much of life explains in the context of group interaction, many human behaviours have their origins in interpersonal experiences, and the source of many powerful norms can be identified in the interdependent situations for which those norms provide good adaptations. To fully comprehend human behaviour it is necessary to understand the nature and meaning of interpersonal interdependence (Tjosvold & Johnson, 2000).

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Gestalt Psychologist, Kurt Koffka (1991), proposed that groups are dynamic wholes in which the interdependence among members could vary. One of his colleagues, Kurt Lewin redefined Koffka's notions stating that (a) the essence of a group is the interdependence among members (created by common goals) which results in the group being a "dynamic whole" so that a change in the state of any member or subgroup changes the state of any other member or subgroup, and (b) An intrinsic state of tension within group members motivates movement toward the accomplishment of the desired common goals.

The social interdependence perspective of cooperative learning presupposes that the way social interdependence is structured determines the way people interact which determines outcomes. Positive Interdependence (cooperation) results in positive interaction as individuals encourage and facilitate each other's efforts to learn. Negative Interdependence (competition) typically results in oppositional interaction as individuals discourage and obstruct each other's efforts to achieve. In the absence of interdependence (individualistic efforts) there is no interaction, as individuals work independently without any interchange with each other. There are some theories whose priority is the development of social interaction held in his review.

As preceding information the social development theory has a direct relation with the development of cognitive skills. Therefore, Social development is a theory in which social interaction is the main component because it helps in the process of building cognitive skills (Vygotsky, 1978). In this theory the relationship between the social contexts and interaction in which students are involved is of great importance. Crawford said that some evidences which are speaking and writing are tools that learners take from culture in order to intermediate their social environment (1996). The former application of the components is used to communicate needs and the latter express their thoughts.

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In the field of teaching Vygotsky argues that students play an active role in the learning context. Students and teachers should cooperate with each other to facilitate meaning construction. Then, learning becomes in a significant experience for all the participant agents.

Constructivism

This theory falls back on didactic approaches such as behaviorism and programmed instruction. Learning in constructivism is contextualized and active process of building knowledge rather than acquiring. Learners construct knowledge and construct meaning draw on personal experiences. In three step interview technique students need to build their own knowledge using the previous understanding (Jean Piaget, Lev Vygotsky). According to Piaget's theory there are two components to construct knowledge: Accommodation and assimilation, it is the individual's connections of new experiences with previous experiences. It helps individuals to understand what is significant and what information is no longer useful. Assimilation is the process of organizing the new knowledge but regarding the context in which they are interacting, the situations they are facing, they connect the context with the outcomes. Piaget argued that the role of teachers is to become facilitators in classroom, instead of lecturing they have to come up with questions and ideas in which his students teach themselves, they should become researchers on the field, which help them to become critical thinking learners. In this field work, English is taught as tool to achieve communication, students can freely learn some concepts and teach themselves in the way is better understood in their context, using personal experiences, examples taken from real situations in their lives.

Along this argument of ideas, learners construct knowledge from their own experiences and observing others behavior, too. This is connection of learning and social context, for that

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reason it is included the social learning theory which helps to understand the close connection there is between learning, learners and environment.

Social learning theory

To observe others interaction, makes people learn from these experiences. Behavior is learned by observing others Bandura (2001). Human behavior is a frequent interaction between cognitive and environmental behavior. There are some factors which are followed in this process. Attention: the amount of attention is influenced by many factors such distinctiveness, emotional nature, ability to interact, prevalence, complexity, functional values.

This study will be supported by social learning theory because in contemporary methodologies teachers are likely to grammatical instruction of English as traditional and they neglect the practical use of speaking skills. Learning process is founded on many approaches and many methods have been implemented to carry on the prior process. Most of them have been centred on learning teaching.

As all the theories and contemporary methodologies have set up, learning is a procedure which is mainly constructed by the students' essential experiences. Teaching English as a foreign language has been academic, then the construct of knowledge is done in classrooms, the outcomes expected and required on this area is mainly communicative speaking ability on students.

According to Artz & Newman (1990), Cooperative leaning has been defined as " Small groups of learning working together as a team to solve problems, complete a tasks, or accomplish a common goal" (p.23-26) .Cooperative leaning is a communicative approach that

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helps students to improve their knowledge in a topic working together to fulfill objectives. The most important component is that all students have the responsibility to help each other.

Some benefits of the use of cooperative learning are: all students team up to acquire knowledge. In general, each student has the same aim. Besides, it provides a good climate in the classroom for students and teachers. As a result, it motivates students to learn, increases memorization which are basic components in learning a language and it is a good experience on learning. In addition, students interact and it encourages students' confidence (Ur. 1996. P 120).

Moreover, the use of cooperative learning provides a good environment in class to solve some social issues such as racism, sexism, inclusion of handicapped, antisocial behavior such as delinquency, drug abuse, bullying, violence, incivility. Cooperative learning approach is effective establishing empathy and examining social and moral values during group discussion (Petty, 2004, p. 222). In order to avoid and light many of the social problems related to all learners, cooperative learning is the instructional method of choice. Cooperative learning offers some well- defined techniques that teachers can learn and apply to solve the previous social issues in any specific conditions.

According to Smith (1996) there are 5 necessary elements in cooperative learning.

Positive interdependence: The success depends on not just the individuals but the group. In this manner, students help each other. Promoting interaction: Students support other. They encourage all classmates' effort to learn. Individual and group accountability: the group is held accountable for achieving its goals; each member is accountable for contributing their work.

Development of team work skills: students are required to learn academic subject matter (task work) and also the interpersonal and small group skills required to function as part of a group.

Group processing: students should learn to evaluate their group productivity. They need to

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describe what member actions are helpful and unhelpful to make decisions about what to continue or change (p.74-76).

Importance of cooperative learning:

Three of the most important factors are that cooperative learning is clearly based on theory, validated by research, and operationalized into clear procedures that educators can use. First, cooperative learning is based solidly on a variety of theories in anthropology, sociology, economics, political science, psychology, and other social sciences. In psychology, where cooperation has received the most intense study, cooperative learning has its roots in social interdependence (Tjosvold & Johnson 2000). It is not common that an instructional procedure is central to such a wide range of social science theories.

The application of cooperative learning includes some categories such as: discussion, reciprocal teaching, graphic organizers, writing and problem solving. Each category is based on different approaches to guide the development of a cooperative learning exercise.

Into each category there are some techniques. In the category of discussion we have: think pair share and three step interview. Other category is reciprocal teaching which involves Jigsaw, and note taking pairs. Graphic organizers: Group grid, Sequence chains and writing, Dyadic essays, Peer editing and Problem solving: Send-a-problem Three-stay, one-stray.

What is the difference between cooperative and collaborative learning?

Collaborative and cooperative learning have alike meanings when they are applied to a group of learners that work independently in a common learning task. According to Cuseo (1992) cooperative learning is a subcategory of collaborative learning (p. 5-10). Another version of Pascarella and Terenzini (2005) affirm that collaborative learning is a different and highly

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structured kind of cooperative learning (p103). According to Bruffee (1995), the goal of cooperative learning is to work together in harmony and mutual support to find the solution, the goal of collaborative learning is to develop autonomous, articulate, thinking people, even if at times such a goal encourages the opposition and competition that seems to undercut the ideas of cooperative learning (P.12-18).

In cooperative learning there are about eight techniques which are adapted in many different contexts. This research is going to apply the technique three-step interview included in the category of the discussion. The three-Step Interview is a technique that helps students to solve problems with free answers. It can be developed in three steps. Step one: the teacher provides the topic with several questions. Step two, students interview each other and finally they change the roles to present a report (Kagan, 1985, p 12).

Three step interview technique

The process of “three step interview” consists on organize pairs, they interview each other by asking clarifying questions. Then one student shares to the whole group the group answers. This technique provides the group of students the likelihood to develop social and speaking abilities for interaction and to practice the usage of language in real conversations. Also, this technique provides confidence to speak with a partner and the correction of mistakes is personalized and private. This technique gives students self-assurance to face a largest group of students to share the given information.

Three-Step Interview is a cooperative learning technique which involves students to participate orally. They work in groups and play a determinate role. The purpose of this

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technique is to motivate students to participate in a discussion. They have to come up with their ideas. This technique improves mainly the speaking skill.

In this structure, Kagan (2002) proposes the idea of reinforcing and internalizing important concepts related on information predicated on lectures or textbooks. Students carried out the development of a role-playing activity. Three-step interview is divided in three steps. The first step is to make groups of 4 students A, B, C, D then, student A works with student B and student C works with student D. In step two, they interview each other. When they finish this process, student A works with student C in order to retell what their couples had told them. Finally they tell the whole class what they learnt about one of the students.

In this specific case, in the first step, one student takes the role of interviewer. There is not a limit of time. In step two, both participants perform and conduct the interview. In the step three, members share their information with the whole group. This technique is useful to the extent that the group of students reinforces some skills such as listening and speaking. They pay attention to the most important information and results in shared insights. This technique is used at the beginning of each period. It prepare students to face the next discussion activities in classroom (Kagan, 1990, p.12-15)

3 basic types of cooperative learning groups

Base, formal and informal. First, base groups are groups of students organized by the instructor who makes the decision to organize them taking into account their sociability. The students with less ability will be guided by other classmates for a long –term. This kind of basic group provides sociability. Second, in formal groups the teacher decides on student's academic skills to make the groups classified in a high, medium and low performance. This group works

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together from 2 to 3 weeks. Third, Informal groups are casually nominated by the teacher for the use of different kind of methods. Learners work together for one or two days. Then, they face next discussion activities in class (Johnson 2009)

This study will be adapted in the previous model due to practicality. The use of this technique can include the following activities.

Roundtable. In three-step interview the use of roundtable allows students to participate actively in the process of learning. Students can write their ideas in a sheet of paper to acquire more security in the time to speak; they can answer a question in turn by stating their ideas aloud as they write them on the paper. The use of roundtable helps students to develop self-confidence since they are talking in a reduced people group. They can share their thoughts and reinforce them to listen to the other group members. This technique can be applied in several contexts to solve problems (Kagan, 1990, p.12-15).

Using discussion. It is a teaching strategy that helps to improve other kinds of skills such as confidence. The learner can express her/his ideas noticing that his/her opinions are important for the development of the class.

Well- managed discussion. Those activities are active. They enhances a comfortable environment for learners. As a result of this, students reflect on their own opinions. They can change their point of view. They are developing high order cognitive skills such as evaluation and synthesis, as well as social skills such as empathy, reflecting on social and moral values. It is a useful technique in which students know each other. Petty (2004).

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Group work

What is a group?

It is defined as a circle of two or more people that work and interact together. Groups are formed by several purposes. In this case groups are made to solve problems, make decisions, gather information and complete some projects. Thus, they can influence each other and Shaw defines a group as two or more people who are interacting with one another in such a manner that each person influences and is persuaded by others.

Groups can be formed in a number of different ways. Sometimes students are simply asked to work with friends, other times students may be placed in a randomly selected group. Sometimes groups are formed according to the specific strengths of each member. On the other hand, groups that are formed recently need to adjust and adapt to each other's personalities, skills, strengths and working patterns. Successful groups learn to work hard in order to overcome the difficulties in order to create a good environment. (Cuseo 1992, p. 35-10)

Group activities. Groups are great to aim a task or a sequence of tasks even though teachers can ask students to develop single activities for each student. For example, taking notes, recording the group findings and giving extra ideas for improving the final results (Petty, 2004. p. 579-582)

Buzz groups. Students work in groups (two or more) to solve a problem by answering questions (Petty, 2004, p. 231).

One option to guarantee the success of the previous types of groups is to recognize strengths and predilections. Then, they can be applied to the group work and responsibility can be shared out.

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Setting ground rules

Any group needs to set up some rules in order to provide an appropriate organization. This organization ensures that each member of the group recognizes his role and assumes his responsibility. Among these rules we have: Draw on individual skills, Encourage constructive debate of writing strategies, provide a supportive environment for feedback, report back at weekly meetings and avoid discriminatory language / behavior. (Cuseo 1992, p.5-10)

Group planning

Delegation of activities. Each main activity should be divided into small activities to be shared among the whole group. These kind of activities take advantage of students' strengths and weaknesses of performance. Students can work in pairs depending on some common interest.

Setting intermediate deadlines. Each member of the group has to do an activity in a limited time. Intermediate deadlines can be used to help structure group activity, reconvening the main group for a meeting to discuss progress and form new plans for the next stage of the project.

Giving feedback. In this kind of activity the idea is to share ideas to supply constructive feedback. There are some keys to do that: be respectful, focus on the main issues, remember that everyone has different ways of doing things, Star and finish with something positive. (Johnson et al. 1980).

Speaking

Speaking is defined as a reciprocal procedure that implicates communicative competence. (Brown, 2000). Meanings depend on contexts, situations and participants' background. Oral

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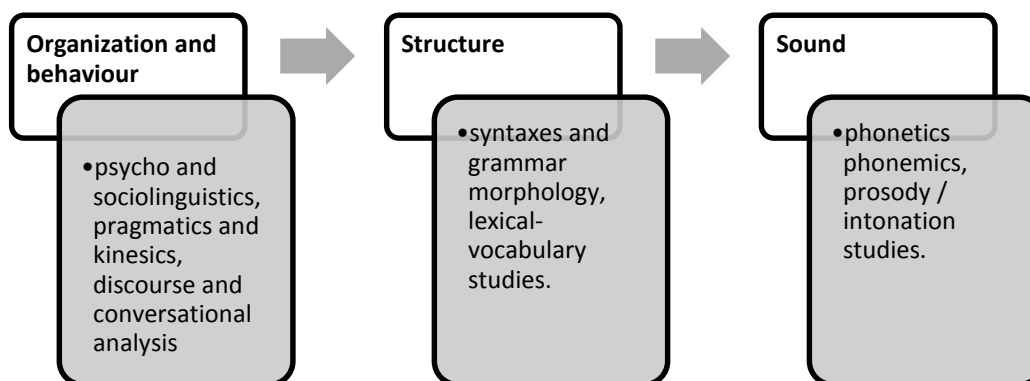
production requires that learners master linguistic competence (grammar, pronunciation and vocabulary) and sociolinguistic competence (when, why and in what way language is produced)..

The adequate use of speaking skills lets learners carry out the process of communication efficiently. The development of speaking skills has other benefits, for example, changes to practice real-life speaking in the classroom. Besides, speaking tasks in which students practice the language they know, with the advantage of correct mistakes themselves or receive teachers' feedback. This experience makes students as well as teachers to realize about the progress, points to reinforce and they become autonomous.

The study of speaking is directly related to a considerable number of other areas and activities. It means that it should be considered some factors on the speech structure, its grammar, and organizations even its sounds. It is necessary to take into account three main areas such as the discourse level, the structural level and the level of speech production.

It is explained on the next map

Figure 1



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Chapter three: Methodology

In this chapter, It is included the research methodology, participants and instruments will be used to collected data.

Research design

This project will be applied as an experimental pretest- posttest and controlled group design.

The students' speaking abilities will be compared before and after the treatment (three step interview technique). The results will be showed by the description of the students' improvement and performance. The squema for this design is:

G1 (Random) T1 x T2

G2 (Random) T1 x T2

G1= experimental group

G2= control group

Randomization

X= Treatment

T1= Pre-test

T2= Posttest

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This design allows an easy interpretation of the results; it showed in a clear way the difference between the results before and after the treatment. Besides, it allowed compare the improvement in a concrete manner.

Population

In this study the chosen group was of thirty seven students. They were in 8th level at Liceo de la Universidad de Nariño high school in Pasto. They were about 13 to 15 years old. This is a co-educational school. The students' social status is 2. They were highly motivated to study English.

Sample

The sample chosen to carry out this study was about 12 students aged between 13-15 years old. The selected group to work is 8th-2 level at Liceo de la Universidad de Nariño high School. This group was selected because this age is appropriated to socialize each other easily. Also, they were willing to discover new things. The main aim is to take advantages of the student's potentiality.

Setting

This study was carried out at Liceo Universidad de Nariño high School in San Juan de Pasto. This school is located in the north-east of the city. This institution is considered one of the best public schools in Pasto.

Instruments

This study was effectuated with the use of a Pretest, a post-test, a checklist observation and some recordings. The pre-test was designed to evaluate students' communicative abilities by

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answering general questions about habits and hobbies. The post-test was about students' performance in a dialogue related to the preceding topics.

A check list included some information such as:

- The frequency to participate in class.
- The confidence in the use of the language.
- The coherence of quality in speaking.
- The incidence on the same mistakes.

Other instrument applied was observations in classroom in order to describe conversations, activities and all students' interaction.

Procedure

Considering that the designated group of students in 8^{th-2} level at Liceo de la Universidad de Nariño high school had a total of three hours a week of English class. It was taught one topic each week. The first class was used to teach some verbs and vocabulary in context because students needed to have previous knowledge. The second class in the same week was used to emphasize on pronunciation. Finally, in the third class students shared their knowledge through three step interview focused on applicability of the learned language.

It was done with 12 students of 8th level at Liceo de la Universidad de Nariño. The students were chosen randomly. The time the inquiry lasted 2 weeks in which we worked 2 hours class. In the first class it was taken a diagnostic test to establish students' level. In second class teachers gave the topic. In the third and fourth class students interacted with each other in the determined groups. In the fifth class the student's level was assessed.

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Materials

- Pre-test. A guide with a list of questions about daily routine (Appendix A)..
- Some flashcards and the labels related to the phrasal Verbs (Appendix C).
- A cross word related to the Phrasal verbs.
- An exercise to fill blanks about the topic.
- A list the Phrasal verbs.
- Rubric to evaluate pre and posttest.

Pre-test

Before starting with the implementation of the technique students' level was appraised by a diagnostic test. This test had a questionnaire with the same questions after the process. Students were evaluated by the same rubric. Teachers made some recording to student's answers before and after the use of the technique (Appendix A)

Process

In the first class, teachers chose the selected group of 12 students. It was two main groups. The group A and the group B. The strategy three step interview was applied in group A (Appendix B). In group A, it was applied the three step interview technique while the other six students (Group B) this activity was developed with a common method by using a guide (Appendix C). Second class, the group was divided in two subgroups. Each group had a teacher as a monitor. Each teacher explained the use of 24 different phrasal verbs on websites on each group. The materials used were some flash cards with images related to the topic and their respective labels.

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Third class, the group A exchanged the information about phrasal verbs in couples. Each couple discussed and interacted using “phrasal verbs” in context. They had 30 minutes to carry out this activity. Teachers monitored the activity (Appendix D). While the group B developed the exercises, a crossword and fill in the blanks. (Appendix E).

Fourth class, students group A applied the information about phrasal verbs in a dialogue. They counted with a time of 30 min. They used flash cards, labels and a list of the phrasal verbs studied (Appendix F). While the group B had to answer question orally about the selected topic (Appendix G).

Fifth class, students in group A and B performed the dialogues in short groups, they used the scrip in some cases, and the dialogue was created by themselves. Teachers recorded the dialogues on videos and tape record. Students were evaluated by the use of a rubric for each student performance (Appendix H).

The following step was to compare the results from the pretest and the result of the post-test in order to validate the technique.

Results

Regarding to the analysis of the graphics it was found that some skills learning were improved for example grammar, vocabulary, and pronunciation and comprehension skills. The averages present a rate of variation in the final results. In this specific case it is relevant to show the differences between the use of the study vocabulary before and after the applied technique. In summary, students improved speaking skills as well other skills for example the use of the new vocabulary.

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According to the results students improved the four skills (grammar, vocabulary, pronunciation and comprehension). All students showed some improvement.

The applicability in the use of the instruments was developed during two months it was done in the following order. The observations were done during all classes. The checklist was applied in the last class of week in a practice activity in order to fill students' performance. The uses of audio and video tape recording were done in the second and third class. The field notes as a tool of feedback for improving the following classes.

All the data collected was described and complemented according to the results of each instrument. The analyses of this result determined the validity the technique to improve speaking abilities.

Data analysis and interpretation

In this study the information was analyzed with a qualitative and quantitative method. The qualitative method described the student's communicative competence improvement by using the technique "three step interview". The results were compared from the pre-test and posttest to notice the advancement. Data collected will be represented on quantitative graphics; they showed they amount of students in relation to the use of the communicative competence achievements during the process. The final goal is to establish the possible improvement of student's communicative performance with the use of the technique. In order to set up the differences and similarities between the control group and the experimental group. It will be done before and after the application of the technique.

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Variables

Independent variable: the three step interview technique of cooperative learning.

Dependent variable: development of speaking skills.

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Chapter 4. Analysis of results

The objective of this study was to determine the effectiveness of three step interview of cooperative learning to develop speaking skills in a group of students at university of Nariño high school. The selected group was 12 students of 8th level. This study started at the beginning of September and it finished the beginning of November.

In the control group it was applied the traditional method of teaching grammatical competence called Teacher Centered Approach. Where students focused on teachers' instructions. Teachers become the central part of teaching in class. Students are passive partakers. In which one of two teachers made the whole class. In the experimental group teachers applied the three step interview technique to promote communicative competence.

After applying the pretest teachers found that some students had a very good level of English, for this reason the questions applied were easy to answer, because of that is was decided to change the topics. For instance, teachers taught daily routine vocabulary, but this topic was change by the use of some phrasal verbs used in social networking. The advantages of using this new topic were that students were highly motivated to learn about them. It was new vocabulary for them. They were always willing to use them.

In addition, from the observations teachers found that this technique gave students the opportunity to produce oral input each other. Students facilitated the environment to apply the study. They were eager to learn the new topic. So, they followed step by step the technique. The students were chosen randomly, they cooperate efficiently because they shared different vocabulary. They paid attention to the other students group. They were engaged with the responsibility of teaching each other.

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With control group, the experience was slightly different, for example, students were motivated with the topic but they did not remember the vocabulary for developing the activities such as the cross word. For instance, they needed to use the guide. They were unwilling to use the vocabulary in an interactive activity.

Now, it is going to explain the results of the study in a specific way.

At the beginning it was applied the pretest to the experimental group and controlled group.

Figure 1. Pretest results of experimental group

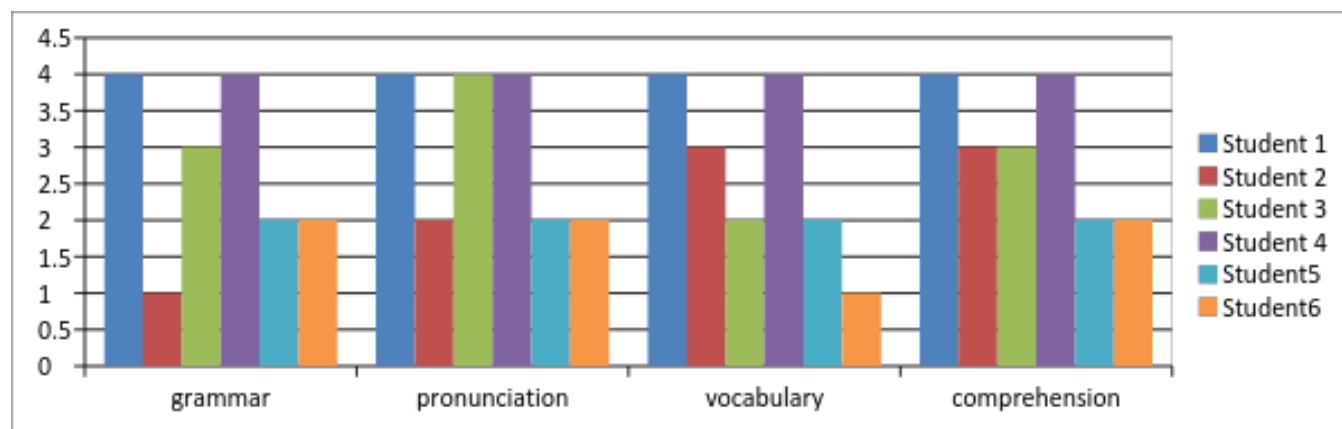
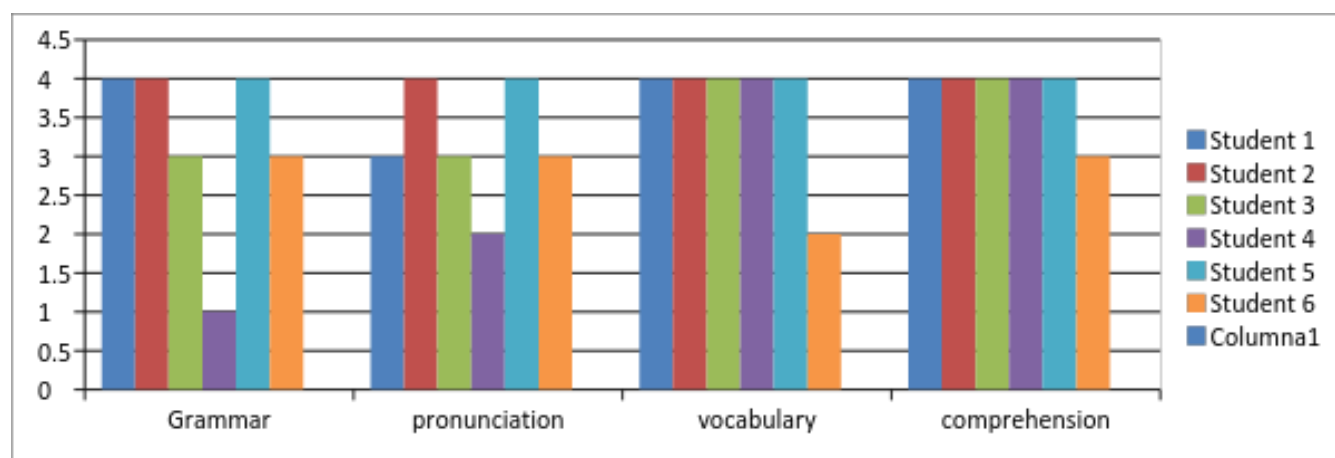


Figure 2. postest results of controlled group



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The pretest results showed that students in average have a B1 level; they could understand questions and answer them with the right vocabulary, pronunciation and grammar. Questions were easy to understand.

It was found out that students they had a slightly improvement in grammatical competence, this strategy is not very useful to increase grammar skills. As regards, pronunciation ability checked that students did improve their utterances. The use of the vocabulary achieved the expectations because most of students used thought words effectively. In addition, Students got good results in comprehension skills. All of them enhanced results.

Experimental group pretest vs posttest for student

Figure 3. Student 1 experimental group

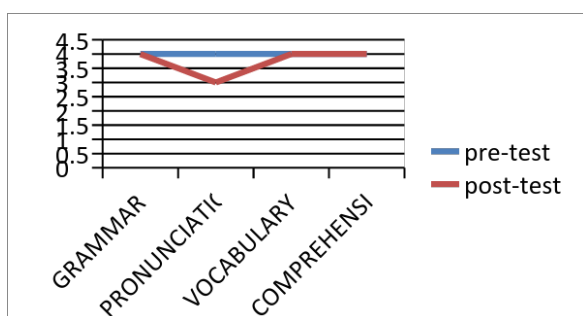


Figure 4. Student 2 experimental group

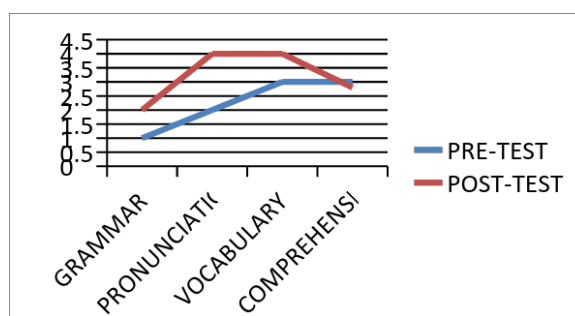


Figure 5 student 3 experimental group

Figure 6 student 4 experimental group

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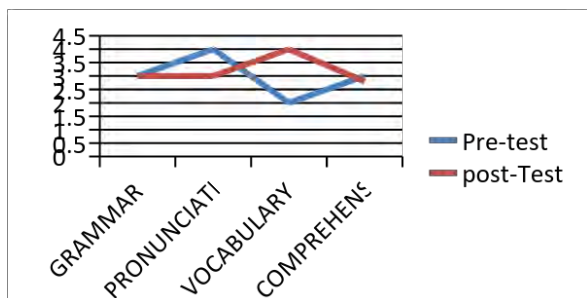


Figure 7 student 5 experimental group

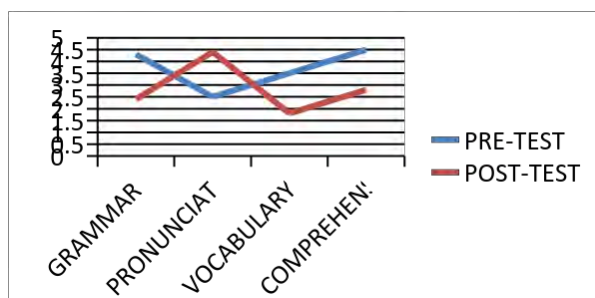
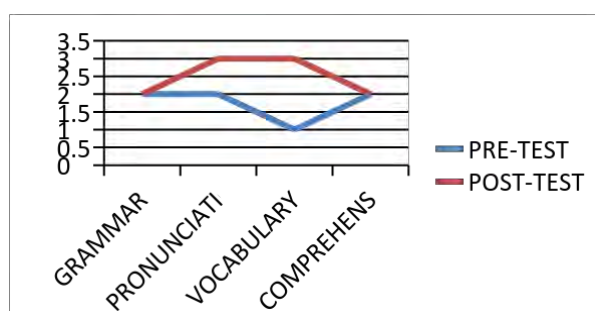
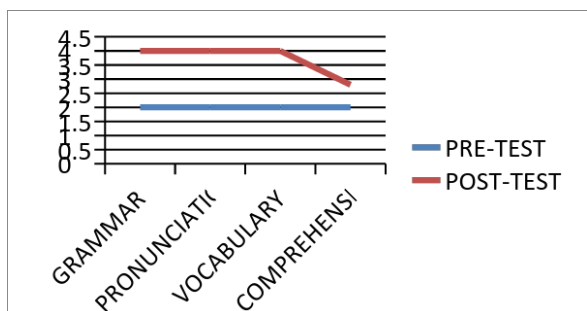


Figure 8 student 6 experimental group



Students' Results performance for each skill

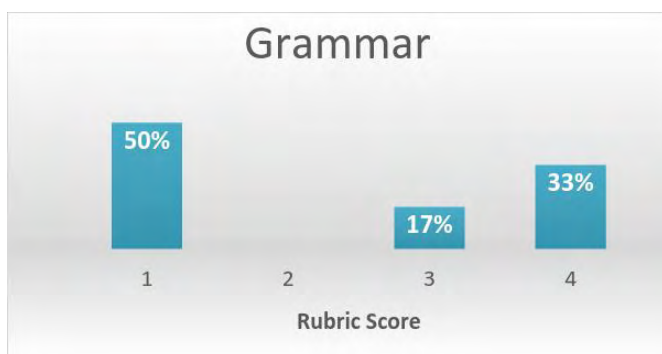


Figure 9

EFFECTIVENESS OF USING THE THREE STEP INTERVIEW

Figure 9 shows that students communicate with many problems with grammar competence according to the rubric explained before 50% of students had a score of 1 while the other 50% got a score of 3 and 4 which are students who manage some structures properly.

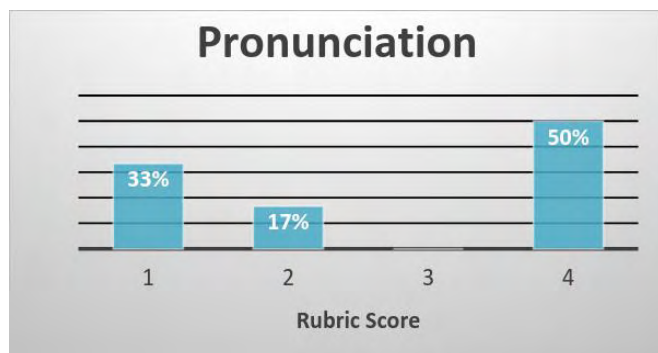


Figure 10

Figure 10 shows that the 50% of the 6 students of the experimental group in the pretest got a score of 4 which means that they have a good pronunciation even though the other 50% have a weak performance in pronunciation, the 33% have the lowest score which is 1 and the other 17% had a score of 2.

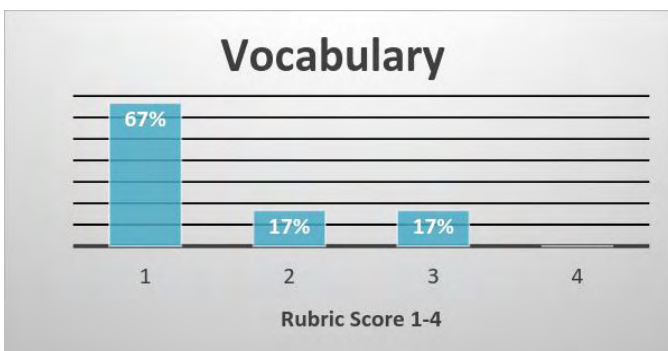


Figure 11

EFFECTIVENESS OF USING THE THREE STEP INTERVIEW

Figure 11 shows that more than the 50% had a score of 1 it means they were asking for words because they did not know how to say their ideas, the other 33% are in score 2 and 3 which means they had some problems with it.

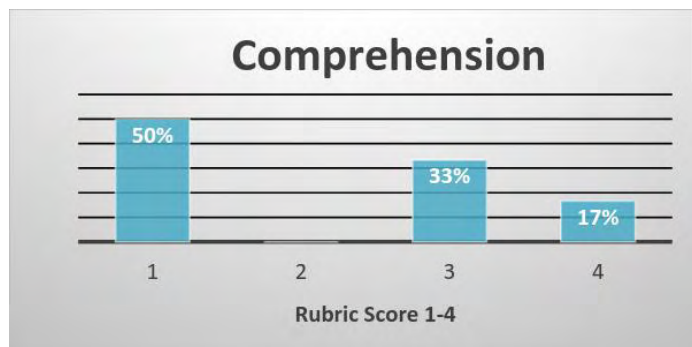


Figure 11

Figure 11 shows that the 50% of the students did not understand the questions and they need extra clarification to understand, in other cases they read the questions to understand. They felt confident when they saw the written form of the questions. It means they do not have the communicative competence developed.

Differences between the pretest and posttest in experimental group

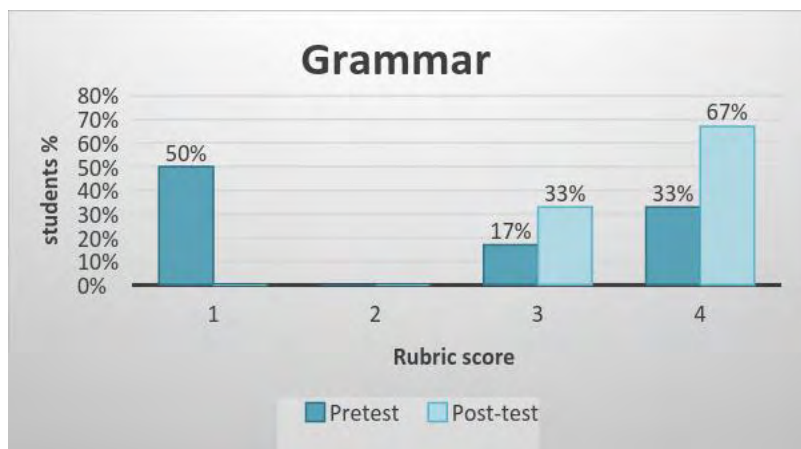


Figure 12

EFFECTIVENESS OF USING THE THREE STEP INTERVIEW

Figure shows the results obtained in the experimental group in the pretest and posttest. It can be observed that in the pretest the 50% of students got a score of 1 while in the post test they improved noticeably, the 100% were in scores of 3 and 4 the 33% in the scale of 3 and the 67% in the scale of 4.

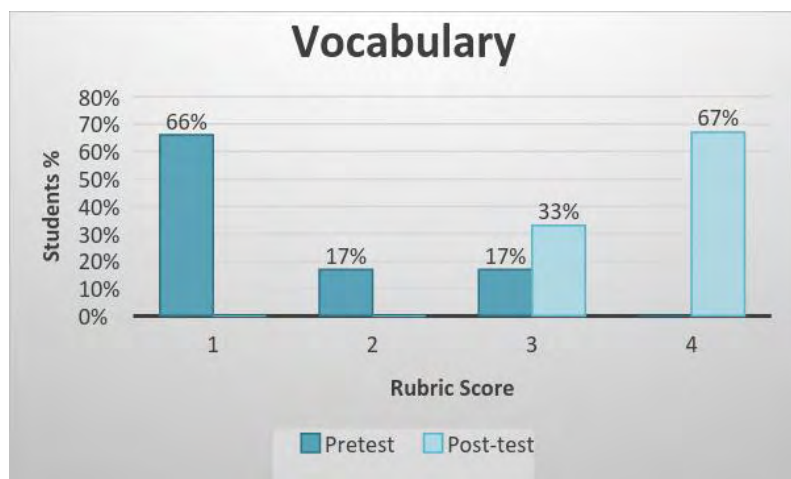


Figure 13

Figure 13 shows that the 66% of students had a score of 1 in the pretest while in the post test the 67% had a score of 4 it means they improved knowledge about vocabulary they learnt the words teacher thought.

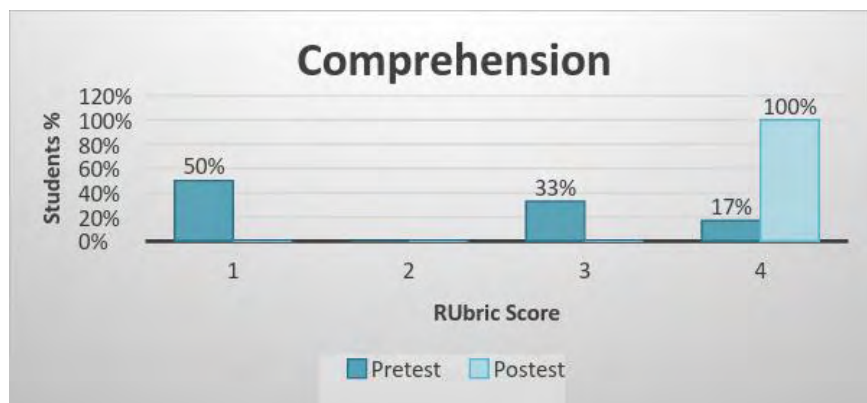


Figure 14

EFFECTIVENESS OF USING THE THREE STEP INTERVIEW

Figure 14 shows that 50% of students had a weak understanding of questions in English, but with the technique they improve it, in the post test the 100% of students got a score of 4. It means the 17% got a score of 4 in the pretest did not weaken, but the other students were below this score improved significantly.

Controlled group pre-test vs post-test for each student

Figure 9 student 1 experimental group

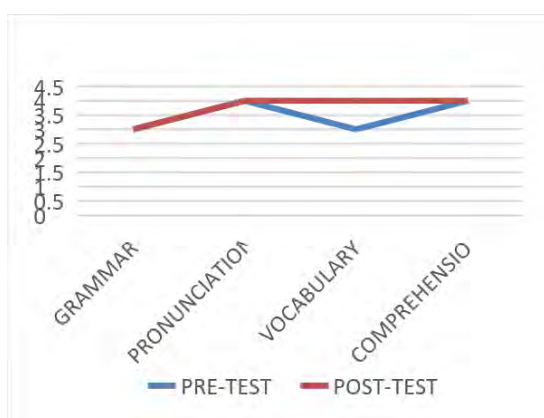


Figure 10 student 2 experimental group

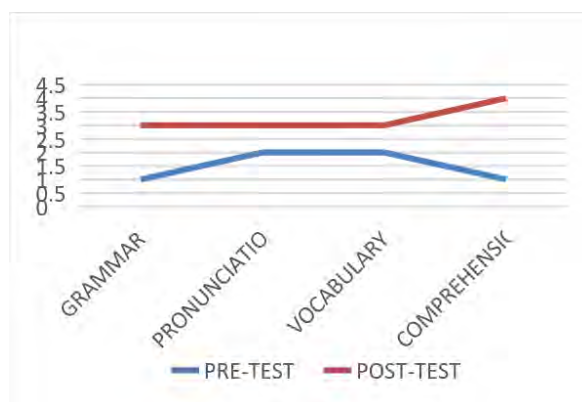


Figure 11 student 3 experimental group

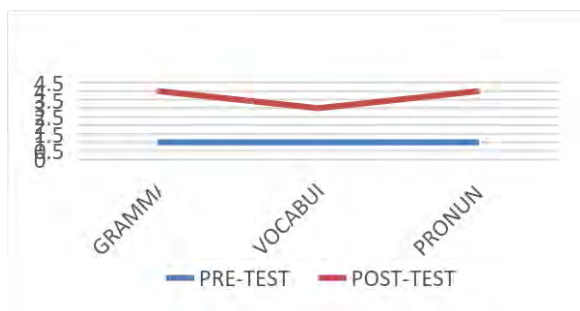


Figure 12 student 4 experimental group

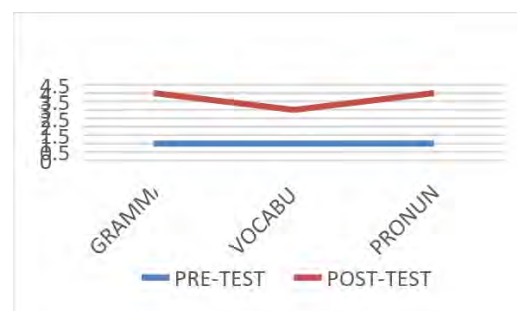


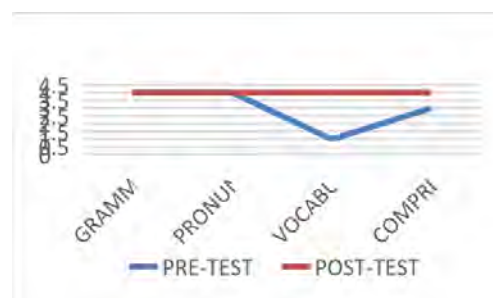
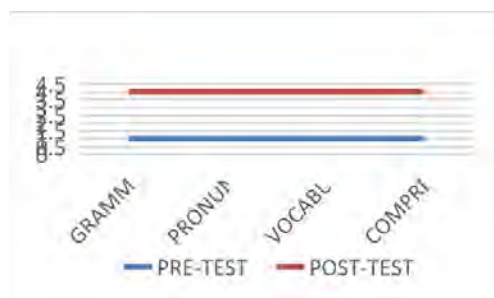
Figure 13 student 5 experimental group



Figure 14 student 6 experimental group



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Conclusions

In this section it will be shown the finding the achievements during the research process. They were took from observation and quantitative results.

In this research students and teachers benefited from the implementation of the technique three step interview because they learnt and taught at the same time. Besides, this technique provides the opportunity to play both roles in the classroom: students become knowledge doers. Furthermore, they guided their classmates' learning process. This technique is highly suitable in all kind of speaking class. It gave students the opportunity to overcome their personal difficulties due to the same group of students have an aim in common. They set up their own ideas to carry out the learning process. According to this study it was observed that in some cases students learn more from the knowledge they find useful in a real context than what they received from instruction. Instruction could be replaced with some new strategies, as three step interview.

At the beginning, it was difficult to teach phrasal verbs with students which the learning background was not very well identified. During the time we did the pretest, we realized that the students have good notions of English. The students chosen had many abilities, some of them understood the questions easily, but straggled with expressing their thoughts. Some other students had problems with understanding questions, they were able to answer if they had the question written.

As a result of the previous experience it was found out that to develop specific skills on students, a considerable variety of materials should be adapted. So, students could use the material to come up with speaking abilities. For instance, some students understood easily the meaning of the phrasal verbs with spoken examples. Then, they were able to tell their classmates

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the meaning without any difficulty. Some other students spoke self-confidently when they had the flash cards on hand, they looked at the flash cards and immediately remembered the meanings without using Spanish or other techniques. In general terms, the use of flash cards as material to implement three step interview was positive. Furthermore, it did not interfere with the technique itself. A few students were confident when they had the meaning of the words. Evidently students were confident when they read the meaning or an example in context. They were optimistic to check cautiously the meaning to spread the information with the other classmates. It made them feel supported. As the previous finding we realized that to use the technique we can adapt lot of material such as audios, pictures, realia, copies etc. As the technique allows students to decide how share knowledge with their classmates, they can decide the material they want to work with.

Changing the perspective from students to teachers, teachers have a laborious task, the way students face the activities depends on how teacher motivate their students, intrinsic aspects such as motivation through a language is a component to be examined. In this opportunity during the development of this study it was observed that students were very motivated to learn through the three step interview strategy. It is worth mentioning that, it was not so difficult to make students be into the process. Students were very responsible with each one functions. For example, students were in charge of teaching others what they have learnt by themselves with the material provided and teacher guide. We had a few cases of students which straggled with some activities of speaking but the other students were thoughtful to explain in some other ways.

Three step interview is valuable technique to promote interaction. Students are more attentive to their classmates' thoughts than teachers' explanations. Additionally, students are

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more concerned on the ideas they want to share with others. They came up with elaborated ideas, they showed interest in making the other classmates understand their points.

Something valuable to consider was the responsibility teachers have to make students understand the worth of the topic, when we mentioned that the phrasal verbs could be used on social networking sites, they were a bit attentive of learning them. Teacher's responsibility of choosing topics that are connected with learners' daily experiences and likes.

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Appendix**Appendix A: Lesson Plan 1**

Topic: Application of pre-test. Daily routine.

Objective: To start a conversation to determine the students' level of speaking ability.

Time: 1 Hour

Materials: Tape recordings, pre-test a set of questions, a rubric.

Students: 12

Procedure:

10min Ask for the students to go to the library for taking a test.

5 min organize the students to take the test individually.

45min to apply the pre-test.

Materials

Pre-test Questions

What time do you get up?

What time do you take a shower?

What time do you get dressed?

Do you take a breakfast?

What time do you leave home?

Do you catch a bus, a taxi?

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Do you walk to school?

What time do you start classes?

Do you have lunch at home?

What time do you arrive home?

What time do you go to bed?

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Rubric

RUBRIC	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Grammar	Needs Improvement Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Satisfactory Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses	Good Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Excellent Student was able to express their ideas and responses with ease in proper sentence structure and tense
Pronunciation	Needs Improvement Student was difficult to understand, quiet in speaking, unclear in pronunciation	Satisfactory Student was slightly unclear with pronunciation at times, but generally is fair.	Good Pronunciation was good and did not interfere with communication	Excellent Pronunciation was very clear and easy to understand.
Vocabulary	Needs Improvement Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Satisfactory Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Good Student utilized the words learned in class, in an accurate manner for the situation given	Excellent Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
comprehension	Needs Improvement Student had difficulty understanding the questions and topics that were being discussed.	Satisfactory Student fairly grasped some of the questions and topics that were being discussed	Good Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Excellent Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.

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Appendix B: Lesson plan class 2 with the technique

Objective: Teach verbs using in social networking.

Topic: Phrasal verbs used on Social networking.

Time: 1 hour

Procedure:

The group of 12 students was divided into two, as we were two teacher each teacher had a group A and Group B. In group A we will apply the technique, in group B we will teach the verbs without the technique.





In this lesson plan will be explain group a procedure. The 6 students will be dived into 2 subgroups, 10 min: The each as a monitor will provide 12 phrasal verbs to each group, and the 12 phrasal 50min verbs will be on the flash cards and a guide with synonyms and some examples in context.

Students read the examples, they understand and share the meanings of the phrasal verbs. In addition, students ask for clarifications from the teacher.

Materials: Flash cards, markers, eraser, copies with the meanings of the verbs.

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Flashcards

Ask out	Hit on
	
Shoot down	Settle Down
	
Hung out	Blow sb/sth off
	
Bring sb down	Bring something up

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<p>Call off</p>	<p>Make up</p>
	
<p>Pick Up</p>	<p>Leave out</p>
	 <p>Why Leave-Out (L2O) Cross-Validation Does Not Work For Trees</p>
<p>Turn Down</p>	<p>Look over</p>
	
<p>Get rid of</p>	<p>Put away</p>

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<p>Run into/Run Across</p>	<p>Get along with</p>
	
<p>Catch On</p>	<p>Lead on</p>
	
<p>Split up/ break up</p>	<p>Cheat on</p>

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**Phrasal verbs with meanings**

1. Ask out

To ask someone on a date Mark kept asking

Sally asks out until she finally agreed to see a movie.

2. Hang out

To relax socially

On the weekend, I hang out with my cousins in Miami Beach.

3. Hit on

To flirt with

Guys hit on her all the time when she goes out.

4. Shoot down

To reject (sth or sb)

I wanted to take my wife to a baseball game for our anniversary, but I was shot down.

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5. Lead on

To suggest interest dishonestly.

Karen has no feelings for Tom, but she leads him on because she likes his yacht.

6. Settle down (with)

To relax, to become domesticated

After some wild years, Jack settled down with Rachel and had a kid.

7. Split up

Break up

Kim's parents split up just after she graduated from high school.

8. Cheat on

Infidelity

David cheated on his wife with the nanny.

9. Blow (sb or sth) off

To ignore/to cancel

She had a date with Mark but ended up blowing him off.

10. Run into

To see unexpectedly

I can't believe I ran into my ex-girlfriend the other day on Lincoln Road.

11. Break up

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To finish a relationship

My boyfriend and I broke up, before I move to America

12. Bring someone down

Make unhappy

This sad music is bringing me down.

13. Bring something up (start talking about a subject)

My mother walks out of the room when my father brings up sports.

14. Call off (cancel)

They called off this afternoon's meeting.

15. Leave out (omit)

You left out the part about the police chase down Asylum Avenue

16. Look over(examine)

The lawyers looked over the papers carefully before questioning the witness

17. Make up(invent a story or lie)

She knew she was in trouble, so she made up a story about going to the movies with her friends.

18. Pick out(choose)

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There were three men in the line-up. She picked out the guy she thought had stolen her purse

19. Put away(save or store)

We put away money for our retirement.

20. Run across(find a chance)

I run across my old mate.

21. Turn down(reject)

He applied for a promotion twice this year, but he was turned down both times.

22. Get along with(have a good relationship with)

I found it very hard to get along with my brother when we were young.

23. Get rid of (eliminate)

The citizens tried to get rid of their corrupt mayor in the recent election.

24. Catch on(become popular)

Popular songs seem to catch on in California first and then spread eastward

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Appendix C: Lesson plan 2 without the technique

Objective: Teach verbs using in social networking.

Topic: Phrasal verbs used on Social networking.



Time: 45 min

Procedure:

The teacher explains the topic in front of the class, giving examples and showing the flash cards to the whole group. Then, the teacher ask for sentences with the verbs, the students take notes.

Materials: Flash cards, Markers, Eraser.

Flash cards

Ask out	Hit on
	
Shoot down	Settle Down





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<p>Hung out</p>	<p>Blow sb/sth off</p>
	
<p>Bring sb down</p>	<p>Bring something up</p>
	
<p>Call off</p>	<p>Make up</p>
	
<p>Pick Up</p>	<p>Leave out</p>

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	 <p>Why Learn One Out of Four Cross-Validation Does Not Work For Trees</p>
<p>Turn Down</p>	<p>Look over</p>
	
<p>Get rid of</p>	<p>Put away</p>
	
<p>Run into/Run Across</p>	<p>Get along with</p>
	
<p>Catch On</p>	<p>Lead on</p>

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<p>Split up/ break up</p>	<p>Cheat on</p>
	

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Appendix D: Lesson plan 3 with the technique three step interview

Objective: Teach verbs using in social networking.

Topic: Phrasal verbs used on Social networking.

Time: 45 min

Students: 6

Objective: students share information to teach each other the verbs.

Materials: Flash cards. Guide with synonyms and meaning. The material are the same provided in the previous classes.

Procedure:

They interchange the information about phrasal verbs in couples. Each couple will discuss and interact using “phrasal verbs” in context. They will have 30 minutes to carry out this activity.

Teachers will monitor the activity.

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Appendix E: Lesson plan 3 without the technique

Topic: Crossword.

Objective: Fill in the blanks with some of the phrasal verbs used in social networking.

Time: 45 min

Students: 6

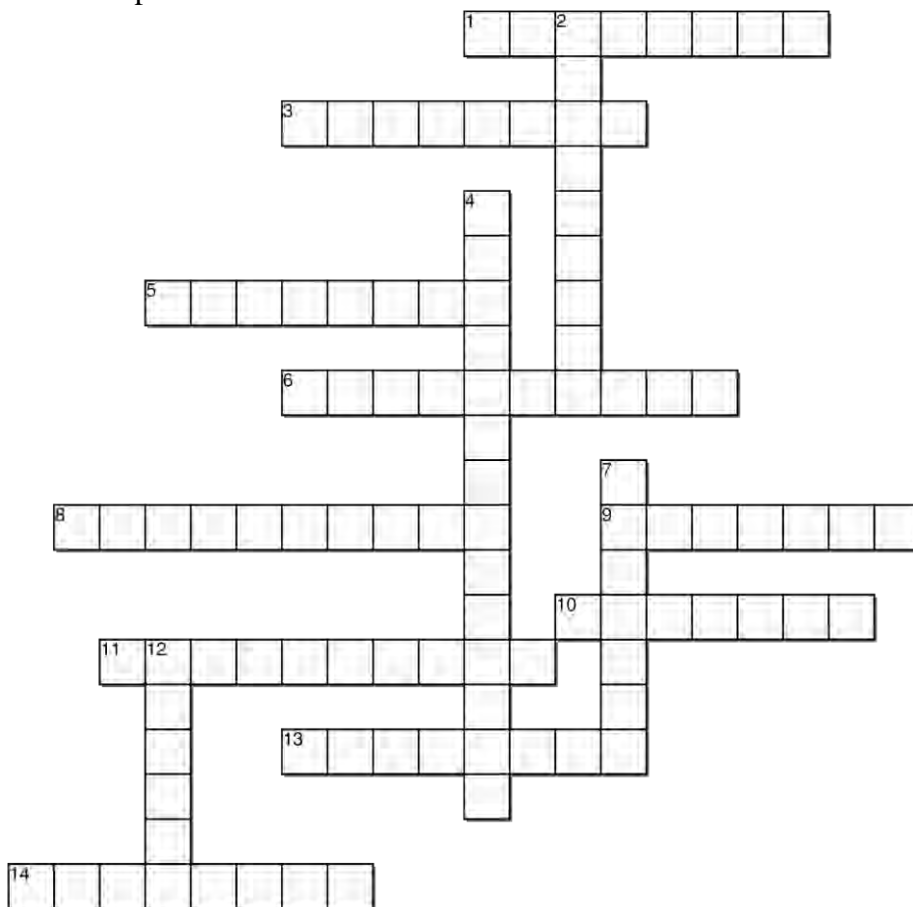
Materials: worksheet copies.

Procedure:

The group of students should develop the activity individually. They can ask for teacher's help

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Crossword. Complete the crossword below.



Created on TheTeachersCorner.net Crossword Maker

Across

1. To cancel
3. Infidelity.
5. To relax socially.
6. Find a chance.
8. Eliminate.
9. Invite.
10. To suggest interest dishonestly.
11. To reject someone or something.
13. To break up.
14. Start talking about a subject.

Down

2. Check.
4. To have a good relationship with.
7. To invent or lie.
12. To flirt with.

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Appendix F: Lesson plan 4 with the technique three step interview

Topic: Dialogue

Objective: create a dialogue based on the verbs learnt, in social networking context.

Time: 45 min

Students: 6

Materials: worksheet copies.

Procedure:

Students should work in couples to create a dialogue, the context given was social networking sites.

Students have the flash cards, and copies to facilitate the task, teachers will help them with questions about vocabulary and pronunciation.

The teacher inform students should act out the dialogue next class.

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Appendix G: Lesson plan 4

Topic: assess the verbs learnt in class.

Objective:

Ask students directly the meaning of the phrasal verbs. Then, write a dialogue using the phrasal verbs on their notebook.

Time: 45 min

Students: 6

Materials: worksheet copies.

Procedure:

15 min Teacher asks the meanings of the verbs directly students should answers.

20 min Students should write the dialogue individually on their note book.

10 min Teacher gives feedback.

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Appendix H: Lesson plan 5

Topic: Perform a dialogue

Objective: apply the phrasal in a 10 min dialogue.

Time: 45 min

Students: 12

Materials: worksheet copies.

Procedure:

Teachers present a dialogue in front of the group. Then, Students should perform the dialogue in front of the class. Teachers record the performance.