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**Tema:** COOPERATIVE LEARNING TO IMPROVE WRITING SKILLS

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Trabajo de Investigación, previo a la obtención del Título de Cuarto Nivel de  
Magíster en Enseñanza del Inglés como Lengua Extranjera

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Aplicada y de Desarrollo

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Mariela Reyes

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This work is completely and lovingly dedicated to my respectful family, without whose constant support this thesis was not possible. To my son Alexis who inspires me. They always inspire and encourage me with their endless source of dedication and hard work to achieve goals.

Mariela

**UNIVERSIDAD TÉCNICA DE AMBATO**  
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**FECHA:** *Diez de febrero de dos mil veinte y tres*

**EXECUTIVE SUMMARY**

This research aimed to determine the effectiveness of Cooperative learning on writing in English in tenth grade students from the Unidad Educativa Pelileo. To achieve this objective, a quasi-experimental research design with a quantitative approach was applied. The target population consisted of 47 tenth grade students who were divided into two groups. The control group was made up of 23 students and the experimental group was made up of 24 students whose parents signed an informed consent to participate. Some cooperative learning strategies were theoretically analyzed, namely Think-pair-share, All write Robing, Jig-saw, Integrated reading and writing cooperation, and Cooperative writing and feedback between peers, which were suitable to be applied in the classroom. writing process. For data collection, two instruments were used, such as the pre and post-test and a student survey. The students took the pre-test which consisted of a single question taken from the written part of the Cambridge A2 exam for schools. After taking the pre-test, students showed a low level of writing production since they had some difficulties in the use of appropriate language to express ideas, texts were not organized, and content did not answer the proposed question. Subsequently, a set of lesson plans focused on the implementation of Cooperative learning strategies to improve writing skills was designed for a period of classroom intervention where students from the experimental group participated

while the control group continued with their regular classes. Then, the students took the post-test, which was similar to the pre-test. To obtain numerical data, the pre and post-test had a rubric; on the other hand, the survey had a Likert scale. It was concluded that cooperative learning positively affects students' writing skills and it was recommended to apply this work in future research to contribute to the teaching-learning process in other educational institutions.

**KEYWORDS:** *COOPERATIVE LEARNING, TEACHING, LEARNING PROCESS, STRATEGIES, COMMUNICATION, INTERACTION.*

## CHAPTER I

### THE RESEARCH PROBLEM

#### 1.1. Introduction

The globalized society makes it essential to know a foreign language, recognizing English as a lingua franca (Crystal, 2003). Learning English has become an obvious need for education, since it seeks to train competent individuals (UNESCO, 2021). For this reason, in the school environment, it is necessary to implement educational interventions that allow the development of the student's communicative competence in English.

According to Harmer (2004), writing is an important language skill. So, it should be taught and developed in the language teaching process to enhance students' communication performance (Common European Framework of Reference for Languages, 2001). Therefore, the educational system should focus on helping students develop high English language proficiency. It implies having a high level of knowledge in grammar, vocabulary, accuracy, and content, among others.

However, over time, one of the problems in society has been the difficulty in communicating, affecting the development of interpersonal skills (Asmali, 2017). Possibly, this may occur since cooperation was not instilled from the early educational stage, preventing students from knowing how to work together and managing to communicate with each other to achieve common goals. The teaching process must be meticulous in achieving the objectives (Arias, 2018). For that reason, correct academic training, respect, and good communication must be instilled, emphasizing that achievements can be given individually or in groups. In other words, students must be taught that life is not to know more but to know how to transmit knowledge to others.

Furthermore, Johnson et al. (1994) argues that very few teachers opt for cooperative work in the classroom due to various factors. One of them is the time lost organizing the classroom furniture (chairs and tables). In addition, several teachers state that instead of working, students could waste time talking or doing another activity without focusing on the previously assigned task. In this way, only some students work,

making it more difficult for the teacher to use this type of organization. Besides, it is thought that group activities in the classroom only encourage students to work with too much help, or it is believed that it is easier for students to work with a colleague than alone. Teachers confuse cooperative work with group work; this causes misunderstanding; consequently, it is unknown if cooperative learning is genuinely beneficial for the students and the teacher.

Students have difficulties with their language skills worldwide; however, some countries have excellence. Regarding this, the English Proficiency Index, prepared by the consulting firm Education First (2021), evaluated 88 countries and placed Sweden, Norway, and Denmark among the top 5 places out of 12 nations that achieved a "very high" level of English; ten of them are European. Scandinavian countries are the most proficient in English as a foreign language; they have remarkably high English proficiency thanks to strong education systems, daily exposure to English in the media, and a deep-rooted culture of internationalism. On the other hand, Asian, African, and Latin American countries obtained "low" and "very low" in the English proficiency test (Education First, 2021).

In Latin America, most countries are placed in the lowest places of level of English. Efforts to improve this reality have been made; nevertheless, there are some challenges while teaching English as a foreign language since it is a fundamental language of social interaction in today's globalized world (Northrup, 2013). One of those challenges is that Latin American citizens do not use the English language in their current lives. At present, Latin American education requires students to be competent and able to function fully in their daily tasks, for which mastery of the foreign language is relevant. However, according to Education First (2021), the Latin American region could not stand out in the ranking yet, because only four countries in the region were located with sufficient scores to be classified as nations with high levels, such as Argentina; or moderate proficiency in English like Costa Rica, Dominican Republic, and Uruguay. The other countries in Latin America have a lower average. Underperforming education systems and high levels of economic inequality have hampered efforts to improve English proficiency. Likewise, the persistence of

economic inequality, fragile democracies, and unacceptable levels of violence are social problems that impact education and English.

On the other hand, Ecuador seeks to fulfill the objectives set in its educational system. In recent years, it has tried to create a solid and favorable system for teaching a foreign language, specifically the English language (Ministerio de Educación del Ecuador, 2016). An inclusive system where all students have the opportunity to learn and master English as a communicative language, at least the B1 level, according to the Common European Framework of Reference for Languages (2001). Consequently, participants of the educational community will be able to interact successfully. However, as a Latin American country, Ecuador has been in the lowest places of English proficiency. According to Education First (2021), in Ecuador, the English proficiency score is 400 out of 1000 points. It fell to 90th place among 112 participating countries when in 2020, it was 81st among 100 nations.

Moreover, it is worth mentioning that this work arises from observations made at the beginning of the school year during the researcher's English class. It was observed that the target students presented some difficulties in writing. They did not write words, sentences, or small paragraphs. It was also observed that there was a friendly classroom environment and social interaction was effective. Therefore, cooperative learning may be a good option to apply in this context. It may apply to different topics in English classes to strengthen learners' writing skills, which are fundamental in communication.

Similarly, based on the cooperative approach, this study allows making this process not only something academic but also a space where students with better interpersonal relationships are trained. It is appealed by a context in which cooperative learning is developed to look for the scope of the established objective thanks to support between teacher-student and student-student. In short, it should be noted that to strengthen writing skills, teachers and students must be oriented to cooperative learning. Therefore, the current research is structured so that the association between

cooperative learning and writing skills in English is identified and beneficial for the students.

## **1.2. Justification**

Having identified the problems related to English language proficiency and the weaknesses of teachers in the implementation of cooperative learning, this research is widely justified for some reasons.

First, it is necessary. The need to have a good level of competence in a foreign language such as English today means that the role of the teacher requires the implementation of a teaching method that allows the student to develop each of their communication skills (Beltran, 2017). It is necessary to foster in the student the ability to write, interact, and express their thoughts, ideas, and experiences in any communicative situation that requires the use of a foreign language.

On the other hand, the lack of learning the English language has certain long-term and short-term effects. Firstly, the short-term effects are related to the academic environment with the development of the student in the classroom, by not learning English, the student is affected in his or her academic performance in the class. In addition, he or she cannot communicate in the activities that the teacher performs both theoretically and practically and this triggers a series of consequences generating a lack of interest in the language. Secondly, the long-term effects refer to the fact that English is used globally as a language that offers work and study opportunities. Consequently, learning English constitutes a “must” that benefits social interaction worldwide; on the other hand, not learning it leaves the person in disadvantage with respect to today’s competitive society (Northrup, 2013).

Moreover, this research is new. There is no evidence that this kind of study has been developed at Unidad Educativa Pelileo. Therefore, an investigation framed in cooperative learning was originated with which it was sought to strengthen one of the communicative skills of the language, namely written production. This research generates material that can be implemented in the teaching-learning process of a



foreign language, for the student to strengthen his or her written production procedurally. That is, the students can express dynamically through written language from their own experiences, needs, and interests.

Furthermore, this study is motivational. It helps to strengthen social relationships and teamwork. In other words, the traditional methodology can be changed when teaching a language and demonstrates that communicative competence cannot be maintained individually; it requires interaction. In this case, work teams where the different students' abilities and skills are promoted. Cooperative learning tends toward a better education, where the teacher is a guide or mediator during the learning process, where students can build their knowledge (Johnson et al., 2004). Therefore, a learning space is provided to strengthen writing skills to motivate English language learning.

Therefore, it is necessary to establish goals that would guide the current study to contribute to Ecuadorian education.

### **1.3. Objectives**

#### **1.3.1. General**

- To determine the effectiveness of cooperative learning on English writing skills in tenth-grade students.

#### **1.3.2. Specific**

1. To analyze strategies of cooperative learning which are suitable for writing skills enhancement.
2. To diagnose the current situation of tenth- grade students regarding their writing skills.
3. To analyze the impact of cooperative learning on students.
4. To identify the students' perceptions towards cooperative learning strategies to develop writing skills.

## CHAPTER II

### RESEARCH BACKGROUND

#### 2.1. Previous research

The subject of this section is the use of cooperative learning to enhance students' writing skills, which also mentions earlier theoretical and practical studies related to the subject. This reading reviews the evidence, justification, and direction for ongoing research.

To carry out this research, some databases and national and international university repositories were reviewed. The keywords used were: cooperative learning and English language writing skills. Furthermore, there were some inclusion and exclusion criteria for the analysis.

This state-of-the-art has some inclusion criteria. Papers such as literature reviews, quantitative and qualitative studies, and experimental and quasi-experimental research are included. In addition, the studies have young learners from the beginner level of English language performance, like A1 and A2 or Beginners, as the target population. Those documents lasted five years ago, from 2018 to 2022. Additionally, they are written in English and contain the intervention process and the Cooperative Learning techniques or strategies to put into practice at the classroom level. Consequently, twenty studies were included in this section which accomplished the inclusion criteria.

First, some studies emphasize the problems that students go through concerning their writing skills. First, students do not achieve the desired levels in English after schooling (Subadrah & Sanai, 2018). In addition, pupils struggle while compiling writing or summarizing the outcomes to generate paragraphs from interview materials. This results from the teacher's lack of direction and the absence of explanations about how to create narrative paragraphs from interview text (Khair, Rihan, & Misnawati, 2022). Besides, large classes make it complicated for the teacher to provide enough feedback to each student (Tesfamichael, 2018). Additionally, there are issues with acronyms, capitalization, abbreviations, bad grammar, poor spelling, incorrect use of small letters, and other text communication formats (Aghajani & Adloo, 2018). Those

are the reasons why researchers employ Cooperative learning for their students' writing skills enhancement. They have similarities related to their research goals, research methodology, cooperative learning strategies, and writing enhancement process. However, they differ in some ways.

There are some similarities and differences pertinent to the research objectives. Hertik and Juliati (2019) verify the effectiveness of the Cooperative Learning approach to improve writing skills. It is intimately linked to other studies that aim to prove cooperative learning efficiency (Ho Pham, 2021; Subadrah and Sanai, 2018; Yıldız and Akdağ, 2021; Okumuş, 2020; Munawar and Hussain, 2019; Yusuf et al., 2019). Kondal and Tilwani (2021); Khair et al. (2022); Siddique and Sarjit (2018); Putri and Yunus (2021); Shammout (2020); and Munirah et al. (2018) employ the Cooperative Language Learning approach to encourage students to learn from their partners in order to improve their writing abilities. Besides, other authors look for information related to Cooperative learning weaknesses and strengths in improving writing skills (Ghufron & Ermawati, 2018). Yet another author assesses the differences between male and female students' attitudes toward cooperative learning during writing skills learning (Tesfamichael, 2018). Therefore, most of the authors pretend to improve students' writing skills through the application of Cooperative learning. Then, it is necessary to look for information belonging to their research method.

Previous studies' research methodology has similarities but differs in some ways. The most used research methodology is mixed (Tesfamichael, 2018; Subadrah and Sanai, 2018; Okumuş, 2020). Those studies use qualitative data through interviews and quantitative data from surveys and questionnaires. Most of them developed quantitative research and obtained data from tests. Tests include questionnaires that students answer through paragraphs or essays. Research materials are graded by using rubrics that focus on grammar, vocabulary, content, and organization (Tesfamichael, 2018). Other rubrics include audience suitability, information richness, style and genre, the topic of writing, acceptable type of writing, spelling, and grammar (Yildiz & Akdağ, 2021).

Some authors conduct action research. Hertik and Juliati (2019) divide their research into two phases. The first one serves to observe the student's competencies and the second to develop an action plan to put into practice. In the same way, Subadrah and Sanai (2018) set action research with four specific steps: planning, acting, observing,

and reflecting. Their methods for collecting data are reflection and observation checklists.

In addition, there are two similar case studies. First, Ghufron and Ermawati (2018) develop qualitative research with deep interviews and observation to collect data. Their aim is to compare Cooperative Learning and problem-based learning in English as a Foreign Language writing class to look for weaknesses and strengths. Similarly, Putri and Yunus (2021), in the context of the pandemic, COVID-19, develop qualitative research (case study) with open-ended questionnaires and individual interviews for data collection.

Furthermore, there is pre-experimental, experimental, and quasi-experimental research. Munirah et al. (2018) develop pre-experimental research. They work with a group of students who take the pre and post-tests. Observation is carried out during the intervention to obtain data. They also use descriptive and inferential statistics to analyze data through Statistical Package for the Social Sciences (SPSS) statistical software. Siska et al. (2018), Khair et al. (2022), Kondal and Tilwani (2021), and Ratna and Widiyanto (2018) develop experimental research. Otherwise, authors develop quasi-experimental research design studies (Munawar and Hussain, 2019; Yusuf et al., 2019; Ho Pham 2021; Aghajani and Adloo, 2018; Shammout, 2020; Yildiz & Akdağ, 2021; Okumuş, 2020; Tesfamichael, 2019). They have two study groups, the control and the experimental, who take the pre and post-tests. The latter is taken after the intervention phase based on applying Cooperative Learning to writing skills enhancement. Furthermore, their most common way of data analysis is a T-test to compare means and address conclusions.

Another important finding in this previous research analysis is the most common Cooperative Learning techniques used to improve students' writing skills. Jig saw (Hertik and Juliati, 2019; Shammout, 2020; Ghufron & Ermawati, 2018); Think, Pair, Share (Hertik and Juliati, 2019; Ratna and Widiyanto, 2018); small group discussion and interaction (Siska et al., 2018; Okumuş, 2020; Yıldız & Akdağ, 2021; Tesfamichael, 2018; Shammout, 2020; Subadrah and Sanai; 2018); peer feedback (Kondal and Tilwani, 2021; Ho Pham, 2021); reciprocal writing (Munawar and

Hussain, 2019); online discussion (Aghajani & Adloo, 2018), chronological technique (Khair et al., 2022); and, forums (Putri and Yunus, 2021) are considered the most relevant Cooperative Learning techniques. Other techniques are Cooperative Integrated Reading and Composition (CIRC) technique (Munawar & Hussain, 2019) and collaborative learning activities (brainstorming) (Ho Pham, 2021). On the other hand, "All Write Round Robin and Table" is not very common. Certainly, it could be a good idea to implement them in the intervention phase to motivate the target population.

Some authors emphasize on cooperative learning methods. One example is Student Team Achievement Division (STAD method). Subadrah and Sanai (2018) indicates that STAD is based on five different components like class presentations, group work, quizzes, scores of individual improvement as well as team development. Yet another method is P2RE which is a cooperative learning model based on constructivism with the types of preparation, organizing, reflective, and evaluation (Munirah et al., 2018). Besides, Herbart method focuses on planning, material presentation, material association, conclusion, and application in cooperation of cooperative learning (Nurlaila & Muassomah, 2020). All of the methods and techniques mentioned above aim to help students to participate in cooperative learning to achieve positive interdependence, positive interaction, individual and group accountability; and social skills improvement (Tesfamichael, 2019; Siddique and Sarjit, 2018); as well as to solve real-life problems (Ghufron & Ermawati, 2018).

Lastly, those authors, promoted the production of written texts. They aimed to help students to improve their short texts like expository, descriptive, and narrative paragraphs (Yusuf et al., 2019; Ratna and Widiyanto, 2018; Yıldız & Akdağ, 2021; Munirah et al., 2018; ); short stories (Siska et al., 2018); journals (Putri and Yunus, 2021), and writing sentences (Nurlaila & Muassomah, 2020; Tesfamichael, 2018). Others intended to help students to produce compare and contrast, descriptive, opinion, and cause and effect essays (Ghufron & Ermawati, 2018; Tesfamichael, 2019; Shammout, 2020). In the production of written texts, the authors emphasize in the process of writing which is composed by pre-writing, writing, revising, proofreading, and publishing (Hertik and Juliati, 2019; Kondal and Tilwani, 2021).

Finally, most of the researchers concluded that Cooperative Learning helps to improve the writing skills. Furthermore, it can be effectively used in all levels of students and levels of English performance (Ghufron & Ermawati, 2018). However, Okumuş (2020) argued that, there was no difference between the groups in pre- and post-tests.

All of the previous research mentioned greatly contributed to the construction of the current one. First, they had similar methodology with this one and their processes enlightened the researcher's ideas. Secondly, the teaching methodology was similar to the proposed for the current research; therefore, it was a good guide to design lesson plans and apply them with the target population. Third, the authors involved the application of cooperative learning for writing skills enhancement. This fact helped to look for appropriate classroom activities according to the students' needs. Last but not least, the results and conclusions contributed to design a proposal which would help students improve not only their writing skills but also their interaction and communication.

## **2.2. Independent variable: Cooperative learning**

### **2.2.1. Cooperative Learning**

Cooperative Learning emerged in the United States at the beginning of the 19th century with the aim of solving problems of a socio-educational nature because students from different social classes, educational levels and origins attended schools (Dewey, 1934). In this sense, several researchers seek appropriate methods in the learning of heterogeneous groups, among which was the North American pedagogue John Dewey, who is credited with the implementation of the cooperative learning method that consists of group work and the achievement of common goals (Aghajani & Adloo, 2018). On the other hand, it is important to mention that David Johnson and his brother Roger Johnson perfected this methodology. That is to say, they observed that through the cooperation between the members of the group, knowledge between them is intensified due to the fact that they share ideas, opinions and experiences that lead to the development of competencies and skills that are important elements in the educational field (Munira et al., 2018)

Cooperative learning is based on two basic foundations. First, in the active participation of students in their learning process (Alvarez, 2000), and secondly, in cooperation, shared responsibility and mutual help of all students among themselves (Dewey, 1934). According to Johnson et al. (1994) Cooperative Learning is the didactic use of small groups in which students work together to maximize their own learning and that of others.

According to Nurlaila and Muassomah (2020) through Cooperative learning, essential values such as respect, solidarity, responsibility, honesty, and discipline, among others, are promoted, which must be considered within the classroom. Besides, the teaching-learning process becomes dynamic and participatory because trust is fostered within the group so that each member contributes to the designated activity (Alvarez, 2000). Jonson et al. (1994) affirm that cooperative learning refers, in the first place, to a form of social organization of teaching-learning situations in which students establish a positive interdependence. In other words, they can learn and accomplish their objectives only if their peers do it, too (Yusuf, et al. 2019). Therefore, students participate directly and actively in group work because they have the same objective and each member interacts and shares information which is evaluated by all (Kagan, 1985). Based on these conceptions, Johnson and Johnson (2017) consider that cooperative learning is a method based on the construction of knowledge jointly. Similarly, it favors the development of intellectual, social and personal skills, so this method focuses on students improving their own learning and that of their classmates.

There are some advantages in the use of Cooperative learning:

- In terms of Ghufron and Ermawati (2018), it is a type of learning that can be applied to all educational levels and in all curricular areas, and the dynamics when working in the classroom in the form of teams is more attractive and motivating for students.

- For Siddique and Sarjit (2018), the structuring of the class in a cooperative way, if carried out optimally, creates a climate in the classroom that favors learning and helps to achieve better results in academic performance.

- It facilitates attention to diversity, providing strategies and resources for managing heterogeneity in the classroom. The teaching staff have more time to attend,

individually, to the students with special needs and, in addition, they have the help of the rest of the group. In the same way, it is also favorable for the learning of those students with more capacity. In short, it makes inclusive classrooms possible (Nurlaila & Muassomah, 2020).

Next, Kagan (1985) argues that the fundamental aspects to work on to successfully carry out the practice of cooperative learning in the classroom are detailed. In this way, cooperative work structures will be incorporated into the usual classroom practice, gradually and in sequence.

1. Reinforce group cohesion and the positive atmosphere in the classroom through group dynamics, cooperative games or activities (Kondal & Tilwani, 2021).
2. Form cooperative work teams. For the first cooperative learning experiences in the classroom, heterogeneous pairs and four-member “spot teams” will be organized to observe how they work together (Kagan, 1985).
3. Learn to cooperate and work as a team by practicing social skills to resolve conflicts. Teamwork is a strategy used to learn and teach. Certain skills such as mutual help, participating, encouraging work, communicating with others appropriately, and conflict resolution favor student learning (Dewey, 1934).

Cooperative learning addresses a teaching model focused on cooperation as a teaching element, where students work together to achieve common goals guided by the teacher (Okumuş, 2020). The cooperative learning methodology is based on constructivism (Dewey, 1934); so that, based on previous knowledge and new learning experiences, the contents are assimilated and improved (Ausubel, 1973). Likewise, this methodology includes diversity, which is considered as a resource in teaching. Besides, Cooperative Learning is a methodology used within curricular design that is not only used in a specific academic competence but is also used in different areas of knowledge, for example, in mathematical, natural, social, cultural and educational sciences such as language teaching-learning (Munawar & Hussain, 2019).

Furthermore, Tesfamichael (2019) asserts that regarding the written production (writing), the contributions of each student are reflected in a text. Additionally, the



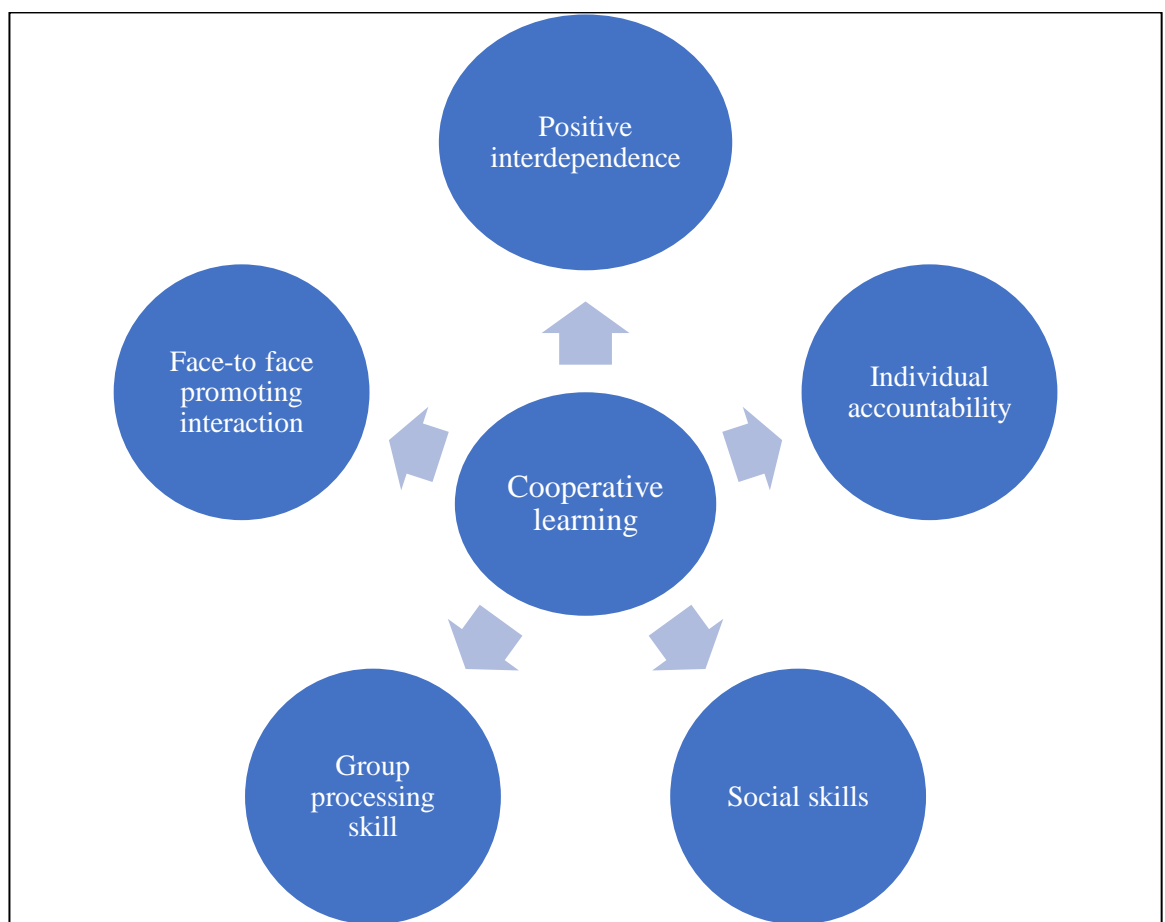
members review the activity before its delivery, so that they evaluate their learning and identify which aspects need to be reinforced. Therefore, this process increases the development of language skills in students.

### 2.2.2. Elements of Cooperative learning

For group work cooperative learning must include the following essential elements:

**Figure 1.**

*Elements of Cooperative learning*



Note: By(Siddique & Sarjit, 2018); main elements of Cooperative Learning

#### **Positive interdependence**

According to Jonhson et al. (2004), positive interdependence arises when the members of the group realize that their work is linked to that of others and the success in achieving their objectives depends on the work of all the members of the team, in such

a way that the final objective of the task cannot be achieved if one fails. Therefore, everyone will need the involvement of others. Similarly, Kagan (1985) states that positive interdependence refers to the contribution of each of the team members and the commitment to self-improvement on a personal and group level; everyone strives to achieve a common goal and promote learning both their own and that of the other members. In consequence, the success of the activity is achieved only if everyone contributes to its development. In short, positive interdependence is the only element which guarantees that students cooperate with each other, hence the importance of this element in the cooperative learning method.

### **Individual accountability**

Siddique and Sarjit (2018) state that to achieve success, which depends on all the members, individual commitment is necessary, where everyone assumes the responsibility of achieving the group objectives, and an individual commitment where each one will be responsible for their own objectives. In this way each group member avoids the diffusion of responsibilities and a very common problem in group work carried out with other methodologies, in such a way that no one can take advantage of the others' work.

### **Social skills**

Social skills are focused on the members of the group abilities such as effective communication, leadership, trust building, and decision making (Subadrah & Sanai, 2018). Furthermore, Dewey (1934) announces that Cooperative learning goes beyond learning any subject. Students must acquire interpersonal and group work skills. They need to communicate, make decisions, resolve conflicts, organize and support each other. All these skills are also teachers' responsibility, thus promoting comprehensive training.

### **Group processing skill**

Students must take responsibility for the evaluation process. Time should be set aside to reflect together on the extent to which they are achieving their objectives and working relationships in an honest, respectful and critical way, so that they must make

decisions about what they need to readjust or improve. In this sense, the use of rubrics and metacognition techniques, such as high-order-thinking routines are very practical (Johnson et al., 1994).

### **Face-to-face promoting interaction**

Ratna and Widiyanto (2018) claim that face-to-face activities increases the possibilities of interaction through interpersonal dynamics. Students must promote the success of others by sharing, helping, supporting, and encouraging their groupmates, in such a way that the work is produced thanks to joint effort and contributions, based on commitment and respect for the other. For this, group discussion is a good alternative.

### **2.2.3. Cooperative Learning strategies**

It is the teacher's responsibility to choose the resources, activities, and methodology, which are the channels of learning, the vehicle of the subject and a basic tool to meet the needs of some students. Indeed, the teacher is responsible for emphasizing the use of content, the acquisition of knowledge and the development of skills within a cooperative framework (Harmer, 2004). There are some strategies of the cooperative method that allow students to work cooperatively and in turn develop the productive ability of the English language, in this case, writing skill.

### **Jigsaw**

Jigsaw cooperative learning technique is a CL strategy, students are divided into groups, each of which include students of varying levels and aptitudes. On-parity members of each group collaborate separately to finish a portion of the group job. Team members return to their groups after finishing their individual work and collaborate to combine all their elements into a cohesive, well-organized group project (Hertik & Juliati, 2019).

Besides Shammout (2020) suggests that each member of the base team is assigned the preparation of a part of the topic, therefore, within each and every one of the base groups we will have "experts" in the different subsections. These experts will find their counterparts in the other groups so that there will be as many "groups of experts" as there are divisions of the topic. In a first phase, the group of experts meets to read,

explain, analyze, and solve exercises that allow them not only to master the content that has been assigned to them, but also to prepare the topic in order to be able to explain it to the rest of their peers from the base group in the next session.

### **Think-pair-share**

Think-Pair-Share (Cooperative work in pairs) is a collaborative learning strategy in which students read an article in the English language facilitated by the teacher. First individually, then in pairs and finally have a discussion with the whole class. Think-Pair-Share (TPS) has been recommended for its benefits of allowing students to express their reasoning, reflect on their thoughts, and get immediate feedback on their understanding (Lyman, 1981). According to Ratna and Widiyanto (2018), this strategy can be adapted for writing skills with effective results.

### **Cooperative Integrated Reading and Writing**

This strategy developed by Slavin (1990) is focused on the teaching of writing and reading. The teacher establishes the objectives and presents the content. First, students in groups of two people read the material that was delivered by the teacher, then analyze it, make predictions about the story and finally answer the questions, edit and revise the work before delivery.

The cooperative integrated reading and writing strategy contributes to the teaching of a foreign language because it promotes the development of receptive and productive skills (Aghajani & Adloo, 2018). Through this strategy, students carry out a cognitive, comprehensive and expressive activity, in turn generate ideas, interpret and write information, and acquire vocabulary. Likewise, a pre-assessment is carried out within each group to ensure that the content has been understood and to verify if they are prepared to be assessed (Slavin, 1990).

### **All write Round Robin**

According to Kagan (1985), in the Round Robin the students speak in turns while in the Roundtable, the student writes. It is a very simple structure of cooperative learning that can be used in any subject. It is used more than anything at the beginning of a lesson to generate an activity where everyone helps to build content and meaning. First

the teacher asks the class a question. Each of the students thinks of the possible answers, they answer in turns. To choose who begins to respond we can resort to simple strategies. Start with the tallest, the shortest, the youngest, the one with glasses, the one with the longest hair, etc.

### **Cooperative writing and peer feedback**

According to Johnson and Johnson (2017) Cooperative writing and peer feedback aim to write several texts, encourage research, and develop creativity in students. The writing is about topics that may be of interest to their peers. In the first instance, the teacher forms heterogeneous pairs where one student writes and the other revises, after which the roles are reversed. The couple writes the first paragraph, then they do it individually, once they have finished the composition, they revise together to deliver to a group. The group reads, corrects following the established criteria and if necessary, makes suggestions, the students review their work and based on the suggestions they make the respective corrections. In short, students write, read, and review the compositions of their classmates and a signature is added as evidence that the entire process has been followed (Ho Pham, 2021). This cooperative strategy is focused on promoting the writing of various types of text; consequently, it maximizes the development of the productive ability of the English language (Khair et al., 2022).

### **2.3. Dependent variable: Writing skills**

#### **2.3.1. Communicative approach**

The communicative approach has its beginnings in the theory of communicative competence (Common European Framework of Reference for Languages, 2001). Language from a structural perspective was previously seen as an instrument of communication, and its study was limited to its linguistic and grammatical aspects. However, these aspects were not enough for a full use of a language from a social aspect. Contributions, such as those made by Hymes, Canale and Swain, Widdowson, Bachman, among other theorists, emphasize the social character that language must have and the adaptation of speech acts according to the speakers' needs and contexts (Richards & Rodgers, 2001).

In this approach, knowledge of the structure of the language can be considered necessary, but this does not guarantee that the speaker can communicate effectively, on the contrary, it is necessary to know what linguistic forms are necessary in certain situations according to the communicative intention (Common European Framework of Reference for Languages, 2001). Therefore, it is observed that the objective of the approach is to communicate effectively in the foreign language from the structural and functional point of view (Richards, 2013).

### **2.3.2. Writing skills**

Writing is one of the most recent skills that the human being has developed, it is a product of evolution (Yule, 2010). Thanks to it, the great step was taken from prehistory to history. And from that moment it has developed to the point of being necessary, today, to access different pages on the internet, write letters and even for such daily activities as sending a text message or chat (Beltran, 2017). Both written production and spoken production are communication systems, however, writing has certain characteristics that go beyond the limitations that oral production may have. Writing allows information to be transmitted through messages that overcome the barriers of time, thus acquiring a permanent and spatial reflection (Harmer, 2004).

### **2.3.3. Writing sub-skills**

There are skills that those who perform the exercise of writing must have. The Common European Framework for Languages (2001) establishes a series of sub-skills that are relevant in writing:

- Create a solid word foundation and employ proper wording conventions.
- Use appropriate grammatical structures.
- Use coordinating words and phrases when writing.
- Utilize the grammatical structures and rules of written speech.
- Fulfill the communicational function of written texts in a way that is appropriate for their form and intent.
- Establish linkages and relationships between events, as well as core idea, supporting facts, fresh and provided information, generalizations, and exemplification.
- Distinguish factual meaning from implied meaning.

#### **2.3.4. Writing process**

According to Khair et al. (2022), within the entire process to create a text, there are steps within each of the phases. Specifically, when it comes to putting the words on paper, there are three moments that the language learners must emphasize due to their importance: planning, writing and reviewing texts. These three steps are relevant in the creative writing of texts. If the students do not plan well what they will write, chances are that the writing or writing process will be continually interrupted by the search for information. On the other hand, if after writing they do not review the text thoroughly, they would miss details that can range from grammar or spelling, to more important issues such as the agreement of ideas or the meaning of the writing.

The different stages of the writing process according to Hertik and Juliati (2019) are:

##### **1. Pre-writing**

The first stage of the writing process is the pre-writing. According to Hertik and Juliati (2019), at this point, the most important activities to be carried out are searching for a topic, get information, brainstorming or other creative writing exercises, such as catharsis.

##### **2. Writing or drafting**

Writing is the second step in the writing process, and during it, a complete first draft is usually written from the notes taken during pre-writing. In accordance with Harmer (2004), the idea at this point is not to have a perfect text, but a complete draft. Learners do not have to pay attention to grammar or spelling errors, because ideally, they should write quickly with the pen or fingers to follow the flow of ideas that come out of their mind.

##### **3. Revising**

Pursuant to Kondal and Tilwani (2021), the next stage of the writing process is revision, which is not the same as editing. Students do not have to pay attention to spelling or grammar errors yet, but the idea is to move large structures, such as sentences or paragraphs, to achieve a more fluid reading.

#### 4. Editing or correction

According to Ho Pham (2021), editing is also known as proofreading. At this time, spelling, punctuation, and grammar are checked. However, it can be difficult for the authors themselves to detect this type of error, since, having gone through the previous stages, the most obvious ones may have been corrected. Therefore, it is not uncommon for them to look for a professional editor or a fellow writer, to make the correction and at the same time give feedback on the text.

#### 5. Publishing

Aghajani and Adloo (2018) argue that the final step in the writing process is the publication or presentation of the text for dissemination. In this step, the most important thing is to share what is written by the most appropriate medium in each case.

#### **2.3.5. Writing assessment**

The Common European Framework of Reference for Languages (2001) unifies the guidelines for language learning, according to what was revised in the Foreign Language Standards and those that were specified for this project, students would be at level A2. The language user is able to comprehend idioms and terms that are frequently used in contexts that are especially pertinent to him or her (basic information about himself and family, shopping, places of interest, occupations, etc.). When performing routine, everyday duties that just call for brief, straightforward information exchanges about subjects that are familiar to or habitual to him or her, he or she is able to communicate well, able to clearly and simply communicate aspects of their environment and past, as well as matters pertaining to their immediate requirements.

Regarding this Cambridge Assessment (2021) web site has socialized a rubric for assessment purposes of language learners who are in the level A2 that consists of three main criteria namely content, organization, and language.

- Content: An answer was given to the question formulated and the topic that it suggests; developed properly.



- Organization: Organized paragraphs and a logical sequence of ideas were found that allowed the understanding of the topic.

- Language: a correct use of grammatical lexical structures and categories (verb, noun, preposition, adjective and adverb) was developed. The words were spelled correctly.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Location**

Knowing the educational institution where the current research was carried out is necessary. The Unidad Educativa Pelileo (2019) was created 162 years ago, this institution has ratified its decision to maintain an endless search to raise the quality of Education through the continuous training of its directors, teachers, and students. In addition, this educational institution guides its actions in respect of the current legal regulations promulgated by the Ministry of Education of Ecuador. It is in the province of Tungurahua in Pelileo town. Besides, it is a regular education school that assists 1722 students and 70 teachers (five of them are English teachers).

#### **3.2. Equipment and materials**

For the development of this research, some equipment and materials were used. Firstly, the researcher used a computer to perform the analysis. Besides, some educational material was used, such as paper and pencils, and some photocopies to develop the intervention in the class.

#### **3.3. Type of research**

This study investigated how applying Cooperative Learning could help tenth graders at Unidad Educativa Pelileo to enhance their writing abilities. The study used a quantitative approach. Quantitative research is a method that uses mathematical and statistical analysis tools to describe, explain, and predict phenomena using numerical data (Cohen et al., 2007). Since the group received a classroom intervention for a set length of time and ongoing measurement was required, the quasi-experimental research design was used. Quasi-experimental research designs examine causal hypotheses to find a comparison group that is as close as feasible to the treatment group in terms of baseline (pre-intervention) characteristics, according to Creswell (2015).

#### **3.4. Techniques and instruments**

The current research used techniques and instruments to collect data. Firstly, the Cambridge A2 for Schools exam (Annex1) was used as the pre and post-test. This

international standardized test assesses the four skills of the language, namely reading, listening, speaking, and writing. Hence, the writing part was taken for the target population for the current research. This exam part has a unique question: looking at three pictures and writing a short story. The students must write at least 50 words in total. Furthermore, a rubric was also used to develop a reliable assessment. This rubric had some criteria, such as content, organization, and language.

Besides, the second technique was the survey with a questionnaire which was used to obtain information related to the students' perceptions towards the application of cooperative learning to improve writing skills. The survey had ten items on the Likert scale. It was also validated by two experts in the teaching of English field.

### 3.5.Hypothesis

Hypothesis 1: The application of cooperative learning significantly enhances the students' writing skills.

Hypothesis 0: The application of cooperative learning does not enhance the student's writing skills.

### 3.6.Population

The students that attend Unidad Educativa Pelileo come from the surrounding places of the city. Most of them have low economic status because their parents work as employees who sometimes do not even have the minimum salary. They must help their parents and do not have enough time to research or self-educate. Furthermore, they cannot afford extra English classes, and their level is deficient.

The current research applied some cooperative learning strategies to improve tenth graders' English language writing skills. As this project was developed in extra class time, their parents signed an informed consent for the students to participate. Therefore, the population is displayed in table 1.

**Table 1.**

*Population*

POPULATION						
Group	Male	%	Female	%	Total	%
Control group	13	28%	10	21%	23	49%
Experimental group	15	32%	9	19%	24	51%
Total		60%		40%	47	100%

Note: Data obtained from the list of students whose parents signed the informed consent.

**Table 2.**

*Age of students*

<b>Statistics</b>			
<b>Age</b>		<b>Level of English performance (writing)</b>	
<b>N</b>	Valid	47	47
	Missing		
<b>Mean</b>		14.30	A1
<b>Std. Deviation</b>		.587	

Note: Data obtained from the secretariats' office at Unidad Educativa Pelileo

As Table 2 shows, there were 47 students from both the control and the experimental group. The mean age is 14.30 with a .587 standard deviation. As they were in the tenth year of primary education, the students were 13 to 15 years old. Furthermore, at the beginning of the study, the population took the pre-test; therefore, the general conclusion for this fact was that students are the level A1 of writing performance according to the standards displayed in the Common European Framework of Reference.

### **3.7.Data collection**

For data collection there was a pre-test and a post-test and a survey as well.

First, the diagnosis was taken from the pre-test. This exam constituted one question that was provided to the students, which belonged to the Cambridge Assessment A2 Key for Schools test. This question referred to writing a short paragraph that narrated the events in the pictures provided.

A rubric was used to score the students' written productions to obtain numerical data. This rubric also belonged to Cambridge Assessment materials related to A2 level of

English performance. It contained three main criteria: content, organization, and language, with five bands being 0, the lowest to 5, and the highest score (See Annex 1 and 2).

The classroom intervention phase lasted seven weeks which were distributed in the following way. The first week was used to take the pre-test. In the next five weeks, the researcher worked in the classroom intervention, two sessions per week, in total ten sessions. Afterwards, the post-test was applied in the seventh week.

The intervention process focused on applying cooperative learning strategies such as Think-pair-share, numbered heads, cooperative reading and writing, collaborative writing, and peer feedback. All write round Robin, and Jigsaw. All these strategies were combined in a classroom process with three steps like pre-writing activities, during-writing activities, and post-writing activities.

The intervention process involved ten sessions which included Cooperative learning strategies to improve students' writing skills. These sessions also emphasize the process of writing with three main steps like pre-writing activities where students are familiarized with the topic and recall their background knowledge; writing activities where they develop writing with their teacher's support and monitoring; and post-writing activities where students review and correct their writing after teacher's revision to be socialized with the rest of the class. Besides, topics were chosen according to the target population year of school (Tenth year of basic education)

Session 1: Its topic was how to write a paragraph. In this session, students learned about the parts of a paragraph and some types of them. Furthermore, they wrote a short story to describe a set of pictures. The cooperative learning strategy applied was Think-pair-share. The teacher used Thesaurus dictionary, Grammarly, and Prepostseo; to provide accurate feedback after students finished their writing process.

Session 2: the topic was history about soccer uniforms. The students had to cooperatively read in a jigsaw process. At the end, they wrote a paragraph about their favorite soccer teams' uniforms.

Session 3: It was about artistic sports. The students interacted in small groups and talked about artistic sports; at the end, they wrote a paragraph and presented a picture related to their final written production.

Session 4: This session was about crime. The students put All write Round Robin strategy into practice. They wrote about a crime story based on a set of pictures.

Session 5: This session was about the most wanted criminals. The cooperative learning strategy was Cooperative integrated reading and writing which was developed in pairs. The students searched for information about one of the most wanted criminals and wrote about one of them.

Session 6: Its title was about students' future plans. Students worked on Cooperative writing and peer feedback strategy. They talked and wrote about how their lives would be in the future.

Session 7: Students wrote about how the world would be in 50 years. They cooperatively wrote a paragraph and made a presentation about their thoughts.

Session 8: Students worked in pairs on a reading text entitled: The coldest night at sea. Students also worked in pairs and put into practice Cooperative Integrated Reading and Writing strategy. They wrote about the worst day in their lives and used connectors to put sentences together. They made a poster and presented it to the rest of the class.

Session 9: This session focused on inventions and the wheel. Students cooperatively worked with Think-pair-share strategy. They wrote about the wheel as an invention and its importance.

Session 10: It was about another invention: paper. Students cooperatively wrote a paragraph about a hypothetical situation related to the idea that paper would be banned. They had to support their ideas against or for this idea.

Having finished the intervention process, a survey was applied to the experimental group to obtain data about their perceptions related to the use of cooperative learning for their writing development.

### **3.8.Data processing**

The pre-test, post-test, and survey data were gathered and condensed into an Excel file. Then, they were transported to an SPSS (Statistical Package for the Social Sciences) software file to apply for the normality test. Next, the non-parametric test Wilcoxon was used to compare means. Finally, comparing standards was developed to prove or reject the hypothesis.

### **3.9. Variables**

#### Cooperative learning

Cooperative learning is a pedagogical method that promotes teaching through the socialization of students. Its procedure consists of dividing the class into small but heterogeneous groups so that the students work with each other in a coordinated way solving academic tasks (Kagan, 1985).

#### Writing skills

Writing is the way to fix, through a set of graphic signs, the language with which the human being expresses himself verbally. Writing is how humans communicate and transmit information, ideas, concepts, knowledge, or feelings in a non-oral form (Common European Framework of Reference for Languages, 2001).

## CHAPTER IV

### RESULTS AND DISCUSSION

After the whole process, the comparison of means was developed through Shapiro Wilk test. Moreover, a descriptive and an inferential statistical analysis was carried out to present the results of the survey.

#### 4.1. Pre-test

The pre-test consisted of one single question with three pictures, and the control and the experimental group had to write a short paragraph to describe them. The students had 30 minutes to write. As detailed in a previous section, the researcher used a rubric containing three main criteria to obtain numerical data. Therefore, the data obtained is displayed according to it.

**Table 3.**

*Pre-test results*

<b>PRE-TEST</b>			
<b>A2 Key for Schools test assessment criteria</b>	<b>Students' average Control group</b>	<b>Students' average Experimental group</b>	<b>Expected average</b>
<b>Content</b>	0.87	0.92	5
<b>Organization</b>	0.83	0.63	5
<b>Language</b>	0.91	0.67	5
<b>Total</b>	2.61	2.21	15

*Note:* Results from the pre-test through Cambridge Assessment A2 Key for Schools test which emphasizes on assessment criteria for written texts.

Analysis and interpretation

The students who formed part of the control group took the exam, and their results revealed their average was under 0. According to the assessment rubric, the first



criterion showed that the students from the control, as those in the experimental group, could not inform the audience of anything. In this case, the content was irrelevant. Besides, the students did not show any connectors or punctuation in the second criterion, organization. Similarly, in the criterion called language, the students did not produce any grammatically correct sentences, and the vocabulary was isolated. It was also distinguished that the total average was 2.61 for the control group and 2.21 for the experimental one. This means that the students obtained the lowest score.

#### 4.2. Post-test

After analyzing the pre-test results, the researcher designed a set of class plans focused on Cooperative learning strategies based on the modules for the Tenth year from the Ministry of Education. This way, during five weeks, the students who gave in their informed consent participated in the intervention phase. They were randomly assigned either to the control group or the experimental. Those students who were part of the experimental group focused their work on cooperative learning strategies. In contrast, the students from the control group attended English classes whose activities were developed individually.

**Table 4.**

*Post-test*

<b>POST-TEST</b>			
<b>A2 Key for Schools test assessment criteria</b>	Students' average Control group	Student's average Experimental group	Expected Average
<b>Content</b>	1.3	2.38	5
<b>Organization</b>	1.26	2.21	5
<b>Language</b>	1.22	2.17	5
<b>Total</b>	3.78	6.76	15

*Note:* Results from the post-test through Cambridge Assessment A2 Key for Schools test which emphasizes on assessment criteria for written texts.

Analysis and interpretation

As opposed to pre-test results, table 4 shows an improvement in both the experimental and the control groups. The students from the control group obtained 1.3 in Content which meant that they were minimally informed about the proposed topic. Besides, they obtained 1.26 in Organization which established that even though punctuation is incorrect, sometimes the target population uses the word “and” to connect ideas. Additionally, in Language, the control group acquired 1.22. This is the ability to produce primary and isolated vocabulary and simple grammar forms with minimal control.

On the other hand, the experimental group achieved 2.38 in Content, signifying that there were minor irrelevances and omissions, but the reader is informed. Besides, they obtained 2.21 in Organization. This meant that students somehow organized their ideas and used linking words, and punctuation marks in a fundamental way. Moreover, the students applied simple vocabulary and grammar with certain control and a few errors that sometimes-stopped understanding.

This information was positive for the current research goals because the students’ improvement was needed. In the whole process, the students show a specific engagement and commitment, which gives the idea that students need a change of mind in the teacher’s way of working.

### **4.3. Hypothesis verification**

To accept or reject either the null or the alternative hypothesis, it was necessary to develop a process that consisted in a normality test and a non-parametric test to compare means.

Normality test

To verify if data comes, the non-parametric test Shapiro Wilk was applied because the sample is smaller than 50 individuals.

**Table 5.***Normality test*

		<b>Shapiro Wilk Test<sup>a</sup></b>	
		Pre-test	Pre-test
		Control group	Experimental group
<b>N</b>		23	24
<b>Normal Parameters<sup>b,c</sup></b>	Mean	2.61	2.21
	Std. Deviation	1.852	1.956
<b>Most Extreme Differences</b>	Absolute	.286	1.90
	Positive	.286	1.90
	Negative	-.154	-.157
<b>Test Statistic</b>		.286	.190
<b>Asymp. Sig. (2-tailed)</b>		.000 <sup>d</sup>	.025 <sup>d</sup>

*Note:* Data come from the Shapiro-Wilk test for normality of data through SPSS statistical software.

Table 5 shows that having applied Shapiro Wilk Test, the 2-tailed significance was .000 for the control group and .025 for the experimental one. Those results were < (lower than) .05; therefore, the whole data did not come from a normal distribution. In this case, a non-parametric test was carried out to compare means.

**Table 6.***Comparison of means.*

<b>Test Statistics<sup>a</sup></b>	
	Post-test Experimental group - Post-test Control group
<b>Z</b>	-3.219 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	.001

*Note:* Data come from the T-test between means of the control group and experimental group in the post-test through SPSS statistical software.

**Table 7.***Comparison of means Pre-test and Post-test*

<b>Paired Samples Test</b>										
Paired Differences										
		Me	Std.	Std.	95% Confidence	t	df	Sig.		
		an	Deviation	Error	Interval of the			(2-		
			n	Mean	Difference			tailed)		
					Lower	Upper				
<b>Pair 1</b>	Post-test Control group - Post-test Experimental group	-3.000	3.317	.692	-4.434	-1.566	-4.338	22	.000	
<b>Pair 2</b>	Pre-test Control group - Pre-test Experimental group	.304	2.738	.571	-.879	1.488	.533	22	.599	

*Note:* Data come from the T-test between means of the control group and experimental group in the pre-test and post-test through SPSS statistical software.

Both tables 6 and table 7 show the comparison of the results from the pre-test and the post-test, which had 95% confidence. In the pre-test, the 2-tailed significance was .599. It meant that there was a slight difference in the students' writing performance who formed the target population. On the other hand, the post-test results revealed .000, which is  $< .05$ . It stated a significant difference between the means of the control group and the experimental one.

Therefore, the alternative hypothesis was accepted because the application of cooperative learning significantly enhances the students' writing skills, as the results showed. However, the null hypothesis was rejected.

#### 4.4. Survey

The survey was applied to the students who belonged to the experimental group because they were the ones who worked with the intervention class plans proposed.

#### Reliability test

The survey subduced the validation process of two experts. Moreover, the reliability test was developed through the SPSS reliability test.

**Table 8.**

*Survey. Reliability test*

Reliability Statistics		
Cronbach's Alpha	N of Items	Valid cases
.812	10	24

*Note:* Data come from the Reliability test (Cronbach's Alpha) for information provided in the survey by students from the experimental group through SPSS statistical software.

Cronbach's Alpha revealed that the survey had .812 reliability, which meant strong confidence.

The survey was divided into three important parts for its analysis.

**Table 9.***Cooperative learning effectiveness towards writing skill*

<b>Cooperative learning effectiveness</b>								
<b>Scale</b>	Cooperative learning plays an important role in your English language learning		Classroom activities are more motivating when students work in pairs or small groups.		Activities programmed by the teacher based on cooperative learning were effective in improving social interaction among students		Cooperative Learning implementation improves your writing skills	
<b>Questions</b>	Fr	%	Fr	Fr	%	%	Fr	%
<b>Totally agree</b>	5	21%	9	10	42%	25%	10	42%
<b>Agree</b>	9	38%	8	6	25%	50%	6	25%
<b>Neither agree nor disagree</b>	5	21%	4	4	17%	17%	4	17%
<b>Disagree</b>	3	13%	2	2	8%	8%	2	8%
<b>Totally disagree</b>	2	8%	1	2	8%	0%	2	8%
<b>TOTAL</b>	24	100%	24	24	100%	100%	24	100%

*Note:* Data come from first part of the survey about students' perceptions towards Cooperative learning effectiveness.

Table 9 shows that in general, there is a reasonable perception among students toward the effectiveness of cooperative learning. Most of the students (59%) said cooperative learning plays an important role in their English learning process. 21% of the target population said that they do not either agree or disagree. Only 21% disagree with the first statement of the survey. Furthermore, 71% of the students said classroom activities were more motivating when they worked cooperatively. Moreover, 75% of the target population stated that the proposed activities for the intervention proposal

were beneficial to improve social interaction. The students generally said that their writing skills improved through Cooperative learning

**Table 10.**

*Writing skill improvement*

<b>Writing skills improvement</b>						
<b>Scale</b>	The proposed steps for writing have been beneficial to improve the coherence in the ideas of the written texts produced in the class		Group and pair work helped to identify and correct errors in writing more easily		Group and pair work helped improve vocabulary learning	
<b>Questions</b>	Fr	%	Fr	%	Fr	%
<b>Totally agree</b>	10	42%	14	58%	10	42%
<b>Agree</b>	8	33%	8	33%	10	42%
<b>Neither agree nor disagree</b>	1	4%		0%	2	8%
<b>Disagree</b>	2	8%	2	8%	1	4%
<b>Totally disagree</b>	3	13%		0%	1	4%
<b>TOTAL</b>	24	100%	24	100%	24	100%

*Note:* Data come from first part of the survey about students' perceptions towards their writing skills improvement.

In table 10, the students answered questions about their writing skills improvement. Therefore, the students asserted that they improved in three aspects: coherence, grammar, and vocabulary, and error identification and correction.

**Table 11.***Students' level of confidence towards Cooperative learning*

<b>Cooperative learning level of confidence</b>						
	I feel comfortable working in pairs.		I feel comfortable working in small groups		The cooperative work has served to produce short texts focused on interesting topics to students.	
	Fr	%	Fr	%	Fr	%
<b>Totally agree</b>	8	33%	6	25%		
<b>Agree</b>	2	8%	4	17%	1 5	63%
<b>Neither agree nor disagree</b>	2	8%	2	8%	6	25%
<b>Disagree</b>	4	17%	5	21%	2	8%
<b>Totally disagree</b>	8	33%	7	29%	1	4%
<b>TOTAL</b>	2 4	100%	2 4	100%	2 4	100%

*Note:* Data come from first part of the survey about students' perceptions towards their writing skills improvement.

Table 11 displays the level of confidence students showed toward the intervention proposed. 50% of the students did not enjoy working in pairs. On the other hand, 58% of them did not like to work in small groups. This means that it is necessary to look further for the causes. Even though in the previous statements of the survey, the students answered they have improved, in these items, half of them negatively responded about working in pairs or groups. The last item of the survey revealed that students would like other topics to be more confident or motivated.



In sum, there were some important findings:

1. Cooperative learning implementation in the classroom improves students' writing skills and plays an important role in students' learning process.
2. Cooperative learning motivates students to improve their writing skills.
3. Cooperative learning enhances students' interaction.
4. Through the intervention phase, the students improved their abilities to make coherence, identify and make corrections, develop grammar and vocabulary.
5. Students need longer intervention to get used to pair and group work.
6. Students are willing to work on other topics.

## CHAPTER V

### CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

#### 5.1. Conclusions

After gathering and analyzing data, the following conclusions emerged:

Cooperative learning effectiveness on English writing skills in tenth-grade students has been determined. To achieve this goal, a quasi-experimental research design was carried out. It revealed that this approach has a positive impact on the students' learning.

Cooperative learning strategies which are suitable for writing skills enhancement were theoretically analyzed. These strategies, namely Think-pair-share, All write Robing, Jig-saw, Cooperative integrated reading and writing, and Cooperative writing and peer feedback, were the ones which helped make the classroom intervention.

The current situation of tenth- grade students regarding their writing skills was diagnosed. Regarding this fact, students had a low level of writing production. According to the evaluation rubric, students did not focus on the task; besides, they did not organize their ideas clearly; and, they did not use appropriate vocabulary. Students obtained the lowest scores in the rubric bands. Therefore, a classroom intervention was developed.

After a period of classroom intervention directed to enhance students' writing skills, the impact of the use of Cooperative Learning was analyzed. The students from the control group kept the same level; however, students from the experimental group obtained a significantly higher score in the post-test compared with those results in the pre-test. Therefore, it is stated that Cooperative Learning has a positive impact on the students and the improvement was significant. Students who participated in the control group lingered in the same level of writing skills performance; nevertheless, students who attended the intervention classes (Experimental group) enhanced their knowledge. This fact was evidenced in the T-test for comparison of means since the experimental group achieved a significant improvement. Consequently, it was

determined that Cooperative learning positively impacts on students' writing development and enhancement.

The students' perceptions towards applying cooperative learning strategies to develop writing skills were analyzed through a survey. In general, the students' perceptions were optimistic because they answered that cooperative learning helped them improve their abilities to detect and correct errors, enhance grammar and vocabulary, and affect interaction and motivation. In accordance with students' perceptions, there is students' high motivation. Their replies focused on the fact that Cooperative learning helped them to enhance their writing skills in areas such as identifying and correcting errors, grammar and vocabulary enhancement, better encouragement.

## **5.2. Recommendations**

Subsequently this enriching research process, the author would like to provide some advocations:

To continue researching the effectiveness of Cooperative learning for students' writing skills through the proposal attached to this document. Teachers could promote further research to create a meaningful and engaging cooperative learning classroom environment to provide students a new way of learning. Therefore, there would be better results in Ecuadorian education and level of performance. It would be a good contribution if this research could be socialized and applied in other classes.

To apply strategies such as Think-pair-share, all-write Robing, Jig-saw, Cooperative, integrated reading and writing, and Cooperative writing and peer feedback in the English classes to motivate students to continue growing. In this context, teachers would change their minds toward other ways of teaching to benefit the whole educational community.

To develop a diagnosis of the students' initial situation before starting an academic period, this would give a clear idea about their needs and lacks in order to plan classes in a better way. Regarding this, it would be a plausible action if teachers applied

cooperative learning strategies not only to enhance social relationships among students but also cooperatively work and improve.

To research about the impact of Cooperative learning in the writing skills. Teachers should research this field to promote better students' outcomes and better teaching practices as well. In this case, at the end of any academic period, teachers should assess students to compare with their initial knowledge; therefore, they could make changes for students' sake.

To trustingly use the proposal which is attached to this research for students of Tenth year of basic education. It is an easy-use material for both teachers and students. The teachers could apply the lesson planning and the students can cooperatively work with motivational and engaging classroom activities.

It would also be important that teachers could gather information about students' perceptions of teaching practice. In this way, they would have the opportunity to provide feedback on the teachers' activities. This would provide data to detect and correct errors on time. In this case, it can be said that the total population needs a lot of support from their teachers due to their low level of writing performance.

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## CHAPTER VI

### PROPOSAL

#### 6.1. Informative data

**Topic:** “Cooperative learning to improve writing skills”

**Name of the Institution:** Unidad Educativa “Pelileo”

**Beneficiaries:** 47 students from Tenth year of Basic Education

**Location:** Pelileo - Ecuador

**Estimated time for the execution:** 5 weeks intervention phase

**Researcher:** Licenciada Mariela Belén Reyes Ocaña

**Cost:** 100 USD

#### 6.2. Background of the proposal

This section includes relevant background aspects of this proposal which are mainly focused on the application of Cooperative Learning in the improvement of writing skills.

Some proposals like those developed by Khair et al. (2022); Subadrah and Sanai (2018); Tesfamichael (2018); Aghajani and Adloo (2018) emphasize the need of solving the students’ writing problems. This happens because the desirable level is not achieved by students at the end of instructional level. Students struggle with writing summaries, writing paragraphs, and reports. In this case, proposals focus on the production of narrative reports from interviews to improve capitalization, spelling, and grammar. Furthermore, cooperative working eases the teacher’s work while providing feedback.

Moreover, some proposals aim to evaluate the effectiveness of using cooperative learning in the writing skills improvement. The most outstanding background proposals regarding to this aim were developed by Hertik and Juliati (2019); Ho Pham

(2021); Okumuş (2020); Munawar and Hussain (2019); Subadrah and Sanai (2018); Yıldız and Akdağ (2021); Yusuf et al. (2019). Cooperative learning was promoted to learning from partners. In this context, the authors applied cooperative work and engaged students in positive interdependence while working in groups and pairs with individual accountability.

Others focused on students' paragraphs or essays production to obtain data. Besides, they used rubrics to assess students' productions. They had mainly some criteria like grammar, vocabulary, content or information richness, and organization or style (Tesfamichael, 2018; Yıldız & Akdağ, 2021). There were some data collection tools such as checklists in observations and reflection journals, open-ended questionnaires to interview; however, the rubrics are the most used tools to register information to provide feedback during pair work or group work. The students were also engaged in pair assessment and feedback based on the information provided by rubrics to improve final drafts.

The proposals promoted action plans focused on Cooperative learning to enhance students' writing skills based on observations previously made (Hertik & Juliati, 2019). Those action plans included a process that contained steps like planning, acting, observation, and reflection (Subadrah & Sanai, 2018).

On the other hand, the most common Cooperative learning strategies used in proposals were jigsaw, Think-pair-share, group and pair discussion like in research developed by Siska et al. (2018), Khair et al. (2022), Kondal and Tilwani (2021), and Ratna and Widiyanto (2018); Munawar & Hussain (2019); Yusuf et al. (2019); Ho Pham (2021); Aghajani & Adloo (2018); Shammout (2020); Yıldız & Akdağ, (2021); Okumuş (2020); Tesfamichael (2019). Other strategies were peer feedback, reciprocal writing, online discussion, and forums. Besides, techniques like cooperative brainstorming, cooperative integrated reading and composition, and All Write Round Robin and Table were cooperative techniques implemented with good results. (Munawar & Hussain, 2019; Ho Pham, 2021).

The common fact in all the proposals reviewed was that students' writing skills were improved. This happened because the students cooperatively worked in class presentations, group and pair work to achieve positive interaction, positive

interdependence, accountability, and social interaction. The interventions helped students solve real-life problems (Tesfamichael, 2019; Siddique and Sarjit, 2018; Ghufron & Ermawati, 2018).

The proposals also intended to promote the students' motivation to produce different types of written texts starting from sentences. Those texts included narrative, expository, descriptive, compare and contrast, opinion, cause and effect, and explanatory paragraphs. They were used to write journals, reports, and essays. The process included steps of writing such as pre-writing, writing, revising, proofreading, and publishing (Putri & Yunus, 2021; Nurlaila & Muassomah, 2020; Tesfamichael, 2018; Yusuf et al., 2019; Ratna and Widiyanto, 2018; Yıldız & Akdağ, 2021).

### **6.3. Justification**

This proposal focuses on the application of the principles of cooperative learning with the aim of reducing the writing problems that were detected in the target population. This will constantly motivate the English language learning and especially the production of written texts through the development of the students' skills during the intervention period.

Its impact is evident, since students are aware of the importance of writing clearly and precisely, through the development of activities in the classroom. This helps them detect their grammatical, structural and punctuation mistakes in order to, from a critical and analytical point of view, be able to self-correct them.

Its importance lies in the support it establishes with the other linguistic and communicative skills, as an essential element for achieving written communicative competence. That is why teaching of writing must be stimulated with the purpose that the student develops good writing, since if he or she is not able to write well, he or she will not have learned the language correctly.

This proposal is original because it is intended to help teachers with didactic planning that is easy to use and apply so that the educational level in the area of English can be optimized and because a proposal has not been developed before. Therefore, the direct beneficiaries will be the students who will learn to write the English language correctly. In addition, the teachers will put into practice the principles of cooperative

learning that will help them organize activities in the classroom and thus turn them into a social and educational experience.

## **6.4. Objectives**

### **6.4.1. General**

To design a guide focused on cooperative learning to improve writing skills.

### **6.4.2. Specific**

- To identify innovative cooperative learning strategies according to the needs.
- To design classroom activities to promote written production enhancement.
- To supply new didactic material for tenth grade students

## **6.5. Feasibility analysis**

This proposal is feasible due to the encouragement for collaboration that exists among the authorities, teachers, and students of the institution to meet the stated objectives. It should be emphasized that by considering the principles of cooperative learning as an advantageous tool within the English language teaching-learning process, they become a useful and innovative resource in the classroom to enrich the learners' intellectual and cognitive development. Besides, there are technical, technological, and financial feasibility.

### **Technical**

This proposal has technical feasibility because of people who work in it. There are teachers and authorities that have enough knowledge and experience to support when needed. Furthermore, the technical resources are enough since there are good electric and electronic resources to implement this proposal.

### **Technological**

There is technological feasibility because there is a computing laboratory which would serve to support students if necessary. Furthermore, the internet connection is available to everyone.

### **Economic**

There is also financial feasibility due to the researcher would afford all of the expenses needed during the intervention phase.

## **6.6. Theoretical foundation**

### **Cooperative Learning**

The goal of cooperative learning, which was developed in the United States at the beginning of the 19th century, was to address socio-educational issues that arose when students from various social classes, educational backgrounds, and origins attended schools (Dewey, 1934). John Dewey, a North American educator who is credited with introducing the cooperative learning technique, which involves group work and the accomplishment of common goals, was one of many researchers looking for effective strategies for teaching heterogeneous groups (Aghajani & Adloo, 2018). However, David Johnson and his brother Roger Johnson were the ones who made this approach better. They saw that group members' cooperation increased knowledge among them because they shared ideas, opinions, and experiences, which helped them acquire competences and abilities that are crucial components in the educational area (Munira et al., 2018).

Two fundamental pillars serve as the basis for cooperative learning. First, the students' active involvement in their learning process (Alvarez, 2000); and, second, the collaboration, shared accountability, and mutual assistance of all students (Dewey, 1934). Johnson et al. (1994) defined cooperative learning as the didactic use of small groups where students collaborate to maximize both their own and others' learning.

The utilization of cooperative learning has various benefits:

- It can be applied in all types of educational levels and subjects (Ermawati, 2018).
- It motivates students and includes better results (Siddique & Sarjit, 2018).
- It promotes diversity awareness by offering tools and resources for addressing difference in the classroom. It enables inclusive classrooms (Nurlaila & Muassomah, 2020).

- Group dynamics and cooperative games and activities reinforce group cohesion and the good environment in the classroom (Kondal & Tilwani, 2021).

Furthermore, the elements of Cooperative Learning are:

Positive interdependence

### **Positive interdependence**

Positive interdependence is developed when team members understand that their efforts are interconnected with those of others and that team success depends on the efforts of all team members, making it impossible to complete the task successfully if one member fails. Therefore, everyone will require other people's participation (Jonhson et al., 2004; Kagan, 1985).

### **Individual accountability**

For a team to succeed, which depends on all of the members, each member must make an individual commitment to ensure that the group's goals are met as well as an individual commitment to ensure that each person is held accountable for their own goals. So that no one can take advantage of the efforts of others, each group member avoids the diffusion of responsibilities; and a very prevalent issue in group work conducted using other approaches exists (Siddique & Sarjit, 2018).

### **Social skills**

Social skills emphasize group member competencies such as effective communication, leadership, establishing trust, and making decisions. Furthermore, cooperative learning transcends the study of any particular subject because interpersonal and teamwork abilities are necessary for students to develop. They must coordinate, make choices, settle disputes, and offer each other support. In order to promote thorough training, all of these talents fall under the teachers' purview (Subadrah & Sanai, 2018; Dewey, 1934).

### **Group processing skill**

Assessment must be handled responsibly by the students. Together, they should take some time to honestly, respectfully, and critically assess how well they are

accomplishing their goals and interacting with one another so that they can decide what needs to be adjusted or improved. Rubrics and metacognition strategies like high-order thinking routines are highly useful in this regard (Johnson et al., 1994).

### **Face-to-face promoting interaction**

According to Ratna and Widiyanto (2018), face-to-face interaction expands the potential for connection through interpersonal dynamics. To ensure that the work is generated through collaborative effort and contributions, based on dedication and respect for the other, students must encourage the achievement of others by sharing, assisting, encouraging, and supporting their groupmates. Group conversation is a suitable option for this.

### **Cooperative learning strategies**

#### **Jigsaw**

Jigsaw is a strategy where students are grouped with individuals of various abilities and skill levels in each group. On-parity individuals of each group work together in private to complete a particular task. After concluding their individual tasks, team members return to their groups and work together to bring all of their components together into a coherent, well-organized group effort (Hertik & Juliati, 2019).

Additionally, each member of the base team is tasked with preparing a particular area of the issue; as a result, each and every base group will contain "experts" in the various subsections. There will be as many "groups of experts" as there are ways to divide up the issue since these experts will locate their equivalents in the other groups. The group of specialists meets in the first phase to study, clarify, assess, and complete activities that allow them to not only master the content that has been allocated to them but also to prepare the topic so that they can explain it to the other peers from the base group in the next class (Shammout, 2020).

#### **Think-pair-share**

Think-Pair-Share (cooperative work in pairs) has pupils read an English-language reading text with the teacher's assistance. Have a discussion with each student individually, then in pairs, and ultimately with the entire class. Students can



communicate their thinking, consider their thoughts, and receive rapid feedback on their knowledge by using the Think-Pair-Share (TPS) method. This strategy can be successfully modified to improve writing abilities (Ratna & Widiyanto, 2018; Lyman, 1981).

### **Cooperative Integrated Reading and Writing**

The teaching of writing and reading is a cooperative learning strategy. The objectives are set and the material is delivered by the teacher. Students work in pairs to read the material the teacher has given them, analyze it, make predictions about the plot; then, respond to the questions. Finally, they edit and revise their work before turning it in. In this way, teachers contribute to enhance both productive and receptive skills of the language (Aghajani & Adloo, 2018). By using it, students engage in a cognitive, thorough, and expressive exercise that helps them produce ideas, interpret material, write about it, and expand their vocabulary. Additionally, a pre-assessment is conducted inside each group to make sure that the material has been understood and to see if everyone is ready to be evaluated (Slavin, 1990).

### **All write Round Robin**

Students take turns to speak and write. It is most frequently utilized at the start of a lesson to create a task where everyone contributes to the development of content and meaning. The teacher starts off by posing a query to the class. As they take turns answering, the pupils each consider potential responses. The teacher can use easy tactics to decide who starts the response. Start with the person who is tallest, shortest, youngest, has glasses, has the longest hair, etc. (Kagan, 1985).

### **Cooperative writing and peer feedback**

This approach encourages students to write many texts, and fosters their originality (Johnson & Johnson, 2017). First, the teacher sets up heterogeneous pairings in which one student drafts while the other edits, and then the roles are switched. In order to demonstrate that the full procedure has been followed, students create, read, and review their peers' works (Ho Pham, 2021). This cooperative strategy aims to

encourage the creation of various sorts of text, which maximizes the growth of the English language's productive potential (Khair et al., 2022).

### **Writing skills**

The ability to write is one of the most recent abilities that humans have acquired; it is the result of evolution (Yule, 2010). It enabled the big transition from prehistory to history. Although spoken and written language are both forms of communication, writing has some qualities that go beyond any potential restrictions that vocal language may have. Writing enables information transmission through messages that transcend chronological constraints, attaining a permanent and spatial reflection (Harmer, 2004).

### **Writing sub-skills**

According to the Common European Framework of References for Languages (2001), there are some writing subskills:

- Use appropriate phrasing norms and build a strong word foundation.
- Use grammar structures and appropriately.
- Use complementary words and expressions.
- Use appropriate written speech rules.
- Ensure that written texts carry out their communicational function in a way that is acceptable for their form and intent.
- Identify connections and interconnections between occurrences, as well as the main idea, supporting evidence, newly available data, generalizations, and exemplification.

### **The process of writing**

The process of writing involves five important steps:

#### 1. Pre-writing

The pre-writing phase is the first of the writing process. Choosing a topic, gathering research, brainstorming, or engaging in other creative writing exercises are the most crucial tasks to do at this time, according to Hertik and Juliati (2019).

#### 2. Writing

This step is also called as “drafting”. It is the second step in the writing process, and it is when a complete first draft is often composed using the pre-writing notes. The goal at this point, according to Harmer (2004), is to have a comprehensive draft rather than a perfect text. Since learners should write rapidly to allow the pen or fingers to follow the flow of thoughts that emerge out of their minds, they should not focus on grammar or spelling mistakes.

### 3. Revising

Revision, which is distinct from editing, is the following stage of the writing process. The goal is to shift major structures, such sentences or paragraphs, to create a more fluid reading experience; students do not yet need to pay attention to spelling or grammar mistakes (Kondal & Tilwani, 2021).

### 4. Editing or correction

Ho Pham (2021) claims that editing is also referred to as proofreading. Grammar, punctuation, and spelling are checked at this point. Since the most obvious errors may have been fixed after going through the earlier steps, it can be challenging for the authors to spot this kind of issue. As a result, it is customary for them to seek out a freelance editor or another writer to make the adjustment and offer input on the text.

### 5. Publishing

The publication or presentation of the work for distribution, according to Aghajani and Adloo (2018), is the last phase in the writing process. The sharing of what has been written via the most suitable medium in each circumstance is what is most crucial in this step.

## **6.7. Methodology**

The methodology used in this proposal is focused on the use of the Cooperative Learning strategies for writing skills improvement.

Cooperative work is a way of understanding the teaching-learning task that emphasizes the role of the students as responsible and protagonist of their learning process. Thus, the learner understands that those who take responsibility learn more and that people learn in community and in constant interaction (Kagan, 1985).

The teacher must unite the group and classroom climate to propose dynamics for interaction and mutual understanding. Some Cooperative learning strategies are used in this proposal such as Think-pair-share, numbered heads, cooperative reading and writing, cooperative writing and peer feedback, All write round Robin, and Jigsaw.

Furthermore, this proposal is focused on the use of the English language for communication and interaction purposes in real-life.

Sessions for this proposal were divided into two main cores. First, there are the class plans for teachers' use; then, the worksheets for students' use. Moreover, there are ten sessions which are based on topics for Tenth year of basic education provided by the Ministry of Education. Therefore, they are planned according to the students' age, preferences, and needs. For instance, there are some topics related to sports and soccer issues, crime, and future plans.

### 6.8. Operational Model

Stages	Objectives	Activities	Resources
<b>Identification</b>	To identify the topics according to the students' level (Tenth year of Basic education)	Review and analysis of the Modules provided by the Ministry of Education for tenth grade.	Modules
<b>Design</b>	<p>To identify Cooperative learning strategies feasible for tenth grade.</p> <p>To design class plans focused on cooperative learning strategies to improve writing skills.</p> <p>To provide a teaching material for Tenth year of Basic Education to improve writing skills.</p>	<ul style="list-style-type: none"> <li>- Analysis of picture-cued tasks according to students' needs.</li> <li>- Designing class plans and worksheets.</li> <li>- Socialization of the proposal with authorities and other teachers for permission and support.</li> </ul>	<p>Computer</p> <p>Internet connection</p>
<b>Promoting</b>	To apply the current proposal in a classroom treatment.	Working with students of the experimental group.	<p>Class plans</p> <p>Worksheets</p>

## CLASS PLAN 1

### HOW TO WRITE A PARAGRAPH

<b>Cooperative learning strategy</b>	<b>Objective</b>	
Think-Pair-Share	SWABT write a short story.	
<b>Target group</b>	<b>Grouping configuration</b>	
Tenth year students	Pairs	
<b>Time</b>	<b>Materials</b>	
2 hours	Worksheet, paper, pencil, dictionary	
	Video	
	<a href="https://www.youtube.com/watch?v=IMRTtUrSFOc">https://www.youtube.com/watch?v=IMRTtUrSFOc</a>	
<b>Assessment tool:</b> Rubric		
<b>PROCESS</b>		
<b>Pre-writing</b>	<b>DURING Writing</b>	<b>Post-writing</b>
<ul style="list-style-type: none"> <li>- Present a video about how to write a paragraph.</li> <li>- Ask the questions: <i>What was the video about?</i> <i>How many parts does a paragraph have?</i> <i>According to the video, how many sentences must a paragraph have?</i> <i>What are the parts of a paragraph?</i></li> <li>Check understanding</li> <li>- present examples of paragraphs to distinguish</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher gives the students (Worksheet 1)</li> <li>-The students write about the story in the pictures (the child and the fish).</li> <li>The students first think, then discuss in pairs and share ideas to write.</li> </ul>	<ul style="list-style-type: none"> <li><b>Revising</b></li> <li>- Each pair of students read their paragraph and make corrections. To present to the teacher.</li> <li>- The teacher gives the rubric to the students.</li> <li><b>AT HOME</b></li> <li>- The teacher revises the essay : content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</li> <li><b>NEXT DAY</b></li> <li>The teacher corrects some mistakes through a warm up</li> </ul>

<p>the parts of the paragraph (Presentation 1 PP)</p> <ul style="list-style-type: none"> <li>- present some pictures with sequence of events (the child and the fish_Presentation 1 PP)</li> <li>- ask the students to brainstorm ideas or vocabulary words to talk about the pictures.</li> </ul>		<p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- The students read the teacher's suggestions and make corrections.</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>- The students read their paragraphs in front of the class</li> </ul>
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## **WORKSHEET 1**

**For students' use**

### **CLASS 1**

#### **HOW TO WRITE A PARAGRAPH**

**1. Watch the video twice and answer these questions**

*What was the video about?*

*How many parts does a paragraph have?*

*According to the video, how many sentences must a paragraph have?*

*What are the parts of a paragraph?*

**2. Read this example of a paragraph and distinguish its parts, in pairs.**

**3. Based on the example above, read the following paragraphs and underline their parts.**

#### **EXAMPLE 1**



## **BAD DAY**

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at work, I was twenty minutes late. Soon I found out my assistant had forgotten to make copies of a report I needed at nine o'clock. I was looking forward to getting my paycheck. Foolish woman! When I went to pick it up, the office assistant told me that something had gone wrong with the computers. I would not be able to get my check until Tuesday. Disappointed, I walked down the hill to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. Now my battery was dead. Even an optimist like me had the right to be discouraged.

**Taken from:** <https://www.slideshare.net/Greendiamond/narrative-paragraph-37163511>

### **EXAMPLE 2**

4. **Look at these pictures and imagine the sequence of events.**
  
5. **With your partner, write some ideas about the pictures above to complete the story in sequence .**

<b>PEOPLE</b>	<b>ACTION</b>	<b>OTHER INFORMATION</b>

6. **Look at the pictures , read the example and the words to write sentences in sequence.**
  
7. **In pairs, fill in the table to write a paragraph about the story in the pictures of the Activity 4. Use the vocabulary in the Activity 6 to make sequences**

<b>Main idea</b>	
<b>Supporting details</b>	
<b>Concluding sentence</b>	

- 8. In pairs, read your paragraph ( sentence by sentence ) and correct your ideas. Try to use another color of pen to point out your mistakes. Then, hand out your paragraph to your teacher to receive feedback.**
  
- 9. Read your teacher's comments and edit your paragraph.**
  
- 10. Be ready to read your paragraph in front of the class.**

**CLASS PLAN 2**

**THE HISTORY OF SOCCER UNIFORMS**

<p><b>Cooperative learning strategy</b></p> <p>Jigsaw</p>	<p><b>Objective</b></p> <p>SWABT write about their favorite soccer team.</p>	
<p><b>Target group</b></p> <p>Tenth year students</p>	<p><b>Grouping configuration</b></p> <p>Groups of four</p>	
<p><b>Time</b></p> <p>2 hours</p>	<p><b>Materials</b></p> <p>Worksheet, paper, pencil, dictionary</p>	
<p><b>Assessment tool:</b> Rubric</p>		
<p style="text-align: center;"><b>PROCESS</b></p>		
<p style="text-align: center;"><b>Pre-writing</b></p>	<p style="text-align: center;"><b>Writing</b></p>	<p style="text-align: center;"><b>Post-writing</b></p>
<ul style="list-style-type: none"> <li>- The teacher gives each group the worksheet 2 .</li> <li>-Give each member of the group a part of the reading which has a specific number from 1 to 4.</li> <li>- Ask them to read silently.</li> <li>- Have the students to form a new group taking into consideration the number assigned to the reading text (expert group).</li> <li>- Give one question to answer: What is the reading about?</li> </ul>	<ul style="list-style-type: none"> <li>- Use the information of the previous activity, and ask students to write a paragraph to describe their favorite soccer team cooperatively.</li> <li>-Each student takes a part of the paragraph and writes:             <ul style="list-style-type: none"> <li>- main idea of the paragraph.</li> <li>- name of the soccer team.</li> <li>- place of origin</li> <li>- the colors of the uniform and their meaning.</li> </ul> </li> </ul>	<p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- <b>Revising</b></li> <li>- In the same group, each student reads aloud his or her sentence and put them together to complete their paragraph.</li> <li>- The students read their paragraph together and correct it, cooperatively.</li> <li>- The teacher revises and correct spelling, punctuation, and grammar and provides feedback.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- The students read the teacher's suggestions and make corrections.</li> </ul> <p><b>Publishing</b></p>

<ul style="list-style-type: none"><li>- come back to the initial group.</li><li>- Each student talks about their part of the reading.</li><li>- Think about their favorite soccer team and its uniform.</li><li>- Brain storm some ideas about that soccer team.</li></ul>	<ul style="list-style-type: none"><li>- why that soccer team is their favorite.</li></ul>	<ul style="list-style-type: none"><li>- The students make posters with their paragraphs to present to the rest of the class.</li></ul>
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## WORKSHEET 2.

For students' use

CLASS 2

### THE HISTORY OF SOCCER UNIFORMS

1. Form groups of four students according to your preferences.



2. Assign your partners a number from 1 to 4,



3. According to your number take your part of the reading.

#### **Vocabulary**

**shin guards.** a piece of rubber or plastic material worn inside a sock to protect the lower part of your leg

**jersey.** a colorful shirt worn by players on a team

**scarf.** a strip, square, or triangle of cloth, worn around the neck

**cleats.** a special type of shoe used to play soccer

**2** The uniforms that soccer players wear are not just **jerseys**. Soccer uniforms did not always look like they do now. Over time, the rules for uniforms changed. The players could wear whatever clothes they wanted. They usually used white shirts, long pants, and colorful hats or **scarves** to distinguish themselves from the opponents.

**3** Around 1870, the public asked for uniforms for the players. Since then, soccer players have worn uniforms with the colors that represent the team. Samuel Widdowson invented **shin guards** in 1874. His idea was not accepted at first, but then other players used them too

**4** Since the 1990s, soccer shirts have been designed with light synthetic fabric for athletic activity. By the 1960s, the soccer uniforms started resembling the athletic apparel we see today. Soccer uniforms are basic. They include a short-sleeved top, shorts, high socks over shin guards, and soccer **cleats**.



**4. Read your part silently. Ask your partner number four about the new words in **orange** and answer this question.**

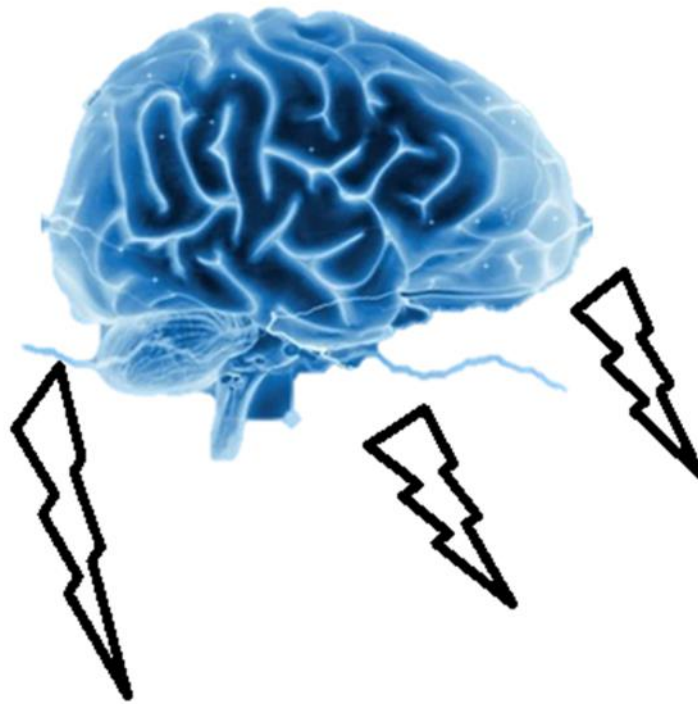
**5. Go to the expert group according to your number and cooperatively answer this question:**

*What is your text about?*

**6. Go to your initial group and talk about your part with them.**

**7. Think about your favorite soccer team. Brainstorm ideas about your favorite soccer team. Use these topics to guide.**

- name of the soccer team.
- place of origin
- the colors of the uniform and their meaning.
- why that soccer team is their favorite.



**8. Assign one topic for each member of the group and write two sentences for each topic.**

- Main idea	
- name of the soccer team.	
- place of origin	
- the colors of the uniform and their meaning.	

- why that soccer team is your favorite.	
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**9. Read your sentences to your group. Your partners must give ideas to improve the sentence if necessary. Take turns to finish all the sentences.**

**10. Write the paragraph using your sentences.**

**Start like this:** *We are going to discuss about our favorite soccer team.*

**11. Ask your teacher for feedback and correct your paragraph according to the suggestions.**

**12. Make a poster to present your paragraph to the rest of the class.**



**FOR TEACHER'S USE**

**CLASS PLAN 3**

**ARTISTIC SPORTS**

<p><b>Cooperative learning strategy</b></p> <p>Think – pair - share</p>	<p><b>Objective</b></p> <p>SWABT write about an artistic sport</p>	
<p><b>Target group</b></p> <p>Tenth year students</p>	<p><b>Grouping configuration</b></p> <p>Pairs</p>	
<p><b>Time</b></p> <p>2 hours</p>	<p><b>Materials</b></p> <p>Worksheet, paper, pencil, dictionary</p> <p>Video</p> <p><a href="https://www.youtube.com/watch?v=m5QgmCGoTmU">https://www.youtube.com/watch?v=m5QgmCGoTmU</a></p>	
<p><b>Assessment tool:</b> Rubric</p>		
<p style="text-align: center;"><b>PROCESS</b></p>		
<p style="text-align: center;"><b>Pre-writing</b></p>	<p style="text-align: center;"><b>Writing</b></p>	<p style="text-align: center;"><b>Post-writing</b></p>
<p>- Teacher gives students Worksheet 3</p> <p>-Students watch a video about synchronized swimming</p> <p>-Teacher ask students some questions.</p> <p><i>What is the video about?</i></p> <p><i>What is interesting about synchronized swimming?</i></p> <p>- Provide the reading text.(worksheet 3)</p>	<p>Have the students discuss in pairs about the chosen artistic sport.</p> <p>- Let the students write a paragraph to describe the artistic sport.</p> <p>- Use these questions as a guide.</p> <p><i>What is the name of the sport?</i></p> <p><i>Why is it considered as an artistic sport?</i></p> <p><i>Is it a team sport?</i></p>	<p><b>Revising</b></p> <p>- Students read in pairs their paragraph.</p> <p>- The students exchange paragraphs with other pairs to read and correct.</p> <p><b>AT HOME</b></p> <p>- The teacher revises and corrects spelling, punctuation, and grammar and provides feedback.</p> <p><b>NEXT DAY</b></p>

<ul style="list-style-type: none"> <li>- The students read the text in pairs.</li> <li>- Ask some questions.</li> <li>- The students answer the questions in pairs. They think, discuss, and share their ideas to write the answers.</li> <li>- The teacher ask students to think about any other artistic sport to write about it.</li> </ul> <p><i>If the students do not have any information, let them to Google it.</i></p>	<p><i>Where does that sport come from?</i></p> <p><i>What kind of clothes do players wear in this sport?</i></p>	<ul style="list-style-type: none"> <li>-The teacher gives brief feedback on the most common mistakes.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- The students read the teacher’s suggestions and make corrections.</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>- The students make a presentation to socialize their paragraphs with the rest of the class.</li> </ul>
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## WORKSHEET 3

For students' use

### CLASS 3

#### ARTISTIC SPORTS

1. Watch this video and answer the questions below.

<https://www.youtube.com/watch?v=m5QgmCGoTmU>

Have you ever seen a synchronized swimming performance like that in the video?

Did you like it? Why or why not?

Do you think that it should be considered a sport? why?

2. Look for a person that has the same color of backpack as yours to form a pair of work.
3. Discuss with your partner about any artistic sport apart from synchronized swimming. If it is difficult, google it and choose one to talk

<p><b>Artistic sport</b></p> <p>.....</p>
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4. Write a paragraph about the artistic sport you have chosen. Use these questions as a guide.

*What is the name of the sport?*

*Why is it considered as an artistic sport?*

*Is it an Olympic sport?*

*Is it a team sport?*

*Where does that sport come from?*

*What kind of clothes do players wear in this sport?*

- 5. In pairs, read your paragraph and identify the mistakes (underline) to correct it.**
- 6. Exchange your paragraph with another pair of students. Read and correct it (underline the mistakes and suggest the correction).**
- 7. Revise and edit your paragraph.**
- 8. Ask your teacher for feedback.**
- 9. Draw a picture and make a presentation about your artistic sport.**

FOR TEACHER'S USE

CLASS PLAN 4

CRIME

<b>Cooperative learning strategy</b> All write Round Robin	<b>Objective</b> SWABT write about a past story	
<b>Target group</b> Tenth year students	<b>Grouping configuration</b> Groups of four	
<b>Time</b> 2 hours	<b>Materials</b> Worksheet, paper, pencil, dictionary	
<b>Assessment tool:</b> Rubric		
<b>PROCESS</b>		
<b>Pre-writing</b>	<b>Writing</b>	<b>Post-writing</b>
<ul style="list-style-type: none"> <li>- Teacher gives students (worksheet 4)</li> <li>- Present the students a set of pictures to describe. (Worksheet 4)</li> <li>- Ask the students questions like: <i>What can you see in this picture?</i> <i>What happened?</i> <i>Where did it happen?</i></li> <li>- Ask students to look the pictures and match them with their description.</li> <li>- check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Have the students write a script based on the picture and using the vocabulary previously provided.</li> <li>- Use the following as a key <i>When?</i> <i>Where?</i> <i>What happened?</i> <i>What did the people say?</i></li> <li>- The students write the script in turns.</li> </ul>	<p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- The students read their script.</li> <li>- The students take turns to read and make corrections.</li> </ul> <p><b>AT HOME</b></p> <ul style="list-style-type: none"> <li>- The teacher revises and correct spelling, punctuation, and grammar and provides feedback.</li> </ul> <p><b>NEXT DAY</b></p> <p>The teacher gives brief feedback on the most common mistakes.</p> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- The students read the teacher's suggestions and make corrections.</li> </ul> <p><b>Publishing</b></p>

<ul style="list-style-type: none"><li>- Present a set of vocabulary words about bank robbery.</li><li>- Present a picture.</li><li>- Ask the students to say what happened.</li></ul>		<ul style="list-style-type: none"><li>- The students prepare a role play to dramatize their script.</li></ul>
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For students' use

Worksheet 4

CLASS 4

CRIME

1. Look at these pictures and answer your teacher's questions.



What can you see in ... picture?

What happened?

Where did it happen?

2. Read the information in the boxes and match them with the pictures.

---- A group of men who have made a circle to take a man's money.

---- A picture where we can see a group of people watching an authority doing something

----- A picture where we see a pair of card-sharks who trick a young

---- A picture where we see a person who has been stabbed violently by a man.



3. Read these vocabulary words and look for their translation into Spanish.



# CRIME VOCABULARY



## MURDER



☛ if you kill somebody

## SHOPLIFTING

☛ if you steal items from shops

## ASSAULT

☛ if you attack someone physically

## ARSON

☛ if you deliberately start a fire

## ROBBERY

☛ if you take property unlawfully from someone or somewhere by force or threat

## BLACKMAIL

☛ if you make someone give you money so that you don't reveal their secrets



## MUGGING

☛ if you attack and rob somebody in a public place

## KIDNAPPING



☛ if you abduct somebody and hold them captive

[www.eslforums.com](http://www.eslforums.com)

CRIME	CRIMINAL (=person)	VERB
theft	thief	to steal
robbery	robber	to rob
burglary	burglar	to burgle to break into
shoplifting	shoplifter	to shoplift
arson	arsonist	to set fire to
kidnapping	kidnapper	to kidnap
murder	murderer	to murder
smuggling	smuggler	to smuggle
rape	rapist	rape

Retrieved from: /EBPAI/posts/crime-vocabulary-httpseslforumscom/2110734395694612/



4. Look at this picture and brainstorm ideas about them. Use the vocabulary reviewed in the previous task. *What happened?*



Source: Adobe Stock.com

5. Take turns and write the script to act out the picture in activity 4. Use these questions to guide your writing.

*When?*

*Where?*

*What happened?*

*What did the people say?*

6. Check and correct your script in turns. Underline and suggest changes.
7. Give your work to your teacher for feedback. Read your teacher's suggestions and make changes.
8. Act out your script in front of the class.

**FOR TEACHER'S USE**

**CLASS PLAN 5**

**The most wanted criminals**

<p><b>Cooperative learning strategy</b></p> <p>Cooperative integrated reading and writing</p>	<p><b>Objective</b></p> <p>SWABT read and write about the most wanted criminals</p>	
<p><b>Target group</b></p> <p>Tenth year students</p>	<p><b>Grouping configuration</b></p> <p>Pairs</p>	
<p><b>Time</b></p> <p>2 hours</p>	<p><b>Materials</b></p> <p>Worksheet, paper, pencil, dictionary</p>	
<p><b>Assessment tool:</b> Rubric</p>		
<p style="text-align: center;"><b>PROCESS</b></p>		
<p style="text-align: center;"><b>Pre-writing</b></p>	<p style="text-align: center;"><b>Writing</b></p>	<p style="text-align: center;"><b>Post-writing</b></p>
<p>- Ask this question:</p> <p><i>What is the worst place to hide if the police is looking for you?</i></p> <p>- Encourage students' brainstorming of ideas.</p> <p>- Give the students a reading text</p> <p>- The students predict its content.</p>	<p>- the students answer questions based on the reading text.</p> <p>- check understanding</p> <p>- the students look for information and write a short paragraph to describe one of the most wanted criminals</p>	<p><b>Revising</b></p> <p>- the students read their paragraph.</p> <p>- The students read and make corrections to give their paragraph to the teacher for feedback.</p> <p><b>AT HOME</b></p> <p>- The teacher revises content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</p> <p><b>NEXT DAY</b></p> <p>The teacher gives brief feedback on the most common mistakes.</p> <p><b>Editing</b></p>

		<ul style="list-style-type: none"><li>- The students read the teacher's suggestions and make corrections.</li></ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"><li>- The students prepare a poster to present their paragraphs</li></ul>
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For students' use

Worksheet 5

CLASS 5

THE MOST WANTED CRIMINALS

1. In pairs, answer this question

*What is the worst place to hide if the police is looking for you?*

.....

2. Look at this reading text and predict: *What is it about?*

**The perfect place**

There are unbelievable stories of criminals. One of them is the story of Donald Eugene Webb, one of the 10 most wanted criminals by the FBI. After looking for him for more than 25 years, the police found him in the least expected place.

Webb had been hiding for more than a quarter of a century when the police found him on March 31, 2007. Police found Webb's remains buried in the garden of his own home in Massachusetts. On December 4, 1980, Gregory Adams, head of the police department arrested Webb during a traffic control. Three weeks later Webb escaped and left his car in a parking lot. The police found traces of blood in the car so they issued a warrant in December 1980. The question is how a criminal could hide from the FBI, and have a normal life while living in his house? According to the FBI, Webb had up to 9 aliases and 6 different "occupations". During the investigation, he worked as a butcher, jeweler, machine technician and even restaurant manager. In all this time, Webb had returned home every day after work. So, it's incomprehensible how the FBI couldn't find him.

Although it is a very obvious place, the answer to this enigma was a secret room. When the police searched the house of Webb they found a closet that gave way to a secret room and there they found a walking stick.

Adams' widow wanted to sue Webb's widow for helping a criminal hiding from the police. The walking stick was a proof, because the blood the police had found in Webb's car in 1980 was from when Adams had shot Webb in the leg. Finally, Lillian Webb negotiated to tell the police where the remains of her late husband were.

Retrieved from: <https://www.publimetro.cl/cl/noticias/2017/07/18/pelicula-profugo-mas-buscado-del-fbidecadas-fue-encontrado-lugar-menos-esperado.html>

**3. Read the text and analyze it with your partner.**

a. What was Webb's crime?

.....

b. How did Webb's widow avoid going to prison?

.....

c. What does the walking stick have to do with the story?

.....

d. How did Douglas Webb spend those 25 years?

.....

e) If you had to hide somewhere, where would you hide?

**4. Surf the net and look for one of the most wanted Ecuadorian criminals.**

**Guide your research with the following ideas**

What is his or her name?

Where does he or she come from?

What did she or he do?

**5. Double check your paragraph and give it to your teacher for feedback.**

**6. Read your teacher's comments and correct your paragraph.**

**7. Prepare a poster to socialize your information.**

**CLASS PLAN 6**

**Future plans**

<p><b>Cooperative learning strategy</b></p> <p>Cooperative writing and peer feedback</p>	<p><b>Objective</b></p> <p>SWABT write about future plans</p>	
<p><b>Target group</b></p> <p>Tenth year students</p>	<p><b>Grouping configuration</b></p> <p>Pairs</p>	
<p><b>Time</b></p> <p>2 hours</p>	<p><b>Materials</b></p> <p>Worksheet, paper, pencil, dictionary</p>	
<p><b>Assessment tool:</b> Rubric</p>		
<p style="text-align: center;"><b>PROCESS</b></p>		
<p style="text-align: center;"><b>Pre-writing</b></p>	<p style="text-align: center;"><b>Writing</b></p>	<p style="text-align: center;"><b>Post-writing</b></p>
<p>- Ask this question:</p> <p><i>Do you have plans for the future?</i></p> <p><i>Where would you like to live in the future?</i></p> <p>- Encourage students' brainstorming of ideas.</p> <p>- Give the students a reading text</p> <p>- The students predict its content.</p> <p>- the students answer questions based on the reading text.</p> <p>- check understanding</p>	<p>- The students write about how their lives will be in ten years.</p> <p>-The students write a three-paragraph essay.</p> <p>- Both students write the introductory sentence.</p> <p>- Each student writes one paragraph individually.</p> <p>Introduction (in pairs)</p> <p>Idea 1 (individually)</p> <p>Idea 2 (individually)</p> <p>Conclusion (in pairs)</p>	<p><b>Revising</b></p> <p>- the students read to each other's paragraph and make corrections.</p> <p>- They write the concluding sentence together.</p> <p><b>AT HOME</b></p> <p>- The teacher revises content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</p> <p><b>NEXT DAY</b></p> <p>The teacher gives brief feedback on the most common mistakes.</p> <p><b>Editing</b></p> <p>- The students read the teacher's suggestions and make corrections.</p>

		<b>Publishing</b> - The students prepare a poster to present their essays.
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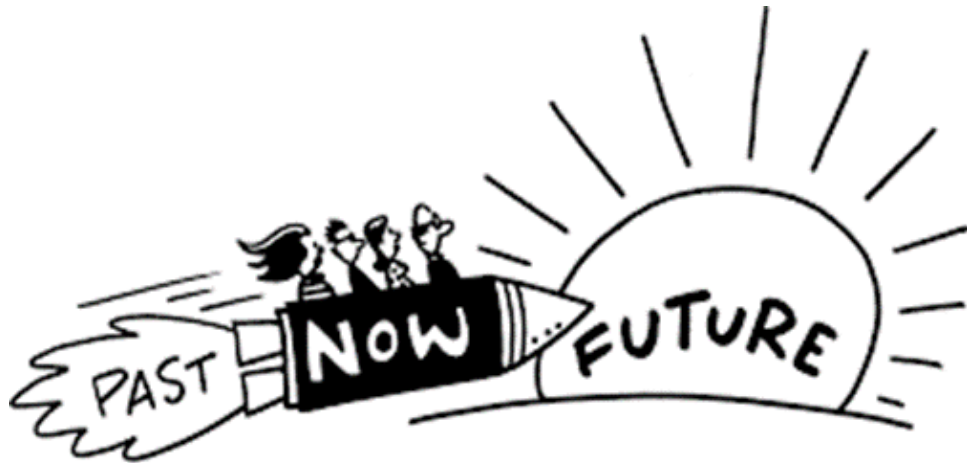
**For students' use**

**Worksheet 6**

**CLASS 6**

**FUTURE PLANS**

**1. Look at the picture. Answer your teacher's questions.**



*Do you have plans for the future?*

*Where would you like to live in the future?*

**2. Look at this reading text and predict what it is about.**

**Family Life in the Future**

The world we live in seems completely normal, what we do seems logical and correct. However, everything that is normal in the present was different in the past.

According to the Sociology Professor Pepper Schwartz, family, love and relationships will change drastically in the future. In 90 years, technology will have changed our lives so much that social constructions will be different. Families will become androgynous. Household tasks will no longer be one person's job solely based on gender. That is, men will stop being who provide to the family or the main breadwinner in less than a century. Men and women will both take care of the house and work to earn money.

Schwartz says that there will be many cases of subrogation. In addition to women who can't have children due to natural causes, women with a very good income will avoid having many pregnancies. The options may be to have



children outside of the mother's womb. This will help eliminate the idea of women as more responsible for a child than the father.

Thanks to scientific advances there will be fewer cases of children with physical or mental defects because they will be detected and corrected before delivery. Divorce cases will still be common. The life expectancy will be higher, and the average person will have approximately 3 marriages during their life. The cost of living will rise a lot, which will make it almost impossible for families to have a house for themselves. Also, raising children will be very expensive. So, the state will have to provide a subsidy for education.

Only very poor and very rich people will have more than two children.

Retrieved from: [https://www.washington.edu/alumni/columns/june98/pop\\_culture.html](https://www.washington.edu/alumni/columns/june98/pop_culture.html)

**3. Read the text again and respond these statements. If the statement is FALSE, correct it or write TRUE if the statement is correct.**

a. Family and work relationships will change completely in the future.

.....  
.....

b. Relationships and family won't be too different compared to what we have today.

.....  
.....

c. Work at home will be divided between men and women.

.....  
.....

d. The economy will make it easier to live in an independent house.

.....  
.....

**4. Imagine, how your life will be in ten years. Write a short essay to describe your predictions. First write a brief outline.**

Introduction (main idea)

Idea 1

Idea 2

Conclusion

**5. Write the introductory sentence with your partner.**

.....  
.....

**6. Choose the idea 1 or two and write about them individually.**

**Idea 1**

**Idea 2**

**7. Share your paragraphs with your partner and check it to make corrections and suggestions.**

**8. Write the concluding sentence together.**

**9. Review the whole essay and give it to your teacher for feedback.**

**10. Read your teacher suggestions and edit your essay.**

**11. Prepare a poster to socialize your essay.**

FOR TEACHER'S USE

## CLASS PLAN 7

### MY THOUGHTS ABOUT THE FUTURE

<b>Cooperative learning strategy</b>	<b>Objective</b>	
Cooperative writing and peer feedback	SWABT write about future plans	
<b>Target group</b>	<b>Grouping configuration</b>	
Tenth year students	Pairs	
<b>Time</b>	<b>Materials</b>	
2 hours	Worksheet, paper, pencil, dictionary	
<b>Assessment tool:</b> Rubric		
<b>PROCESS</b>		
<b>Pre-writing</b>	<b>Writing</b>	<b>Post-writing</b>
<ul style="list-style-type: none"> <li>- Encourage students' brainstorming of ideas about tasks that are traditional in your school.</li> <li>- Ask the question: <i>Have you ever imagined how your school would be without those tasks?</i></li> <li>- Have the students think and talk about <i>What will a student's life be like 20-50 years in the future?</i></li> <li>- Ask students to read an email.</li> <li>- the students answer questions based on the reading text.</li> </ul>	<ul style="list-style-type: none"> <li>- the students write about how lives will be in 50 years.</li> <li>- the students write a 100-word paragraph to answer the email.</li> <li>- Both students write the main idea.</li> <li>- Each student writes about               <ul style="list-style-type: none"> <li>• A day in the life of a student in 50 years.</li> <li>• A day in the life of a doctor in 50 years.</li> <li>• A day in the life of an artist in 50 years.</li> <li>• A day in the life of an adult in 50 years.</li> </ul> </li> </ul>	<p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- the students read to each other's paragraph and make corrections.</li> <li>- They write the concluding sentence together. Then, they check to give it to their teacher for feedback.</li> </ul> <p><b>AT HOME</b></p> <ul style="list-style-type: none"> <li>- The teacher revises content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</li> </ul> <p><b>NEXT DAY</b></p> <p>The teacher gives brief feedback on the most common mistakes.</p> <p><b>Editing</b></p>

<p>- check understanding</p>	<p>- Both write a concluding sentence</p>	<p>- The students read the teacher's suggestions and make corrections.</p> <p><b>Publishing</b></p> <p>- The students prepare a poster to present their paragraphs.</p>
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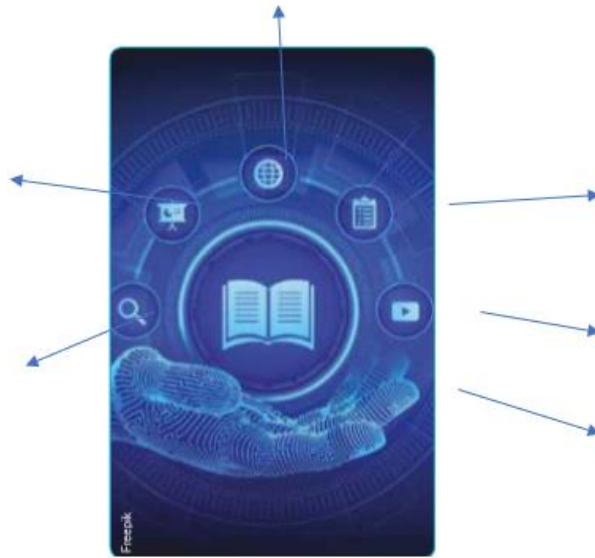
For student's use

Worksheet 7

CLASS 7

MY THOUGHTS ABOUT THE FUTURE

1. Brainstorm ideas about tasks that are common at school. Write as many verbs as you can.



2. In pairs, read what you have written in the previous activity and answer these questions.

*Have you ever imagined how your school would be without those tasks?*

.....

*What will a student's life be like 20-50 years in the future?*

.....

3. Read this email.

FROM

Susana

TO

Hello!

How are you? I was wondering if you can help me with my final project, please. I have to write a description of how a normal day in the life of a student, a doctor, an artist and an adult will be in 50 years. I started with the part of student. Please help me with the others.

“In 50 years, the life of a student will be completely different. Students won’t go to school at 7. They will start classes at 9 and they will have a different organization at school. Teachers won’t be in front of the classes all of the time. They will...” Please, please! help me with my homework.

Xoxo Susana

**4. Read the email again and respond these questions with your partner.**

**a. What does Susan want from her friend?**

**b. What does she do for homework?**

**5. Individually write in the corresponding part.**

<b>STUDENT A</b>	<b>STUDENT B</b>
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A day in the life of a student in 50 years.	A day in the life of a doctor in 50 years.
A day in the life of an artist in 50 years.	A day in the life of an adult in 50 years

- 6. Check what your partner did and give suggestions to improve.**
- 7. Read your partners suggestions and correct your part.**
- 8. Write the concluding sentence with your partner.**
- 9. Review your teacher's comments and polish your paragraph.**
- 10. Prepare a poster to socialize it.**

FOR TEACHER'S USE

**CLASS PLAN 8**

**THE COLDEST NIGHT AT SEA**

<b>Cooperative learning strategy</b> Cooperative Integrated Reading and Writing	<b>Objective</b> SWABT write a short story	
<b>Target group</b> Tenth year students	<b>Grouping configuration</b> Pairs	
<b>Time</b> 2 hours	<b>Materials</b> Worksheet, paper, pencil, dictionary	
<b>Assessment tool:</b> Rubric		
<b>PROCESS</b>		
<b>Pre-writing</b>	<b>Writing</b>	<b>Post-writing</b>
<ul style="list-style-type: none"><li>- Present a picture and encourage students to make inferences about the reading material</li><li>- Ask the question: <i>What the reading will be about?</i></li><li>- Ask students to read a text.</li><li>- the students order the sentences to summarize the reading text</li><li>- check understanding</li></ul>	<ul style="list-style-type: none"><li>- the students write about the worst day in their lives.</li><li>- They write a set of events in chain.</li><li>- They write connectors to form a paragraph.</li></ul>	<p><b>Revising</b></p> <ul style="list-style-type: none"><li>- the students read their paragraph and make corrections.</li></ul> <p><b>Editing</b></p> <ul style="list-style-type: none"><li>- The teacher revises content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</li><li>- The students read the teacher's suggestions and make corrections.</li></ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"><li>- The students prepare a poster to present their paragraphs.</li></ul>

**For students' use**



## CLASS 8

### THE COLDEST NIGHT AT SEA

**1. In pairs, discuss and answer these questions.**

*Have you ever sailed on a boat?*

*What are the risks of traveling by boat*

**2. Look at the picture and the title of the reading text and answer the question.**

*What will the reading be about?*

#### **The Coldest Night at Sea**

On the night of April 14, 1912; the captain of a ship received the news that there were icebergs on the route. So, to avoid accidents, he changed the route of his ship. At 9:40 pm, when a boat named Mesaba sent a warning to say that there was an ice field, Jack Phillips, the radio operator of the boat was delivering messages to passengers and never delivered this message.

At 11 pm, the passengers were tired and were going to their rooms to sleep. At 11:35, the lookout Frederick Fleet was looking to check if there was an iceberg in front of the boat when he saw an iceberg in the sea and rang the bell to announce what he saw. Another worker gave an order and the ship was then going to the left and the engines were reversing when the side of the boat struck an iceberg. A crew member informed the captain that the mailroom was filling with water. The designer of the boat calculated that the ship had only one or two hours before sinking. **The**

#### **Coldest Night at Sea**

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Retrieved from: <https://www.britannica.com/story/timeline-of-the-titanics-final-hours>

**3. Read again and order the events to summarize the reading text.**

**Phillips was taking messages to different people on the boat.**

**Mesaba was sending alerts to the boat.**

**The boat changed the route to avoid icebergs.**

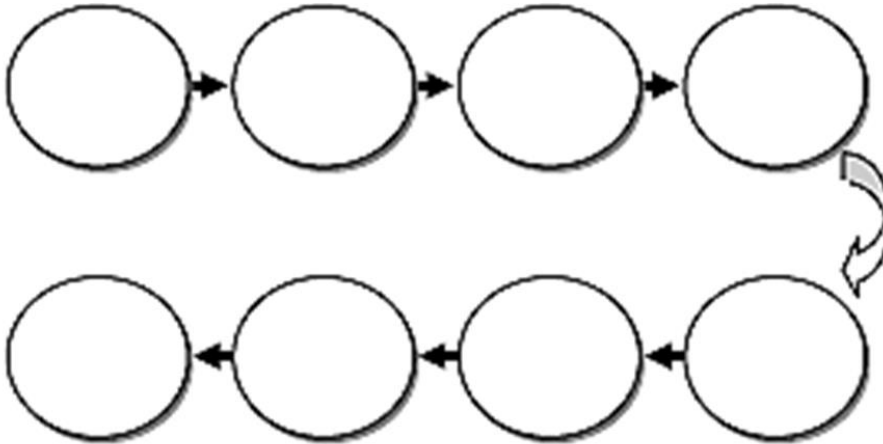
**The lookout was checking the sea to look for icebergs.**

**Water was filling the mailroom.**

**The passengers were going to sleep.**

- 3. With your partner, think about the worst day in your life and fill in this chain of events.**

**The beginning**



**The end**

4. According to the previous task, write a paragraph to describe the worst day in your life.

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5. Check your paragraph and correct it.
  
  
  
  
  
  
  
  
  
  
6. Read your teacher's comments and polish your paragraph.
  
  
  
  
  
  
  
  
  
  
7. Make a poster to present your paragraph to the rest of the class.

FOR TEACHER'S USE

**CLASS PLAN 9**

**INVENTIONS: THE WHEEL**

<b>Cooperative learning strategy</b>	<b>Objective</b>	
Think-Pair-Share	SWABT write about inventions	
<b>Target group</b>	<b>Grouping configuration</b>	
Tenth year students	Pairs	
<b>Time</b>	<b>Materials</b>	
2 hours	Worksheet, paper, pencil, dictionary	
	Video <a href="https://www.youtube.com/watch?v=XzG1aPw7YBc">https://www.youtube.com/watch?v=XzG1aPw7YBc</a>	
<b>Assessment tool:</b> Rubric		
<b>PROCESS</b>		
<b>Pre-writing</b>	<b>Writing</b>	<b>Post-writing</b>
<ul style="list-style-type: none"> <li>- Present the video</li> <li>- Ask the questions:</li> </ul> <p><i>What was the video about?</i></p> <p><i>What are the means of transportation that appear in the video?</i></p> <p><i>What do means of transportation in the video have in common?</i></p> <p><i>Do you think the wheel was an invention or a discovery?</i></p>	<ul style="list-style-type: none"> <li>- The students write a paragraph to discuss the following questions:</li> </ul> <p>The students first think, then discuss in pairs and share ideas to write.</p> <p><i>How do you imagine life before the wheel?</i></p> <p><i>How important is the wheel in your everyday life?</i></p> <p><i>Where can you find it?</i></p>	<p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- the students read their paragraph and make corrections.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- The teacher revises content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</li> <li>- The students read the teacher's suggestions and make corrections.</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>- The students upload their paragraphs to the WhatsApp group</li> </ul>

<p>- present the reading text and answer questions to check understanding.</p>	<p><i>Why do you think the wheel was invented so late in history?</i></p> <p><i>Would a world without it be possible?</i></p>	<p>and the rest of the class comment on them.</p>
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For students' use

## CLASS 9

### INVENTIONS: THE WHEEL

1. Watch this video to comment with your teacher  
<https://www.youtube.com/watch?v=XzG1aPw7YBc>
2. Watch the video again and answer these questions

*What was the video about?*

*What are the means of transportation that appear in the video?*

*What do means of transportation in the video have in common?*

*Do you think the wheel was an invention or a discovery?*

3. In pairs, read the following text

#### **The Wheel**

There are many inventions that are made every year. Some good, some bad, but few as wonderful, revolutionary and practical for the history of mankind as the wheel. A world without wheels is unimaginable because there are wheels in almost every object we use. For example, transport or the manufacture of products through machines would be practically impossible if someone hadn't invented the wheel.

The wheel, logical as we see it, is not logical at all. Unlike many other inventions that were inspired by objects found in nature, the wheel is not part of nature. There is no element in nature like a wheel and an axle. We may consider the wheel as a basic and almost natural invention and without it, almost nothing could have been done. However, the wheel with an axle was created in the Bronze Age. This is a relatively late historic period of mankind. Unlike other inventions, the wheel is not the creation of a single person or the result of the combination of creations of several inventors. No one knows exactly who invented the wheel, nor when. The

first records of its use in 3500 B.C. in ancient Mesopotamia. There is a record of the use of the wheel to make pottery from 5500 BC. However, the wheel alone would not have had such an impact on the mobilization and consequent development of trade, the economy, and everything. This was the result of the wheel and axle.

Retrieved from: <https://www.smithsonianmag.com/science-nature/a-salute-to-the-wheel-31805121/>

#### 4. According to the reading text, select the correct options

If nobody had invented the wheel, we wouldn't...

- have learned to communicate
- have invented machines
- have had crops

Trade and mobilization would have been almost impossible if the people in Mesopotamia...

- hadn't invented the wheel
- had discovered pottery
- hadn't found bronze

If the wheel and axle had existed in nature, it would have been \_\_\_\_\_ to come up with the idea of wheel and axle.

- amazing
- natural
- impossible

#### 5. In pairs, write about this important invention: the wheel. Use the following questions to think, pair, and share your ideas.

*How do you imagine life before the wheel?*

*How important is the wheel in your everyday life?*

*Where can you find it?*

*Would a world without it be possible?*

- 6. Based on the questions above, write a paragraph to share your ideas about this invention.**

.....  
.....  
.....  
.....  
.....  
.....

- 7. Exchange your paragraphs with another pair of students to make suggestions to improve them.**
- 8. Read your teacher’s comments and edit your paragraph.**
- 9. Upload your paragraphs in your social media group and comment on other paragraphs.**



FOR TEACHER'S USE

**CLASS PLAN 10**

**INVENTIONS: PAPER**

<b>Cooperative learning strategy</b>	<b>Objective</b>	
Think-Pair-Share	SWABT write about inventions	
<b>Target group</b>	<b>Grouping configuration</b>	
Tenth year students	Pairs	
<b>Time</b>	<b>Materials</b>	
2 hours	Worksheet, paper, pencil, dictionary	
<b>Assessment tool:</b> Rubric		
<b>PROCESS</b>		
<b>Pre-writing</b>	<b>Writing</b>	<b>Post-writing</b>
<ul style="list-style-type: none"> <li>- have the students brainstorm ideas about this question</li> </ul> <p><i>What are some great and simple inventions you use a lot in your daily life?</i></p> <ul style="list-style-type: none"> <li>- present the reading text and answer questions to check understanding.</li> </ul> <p><i>What is the story about? What would be the best title for this text? Write your own title for this text.</i></p>	<ul style="list-style-type: none"> <li>- The students write a paragraph to discuss the following idea:</li> </ul> <p><i>Imagine the president says that from 2023 on, paper won't be used anymore. Write 5 sentences where you support or oppose this decision.</i></p> <p>The students first think, then discuss in pairs and share ideas to write.</p>	<p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- the students read their paragraph and make corrections.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- The teacher revises content, organization and language; and corrects spelling, punctuation, and grammar and provides feedback.</li> <li>- The students read the teacher's suggestions and make corrections.</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>- The students read their paragraphs in front of the class</li> </ul>

**For students' use**

**CLASS 10**

**INVENTIONS: PAPER**

**1. Brainstorm ideas about this question**

*What are some great and simple inventions you use a lot in your daily life?*

.....  
.....  
.....  
.....

**2. Read this text**

In the history of mankind, there have been some inventions that make it really difficult for us to imagine a life before them. One of them is paper. We use paper every day in many ways. While it is true that today we have digital books and can send emails and message instead of letters, paper still plays a very important role in our lives.

Historians claimed that Cai Lun, a member of the Chinese court, presented a piece of paper to the emperor of the Eastern Han Dynasty in 105 CE. However, there are archaeological records from western China and Tibet that indicate the paper was invented earlier. If samples of ancient paper from 200 BCE had not been found, we wouldn't have discovered that Cai Lun wasn't the inventor of paper.

How is it possible for a piece of paper to survive from ancient times to the present? We owe this to the special weather conditions of some parts of China. It is true that paper was a revolutionary invention worldwide. However, before paper people had already used other materials to write on. If no one had invented paper, some cultures would have carved into stone or bone, and others would have pressed stamps into clay and then dried or fired the tablets to preserve their words. However, the whole story of humanity would be different if nobody had come up with the idea of paper.

**3. Read again and answer these questions, in pairs.**

*What is the story about?*

*What would be the best title for this text?*

*Write your own title for this text.*

**4. Having analyzed the reading text, write a paragraph. Imagine the president says that from 2023 on, paper won't be used anymore. Write at least 5 sentences where you support or oppose this decision.**

## Annexes

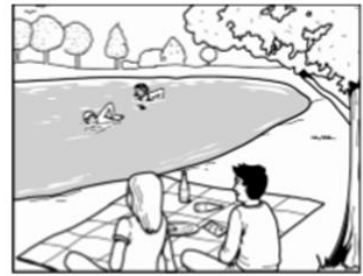
### Annex 1. Pre-test

#### A2 Key for Schools

#### Writing part.

##### In pairs,

Look at the three pictures.  
Write the story shown in the pictures.  
Write **35 words** or more.



Write the story on your answer sheet.

### Annex 2. Assessment rubric

**Assessment of Writing scale**

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

**Source: Cambridge Assessment (2021)**



**Annex 3. Validation instrument: Survey**

**UNIVERSIDAD TÉCNICA DE AMBATO**



**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA**

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA INVESTIGACIÓN:**

**“COOPERATIVE LEARNING TO IMPROVE WRITING SKILLS”**

Objetivo la validación: Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR/A:** Mariela Belén Reyes Ocaña

Señale mediante un ✓, según la validación para cada criterio:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**

**4O- ÓPTIMO**

PARÁMETROS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica representativa		
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B
PREGUNTAS											
La aplicación del Aprendizaje Cooperativo mejora su destreza para escribir.				✓				✓			
El Aprendizaje Cooperativo juega un rol importante en su aprendizaje del idioma Inglés				✓				✓			
Las actividades en clases son más motivadoras cuando se				✓				✓			

realizan en parejas o grupos pequeños.											
Las actividades programadas por la docente basadas en aprendizaje cooperativo fueron efectivas para mejorar la interacción social entre estudiantes.				✓				✓			
El trabajo cooperativo ha servido para producir textos cortos enfocados en temas de interés para los estudiantes.				✓				✓			
Los pasos para la escritura propuestos han sido beneficiosos para mejorar la coherencia en las ideas de los textos escritos producidos en la clase.				✓				✓			
El trabajo en grupo y en parejas ayudó para identificar y corregir los errores en la escritura más fácilmente.				✓				✓			
El trabajo en grupo y en parejas ayudó a mejorar el aprendizaje de vocabulario.				✓				✓			
Me siento cómodo/a cuando trabajo en parejas.				✓				✓			
Me siento cómodo/a cuando trabajo en grupos pequeños.				✓				✓			

**OBSERVACIONES:**

.....  
.....  
.....  
.....

**De manera integral, el instrumento es:**

<b>Aplicable</b>	<b>Corregible</b>	<b>Regular</b>	<b>Deficiente</b>
<b>100%</b>	<b>75%</b>	<b>50%</b>	<b>25%</b>



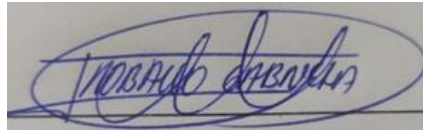
✓			
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**Nombre del experto: Gabriela Robayo Davalos**

**C.I: 1804146981**

**Título (s) profesional (es): Cuarto Nivel**

**Area: Ingles**



Lic..Msc.Gabriela Robayo



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRÍA EN ENSEÑANZA DEL INGLES COMO LENGUA EXTRANJERA**

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL  
INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA  
INVESTIGACIÓN:**

**“COOPERATIVE LEARNING TO IMPROVE WRITING SKILLS”**

Objetivo la validación: Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR/A:** Mariela Belén Reyes Ocaña

Señale mediante un ✓, según la validación para cada criterio:

**1D- DEFICIENTE**  
**4O- ÓPTIMO**

**2R- REGULAR**

**3B- BUENO**

PARÁMETROS  PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica representativa		
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B
La aplicación del Aprendizaje Cooperativo mejora su destreza para escribir.				✓				✓			
El Aprendizaje Cooperativo juega un rol importante en su aprendizaje del idioma Inglés				✓				✓			
Las actividades en clases son más motivadoras cuando se realizan en parejas o grupos pequeños.				✓				✓			
Las actividades programadas por la docente basadas en aprendizaje cooperativo fueron efectivas para mejorar la interacción social entre estudiantes.				✓				✓			
El trabajo cooperativo ha servido para producir textos cortos enfocados en temas de interés para los estudiantes.				✓				✓			
Los pasos para la escritura propuestos han sido beneficiosos para mejorar la coherencia en las ideas de los textos escritos producidos en la clase.				✓				✓			
El trabajo en grupo y en parejas ayudó para identificar y corregir los errores en la escritura más fácilmente.				✓				✓			

El trabajo en grupo y en parejas ayudó a mejorar el aprendizaje de vocabulario.				✓				✓			
Me siento cómodo/a cuando trabajo en parejas.				✓				✓			
Me siento cómodo/a cuando trabajo en grupos pequeños.				✓				✓			

**OBSERVACIONES:**

.....  
 .....  
 .....  
 .....

**De manera integral, el instrumento es:**

<b>Aplicable</b> <b>100%</b>	<b>Corregible</b> <b>75%</b>	<b>Regular</b> <b>50%</b>	<b>Deficiente</b> <b>25%</b>
✓			

**Nombre del experto:** Lucia Jeaneth Meneses Sánchez

**C.I:** 1600744039

**Título (s) profesional (es):** Cuarto Nivel

**Area:** Ingles

**Lic. Msc. Lucia Jeaneth Meneses Sánchez**

#### Annex 4. Students' survey

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

### ENCUESTA DIRIGIDA A ESTUDIANTES PERTENECIENTE A LA INVESTIGACIÓN:

#### “COOPERATIVE LEARNING TO IMPROVE WRITING SKILLS”

**Objetivo:** Identificar las percepciones de los estudiantes sobre la aplicación de estrategias de aprendizaje cooperativo para el desarrollo de la escritura.

Instrucciones: Estimado estudiante, señale con una **X** el casillero que usted estime conveniente.

1. La aplicación del Aprendizaje Cooperativo mejora su destreza para escribir.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

2. El Aprendizaje Cooperativo juega un rol importante en su aprendizaje del idioma Inglés

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

3. Las actividades en clases son más motivadoras cuando se realizan en parejas o grupos pequeños.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

4. Las actividades programadas por la docente basadas en aprendizaje cooperativo fueron efectivas para mejorar la interacción social entre estudiantes.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

5. El trabajo cooperativo ha servido para producir textos cortos enfocados en temas de interés para los estudiantes.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

6. Los pasos para la escritura propuestos han sido beneficiosos para mejorar la coherencia en las ideas de los textos escritos producidos en la clase.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

7. El trabajo en grupo y en parejas ayudó para identificar y corregir los errores en la escritura más fácilmente.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

8. El trabajo en grupo y en parejas ayudó a mejorar el aprendizaje de vocabulario.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

9. Me siento cómodo/a cuando trabajo en parejas.

Totalmente de acuerdo	<input type="checkbox"/>
De acuerdo	<input type="checkbox"/>
Ni en acuerdo ni en desacuerdo	<input type="checkbox"/>
En desacuerdo	<input type="checkbox"/>
Totalmente en desacuerdo	<input type="checkbox"/>

10. Me siento cómodo/a cuando trabajo en grupos pequeños

Totalmente de acuerdo

De acuerdo

Ni en acuerdo ni en desacuerdo

En desacuerdo

Totalmente en desacuerdo

## Annex 5.

Informed consent for the students to participate in the research



UNIDAD EDUCATIVA  
"PELILEO"  
Av. Dr. Euclides Barrera y Jaime Roldos - Vía a Pamatug,  
García Moreno  
Pelileo, Tungurahua, Ecuador

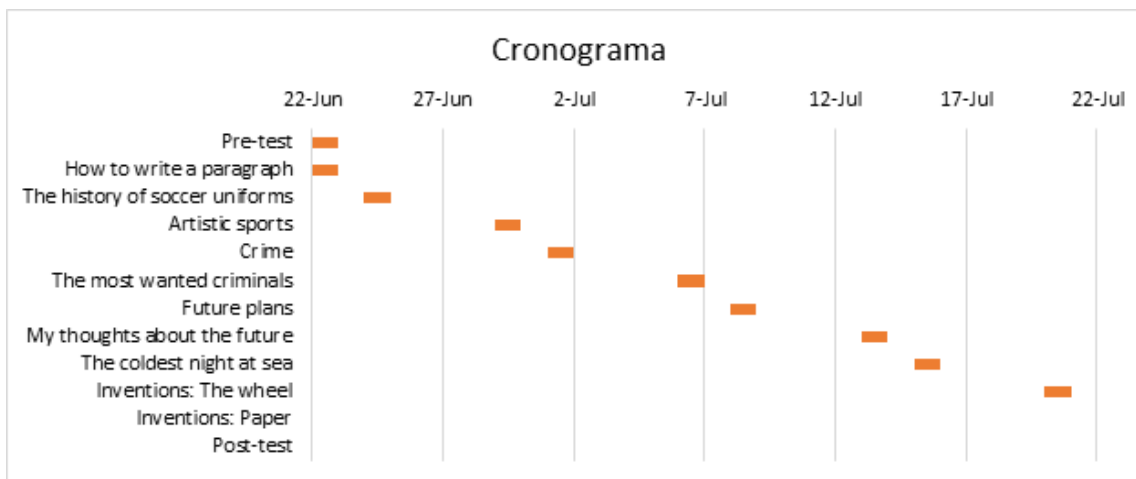


### ACUERDO DE CONSENTIMIENTO INFORMADO PARA PADRES-MADRES Y REPRESENTANTES LEGALES

Pelileo, .....

Yo, Mariela Belén Reyes Ocaña, investigadora del estudio titulado **COOPERTIVE LEARNING TO IMPROVE WRITING SKILLS**, pongo en su conocimiento el desarrollo de la investigación que a continuación se menciona. Por favor lea atentamente este acuerdo de consentimiento antes de tomar una decisión sobre la participación de su representado/a en el estudio. Esta es una propuesta de investigación en la cual se aplica el enfoque de Aprendizaje cooperativo para el mejoramiento de la destreza de la escritura en idioma Inglés. Este estudio, necesita la participación activa de los estudiantes de Décimo año de Educación General Básica tanto para rendir pruebas estandarizadas como para asistir a clases en horario fuera de clases. Se utilizará también una encuesta para conocer la percepción de los estudiantes hacia este proceso. Dichos instrumentos servirán para la recolección de datos. Esta investigación se llevará a cabo desde el 22 de Junio hasta el 22 de Julio de 2022, los días miércoles y viernes a partir de las 15:00 hasta las 17:00 en las instalaciones de la Unidad Educativa Pelileo. Esta investigación se llevará a cabo mediante el siguiente cronograma.





Cabe recalcar además que usted tiene el derecho de retirar a su hijo/a del estudio en cualquier momento sin penalización alguna. Si ese fuere el caso, tomar contacto directamente con el investigador principal de este estudio, cuya información se encuentra al final de este acuerdo. Así mismo, de existir cualquier tipo de anomalía que usted considere ponga en riesgo el bienestar de su hijo/a o representado/a, reportarlo directamente a la autoridad de la Unidad Educativa “Pelileo” quien deberá tomar las acciones correspondientes de acuerdo con la normativa vigente. La propuesta de investigación descrita fue previamente revisada y aprobada por el Departamento de Posgrado de la Universidad Técnica de Ambato, por lo cual, como investigadora principal, me comprometo expresamente mantener la más estricta confidencialidad en el uso de la información, y entiendo que la participación de su representado es voluntaria. La información que usted y su hijo den para el estudio será manejada confidencialmente. Sus datos y los datos de su hijo/a serán anónimos, lo que significa que su nombre no será recopilado o enlazado a los datos que no tengan como único y exclusivo propósito el desarrollo de la presente investigación.

Con esos antecedentes, como representante de su hijo/a acuerda:

- Permitir su participación en el estudio de investigación especificado.
- NO permitir su participación en el estudio de investigación especificado.

Nombres completos del/la representante:

Firma: