



**UNIVERSIDAD TÉCNICA DE AMBATO**

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

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS**

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obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.**

**Theme:**

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“Cooperative learning and the writing production”

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Ambato – Ecuador

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I, PhD. Veronica Chicaiza, holder of the I.D No 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: “**COOPERATIVE LEARNING AND THE WRITING PRODUCTION**” investigated by Miss Alison Vanessa Taco Andrade with I.D No. 180377716-6, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "**COOPERATIVE LEARNING AND THE WRITING PRODUCTION**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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## DEDICATION

On this special day, one more step in my life and immensely important for me and those around me, I want to thank and dedicate this triumph to whom I will mention below:

To God, for giving me life, for being my inspiration, and for giving me strength to continue in this process of obtaining one of the most desired desires.

To my parents for giving me life, also for being with me at every step, I know that they guided me and helped me become the person I am today, it was hard work, but today you can appreciate the fruits. They constantly motivated me to achieve my dreams and without them I would be nothing, I love them.

To my brother for always being in my life not only contributing good things but also for his great support in this strong stage of my life where we had more good times than bad.

To my grandparents for his constant support, for filling my life with his valuable advice.

To my husband, I will never stop thanking life for making you my destiny, because since you've been by my side, everything has changed for the better. You are the only person who really knows me with whom I want to share the rest of my life, never forget that I love you.

*Alison*

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*Alison*

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**ABSTRACT**

Acquiring the writing skill is highly complex for students due to the use of grammatical rules, vocabulary, syntax, and communicative sense, therefore it is imperative to apply active methodologies such as cooperative learning. According to this argument, the present investigation was developed with the objective to analyze the Cooperative Learning and the writing production in the students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The research used a qualitative-quantitative, descriptive, quasi-experimental methodology, working with 25 students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica. The participants took a pretest (PET de Cambridge) to determine their level of mastery in written production. Later, 6 cooperative learning activities were applied to them and at the end of the investigation a posttest was applied to determine the impact of the strategy. The development of the current research concluded that Cooperative Learning improves written production because the students went from an insufficient level to an acceptable one after its application. The fact was that the typical interaction between the students while working in pairs, group, and collective activates mental processes such as attention, active listening, facilitates comprehension, critical thinking and reasoning due to mutual support to improve progressively.

**Keywords:** cooperative learning, writing skill, writing production



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**TEMA:** “Cooperative learning and the writing production”

**AUTOR:** Alison Vanessa Taco Andrade

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#### **RESUMEN**

Adquirir la habilidad de escritura es de gran complejidad para los estudiantes debido al uso de reglas gramaticales, vocabulario, sintaxis y sentido comunicativo razón por la cual esta habilidad debe trabajarse con metodologías activas como el aprendizaje cooperativo. Bajo este argumento la presente investigación se llevó a cabo con el objetivo de analizar el aprendizaje cooperativo y la producción escrita en los estudiantes de segundo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. La investigación utilizó una metodología cuali-cuantitativa, descriptiva, cuasi experimental en la que participaron 25 estudiantes de segundo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica a quienes se les aplicó un pretest (PET de Cambridge) para determinar el nivel de dominio en la producción escrita, después se les aplicó 6 actividades de aprendizaje cooperativo y al final de la investigación se les aplicó un pos test para determinar el impacto de la estrategia. Con el desarrollo de la investigación se pudo concluir que el aprendizaje cooperativo si mejora la producción escrita porque los estudiantes pasaron de un nivel insuficiente a uno aceptable tras su aplicación, esto se debió a que la interacción entre los estudiantes propia del trabajo en parejas, grupal y colectivo activa procesos mentales como la atención, la escucha activa, facilita la comprensión, el pensamiento crítico y el razonamiento debido al apoyo mutuo con lo que los alumnos mejoran progresivamente.

**Palabras claves:** aprendizaje cooperativo, habilidad de escritura, producción escrita.

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## CHAPTER I. THEORETICAL FRAMEWORK

### 1.1 Investigative Background

Within this field, several investigations have been developed that highlight the positive impact that Cooperative Learning has on the development of productive skills in a second language, among the most important are the following:

The scientific article developed by Yanah (2017) with the aim of improving students' writing capacity and enriching the effective writing capacity approach, it was developed under a quasi-experimental methodology. The data was collected in 46 university students who were divided into two groups: an experimental and a control one through a preliminary and posttest of writing, using essay. In this study, based on the "t" test, it was shown that Cooperative Learning is more effective than teaching writing through individual learning. The study concluded that according to the scores for both the control and the experimental class, writing an essay using cooperative learning is better than writing an essay using individual learning. Furthermore, Cooperative Learning had a positive effect on students obtaining an adequate writing learning experience because the concept of Cooperative Learning is motivating and interesting.

The publication developed by Aghajani and Adloo (2018) had the aim of comparing a conventional method and the Cooperative Learning method in writing skills. To achieve the objective, it used a quasi-experimental methodology that included 70 university students who were evaluated with a test before and after both interventions (Conventional Method and Cooperative Learning). This study found that there were significant differences for overall writing performance, content, organization, vocabulary, use of language, and mechanics. Additionally, the results indicated that the students had positive attitudes towards the use of Cooperative Learning through Telegram. This research concluded that students' writing performance improved by using cooperative learning through Telegram because it created a stimulating environment, and the feedback feature made the learning process easier and funnier. According to the results of this study, Telegram is a cooperative methodology, effective to help students improve their writing.

Another document to sustain the variable is the scientific article developed by Yusuf, Josoh and Qismullah (2019) which had the objective of investigating the effects of Cooperative Learning on writing ability. A quasi-experimental methodology was used, applying a pretest and a posttest to assess the progress of 30 ninth graders in a secondary school in Kuala Lumpur, with the next components: content, vocabulary, organization, grammatical accuracy, and mechanics. The results of this study revealed that students performed better in the posttest compared to the pretest of narrative essay writing after the Cooperative Learning method implementation in the classroom. Additionally, students not only improved on their writing scores but also showed good progress on all five writing components. To conclude, after applying the cooperative learning method in the classroom, students performed better on the posttest compared to the pretest of narrative essay writing. In addition, the students not only improved their writing scores but also showed good progress in all five components of writing: content, organization, vocabulary, grammar, and mechanics.

Besides, the study by Munawar and Hussain (2019) with the aim of identifying the effect of Cooperative Learning on the students' writing ability, used a quasi-experimental methodology and included a population of 68 elementary level students who were separated into two groups of 34 students. One group received the Cooperative Learning strategy (experimental group) and the other continued with its regular contents (group control). A test before and after the intervention was applied to the experimental group. The study findings revealed that Cooperative Learning improves students' writing ability because there were higher scores in the experimental group compared to the control group. The study concluded that cooperative learning techniques have a significant effect on the achievement of writing skills in seventh grade English learners. Therefore, cooperative learning should be considered as a useful pedagogical tool to develop learning writing skills.

Furthermore, there is the scientific publication by Sutarman, Sunendar and Mulyti (2019) meant to research and create a Cooperative Learning process that can generate both motivation and better results in writing ability. The investigation applied an exploratory

methodology that included several schools from which 30 students were randomly selected for the control group and 30 for the experimental group. The experimental one received the Cooperative Learning based on interpersonal intelligence. Then, data was collected through observation and a writing assessment questionnaire. To conclude, the application of Cooperative Learning models based on interpersonal intelligence proved to be much more effective while improving the ability to write in high school students. To conclude, the application of cooperative learning models based on interpersonal intelligence proved to be very effective in improving the ability to write articles among high school students. In addition, this study promoted interpersonal intelligence since cooperative learning raises the student's care about their environment because interpersonal relationships are the basis of intelligence.

The Russian research by Shayakmetova, Mukharlyamova, Zhussupova and Beisembayeva (2020) pretended to describe the implementation of Cooperative Learning in the development of academic writing skills in university students, using an experimental methodology with a group of 50 students. The current research methodology used various Kagan cooperative learning models during the lessons. Concluding that the use of collaborative learning in English as a foreign language acquisition promotes students to become more self-sufficient and autonomous. Concluding that Cooperative Learning is effective to develop writing skills because making a written production collectively helps students in their learning by highlighting their talents, allowing self-correction and immediate feedback, improving expression, interaction, communication skills, and developing self-improvement.

Finally, in the study developed by Ho (2021) the author aimed of analyzing the effect of Cooperative Learning on the fluency of writing ability, using a quasi-experimental methodology. The research had 35 students participate in an experimental group and 27 in a control group, the data collection was through writing tests before and after the intervention. The results of this study indicated that collaborative writing helped improve students' writing, especially in the field of fluency in terms of the number of words, better use of them, and precision in articles written collaboratively. The study concluded that the

documents written in collaboration were more precise, including better use of words and grammatical structures, although less fluid than the individual ones. Finally, the students expressed positive attitudes towards collaborative writing because they benefited from these collaborative activities; the members contributed good ideas for the essay, learned writing styles from each other, and better structured the essay body. Additionally, collaborative writing helped make the writing classroom more engaging and productive.



## **1.2 Theoretical Framework**

The theoretical basis was developed from the fundamentals category of variables detailed in (Annex 1).

### **1.2.1 Independent Variable**

#### **Pedagogy**

Pedagogy, refers to the study of teaching methods, including the goals of education and the ways they can be achieved, the field draws heavily on educational psychology, which encompasses scientific theories of learning, and certainly, in the philosophy of education, considering the aims and value of education from a philosophical perspective (Peel, 2020).

According to O' Connor (2018) Pedagogy is simply defined as the method and practice of teaching that encompasses: teaching styles, teaching theory, and finally, feedback and evaluation. Hence, when speaking of teaching pedagogy, it refers to the way that teachers deliver the content of the curriculum to a class, how they plan a lesson based on their own teaching preferences, experience, and context.

Pedagogy refers to repeated patterns or sets of teaching methods and learning practices that shape the interaction between teachers and students, providing frameworks for the multitude of decisions that teachers make about how they teach. In addition, pedagogy and pedagogical approaches fulfill a several functions, beyond what is achieved through teaching practices because they provide reliable ways of organizing learning; and offer ways to group practices (Peterson, Dumont, and Law, 2018).

#### **Teaching strategies**

As stated by Anilkumar (2022) teaching strategies are methods and techniques that a teacher will use to support their students through the learning process. A teacher will choose the most appropriate teaching strategy for the topic being studied, the level of experience of the student, and the stage in their learning journey.

Learning strategies are more or less complex procedures, they have varying degrees of progress used intentionally or unconsciously to achieve learning objectives and meet the

learning requirements of a specific group or groups. (Wegner, Minnaert, and Strehlke, 2018).

Didactic or educational strategies designate the mode of pedagogical action, in order to achieve predetermined objectives and depending on the scope of the concept, two types of strategies are distinguished: those of a macro type developed for medium and long periods of time and micro type built for short periods of time) (Landoy, Popa, and Repanovici, 2019).

### **Cooperative learning**

According to Patesan, Balagiu and Zechia (2016), Cooperative Learning is a type of group work, defined as the educational use of small groups to encourage students to work together to maximize their own learning and that of others. The benefits of Cooperative Learning can be seen immediately: students who cooperate with each other also tend to understand and like each other, students have more opportunities to develop critical thinking skills, students show significant improvement in skills such as attention and thinking, students improve their communication skills, when students value working with each other, it increases their self-esteem and individual respect.

In accordance with Pérez (2017) Cooperative Learning is a valuable tool for academic success by providing benefits for both students and teachers since it allows significant progress in school performance even when there is diversity in the classroom. To this end, the 5 basic components of Cooperative learning must be applied: (a) positive interdependence in search of a common goal, (b) face-to-face interactions, (c) individual and social responsibility, (d) use of interpersonal skills, and (e) group processing skills. Those are necessary because they create excellent opportunities for students to engage in problem-solving with the help of other group members.

Johnson and Johnson (2017) mention that Cooperative Learning has three types: formal, informal, and cooperative-based. All of them with a specific purpose, for example, the formal is used to guarantee the active cognitive processing of information during direct teaching, the information to provide students with long-term support and

assistance for the academic progress, and the cooperative based group that can be applied in any curriculum and at any age.

## **1.2.2 Dependent Variable**

### **Language skills**

Linguistic skills are known as the ways to active the language. Didactics has classified them according to their mode of transmission in oral and written. Thus, it has established them in number of four: oral expression, written expression, listening comprehension, and reading comprehension (Carrera and Villafuerte, 2015).

Linguistic skills are communication skills that help transmit ideas with clarity, precision and are basic in mastering a language because they allow capturing and expressing specific information through listening, speaking, reading, and writing. (Husain, 2015).

It is through language that it is possible to connect with people, not only because of what is said but also because of the way it is understood and related to the world. Communication is more than just the spoken and written word: it is about appreciating other cultures, understanding the different ways of acting, the nuances, connections, and relationships (Schnorr, 2018).

### **Productive skills**

Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds when speaking and symbols (letters etc.) when writing. On the other hand, listening and reading are considered receptive skills because here, a learner is generally passive and receives information by listening or reading (Husain, 2015).

Productive skills refer to the skills that enable learners to produce the language in written or spoken form. Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition; the more the speaker or writer

produces appropriate and coherent language, the more evidence there is of progress in the learner's language system (Rhalmi, 2020).

As mentioned above, productive skills, also called active skills, mean the transmission of information that a language user produces in spoken or written form. Productive skills would not exist without the support of receptive ones because passive knowledge, such as listening and reading, symbolizes a steppingstone to active knowledge (Golkova and Hubackova, 2015).

### **Writing production**

Writing is one of the productive skills and allows students to communicate their thoughts, ideas, feelings, and expressions in the form of writing. Among the four language skills, writing is considered one of the most difficult productive skills because it requires both cognitive analysis and linguistic synthesis to master vocabulary and grammatical structures (Parupalli, 2017).

Writing is a very complex process comprising different vocabulary and syntactic structures, many linguistic systems, and complex clauses; as well as mastery of various levels of language, including the morphological, syntactic, semantic, pragmatic, and discursive (Parupalli, 2017).

Written production is the act of forming letters or characters in writing materials to communicate ideas. From the cognitive point of view, written production consists of using different successfully mental operations, such as attention, reflection, memory, systematization, creativity; and the management of linguistic knowledge like grammar and vocabulary, through three stages: planning, writing, and evaluation (Briesmaster and Etchegaray, 2017).

To continue, written production occurs in three stages. First, writers choose a topic, brainstorm about it, and organize the information in an outline (planning). Second, they write a preliminary version of their products considering the structure of the text and all the ideas they consider necessary to include (writing). Third, writers review their output for possible errors related to language, form, and meaning, as well as consistency (Briesmaster

and Etchegaray, 2017).

For Aryadoust (2022) the writing sub-skills are: arrangement of ideas, presentation of ideas, opinions, and information, aspects of accurate and effective paragraphing, elaborateness of details, use of different and complex ideas and efficient arrangement, keeping the focus on the main theme of the prompt, understanding the tone and genre of the prompt, demonstration of cultural competence.

### **Writing process**

The writing process has three recursive stages and a final linear one: prewriting or drafting, writing, rewriting or revision and editing.

The first three stages are flexible; they are not successive. The writer can go forward or backward according to his needs. In these stages, content, meaning, pragmatic information and textual organization are more important. The editing stage, on the contrary, should be done at the end of the process, when the final draft has been accomplished. In this final stage, grammar, spelling, punctuation, transcription, and presentation are the central aspects to be considered one (Tacoamán, 2019).

### **Types of writing**

According to Morejón (2021) there are four different types of writing that a writer can apply which each one has its specific objective. These are: narrative, descriptive, expository and persuasive.

**Narrative:** it focuses on tell a story that would be fictional or real. In this types the author decides the grammatical tense that he/she will use. They would also decide if the story will be developed in chronological order. Another feature of narrative types is that first person is used. Eg: a poem or a novel.

**Descriptive:** its main objective is providing to lecture specific details of an event, a situation or a place. Eg: naturalism texts

**Expository:** in this type of writing the writer's objective is explaining about a theory or hypothesis. The writer does not give his personal opinion. This type of writing has to be

well structured in a logical way. for example: journals, history books and so on.

**Persuasive:** the principal feature here is that the writer is trying to convince a reader about their point of view using different arguments. Newspaper opinion columns, review or letter can be part of persuasive writing.

According to Valverde (2020), the types of writing can also be the following:

**Dialogues:** where questions and short answers are used, expressions permit to show emotional reactions, phrases are often selected for appointments, invitations, agreements, disagreements, in addition to the distinction in the use of formal and informal language.

**Summary:** represents a synthesis of information that collects the most important through clear, simple and concise phrases.

**Letters:** This type of writing could be formal or informal depending on who is addressed. However, it is necessary an explanation of the reason for the letter, development of the content and a closing paragraph, and be clear about what is expected of the receiver.

**Stories:** type of writing where intervene defined characters. There is a plot with a knot, a development and an outcome. These types of writings try to expose a story in an orderly and framed manner in a specific theme such as: humor, tragedy, drama, mystery, etc.

**Article:** this type of writing is developed, both in a school and work context. The premise is to offer an attractive topic in an informative way, where opinions, criteria, reflections or personal conclusions of the subject are exposed, being able to capture the attention of the person who reads it.

**Essay:** is a particular genre of writing that is at the heart of academic writing today, the essays are documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression.

According to Brown (2009) there are 3 kinds of genres of written production:

**Academic Writing:** academic articles, technical reports, essays, compositions, academic

journals, academic theses.

**Writing related to work:** messages, letters, e-mails, reports, schedules, advertising, manuals.

**Personal writing:** letters e-mails, invitations, messages, financial documents, questionnaires, medical reports, diaries, stories, poetry.

In addition, it is worth highlighting the written production classes. According to Brown (2009) are the following:

**Imitative:** is based on producing written language, where the student manages to write letters, words, use correct punctuation and sentences. Also, the student must distinguish the corresponding phonemes and graphemes of the sentence.

**Intensive:** is based on producing an appropriate vocabulary in a context, expressions idiomatic characteristics and the correct grammatical characteristics in a sentence.

**Responsive:** is based on connecting sentences in paragraphs and creating a sequence logic of two or three paragraphs with freedom of expression of ideas.

**Extensive:** is based on the successful management of all processes and strategies of writing for all purposes, organizing and developing ideas logically, using details to illustrate ideas, demonstrating lexical and syntactic varieties.

### **Criteria to assess writing**

For classroom instruction and evaluation analytic scoring it gives the teacher a holistic view about students' weaknesses and strengths. Analytic scoring is composed for five categories: organization, development of ideas, mechanics, grammar, and style and quality (Morejón, 2021).

According to Villacis (2021) assessment is a continuous process to ensure that the class objectives are related to the students' goals. In writing skills, there are five items to assess

students writing, and they are organization, content, grammar, spelling/punctuation, and quality of expression.

1. **Organization:** It refers to how the text is structured. For instance, if it has a title, introductory paragraph, body, and conclusion.
2. **Content:** In this part, the teacher assesses if the ideas are clear, concrete, and comprehensively developed.
3. **Grammar:** The teacher evaluates if students have correct use of relative clauses, articles, prepositions, and verb tenses.
4. **Punctuation/spelling:** This part refers to the correct use of English, punctuation, and spelling.
5. **Quality of expression:** Students have to use an appropriate vocabulary and parallel structures.

### **1.3 Objectives**

#### **1.3.1 General objective**

To analyze the cooperative learning and the writing production in the students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

#### **1.3.2 Specific objectives**

To describe cooperative learning uses and applications to support writing production.

To determine students' writing level from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

To determine the way in cooperative learning improves writing production in students from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.



## **Description of the fulfillment of objectives**

The general objective of the research was to analyze the cooperative learning and the writing production in the students from the second semester of Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato was fulfilled through the specific objectives.

In order to fulfill the first specific objective that was to describe Cooperative learning uses and applications to support writing production, a bibliographic review was conducted in educational databases to collect theoretical information as well as previous research to know how cooperative learning is applied in productive skills. The review of this information was the key point to apply the pedagogical strategy in the study group.

To achieve the second objective that was to determine students' writing level from the second semester of Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, an evaluation instrument was required and selected according to the age and educational level of the students. The selected instrument was Cambridge PET, which was applied twice (Pretest-Posttest). The first is to determine the initial performance level, and the second is to determine the final performance achieved by the students after applying the educational intervention activities.

To fulfill the third objective that was to determine the way cooperative learning improves writing production in students from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, a comparative analysis was developed between the pretest and posttest results. The comparison of these results showed the students' progress in writing skills thanks to the use of cooperative learning.

## **CHAPTER II. METHODOLOGY**

This chapter details the resources, research methods used to develop the study, as well as the population and sample under study, the data collection techniques and the procedure developed to fulfill the proposed objectives.

### **2.1 Resources**

During the research, various human, institutional, and material resources were used. The human resources were the students, researcher, and research tutor. The institutional source was the Universidad Técnica de Ambato, where the research was conducted. Finally, the material resources included those of the desktop type (photocopies, pens, and folder), the technological ones (computer, internet, printer, USB, and camera), and the bibliographic ones, all of them fundamental in each of the stages of the research.

### **2.2 Methods**

#### **2.2.1 Research approach**

##### **Mixed approach**

The current study had a mixed approach which, according to Bernal (2010), combines the quantitative and qualitative methods to better cover the study problem. The quantitative method is based on the numerical measurement of the variables to be able to generalize and normalize results. On the other hand, the qualitative method is aimed at deepening the subject through qualification and description.

According to Hernández, Fernandez and Baptista (2014), the mixed research method is necessary for most research because both the qualitative and quantitative methods are essential in the different stages of the research. The quantitative approach is sequential and suggestive to analyze numerically and statistically the variables for the extraction of conclusions, while the qualitative one is dynamic to discover which are the most important research questions; and later, to refine and answer them for their more interpretive approach.

In the current investigation, the mixed method was used because both the quantitative

and qualitative approaches were applied. The quantitative approach to be able to statistically manage the numerical data derived from the application of the information collection instrument. The qualitative method because it allowed to interpret the data and determine the existence and type of shortcomings that the students present in the written production that served for the development of the intervention.

### **2.2.2 Research modality**

#### **Bibliographic documentary**

The research was documentary because it is aimed at systematically reviewing and reflecting on the theoretical realities of different sources and fields of science, investigating, and interpreting their data, using methods and instruments that help to obtain results that can support the development of scientific creation. (Escudero and Cortez, 2018).

The research will use the bibliographic-documentary modality because it will review and analyze various sources of information such as books, magazines, publications, papers, and other documents to theoretically support the research variables and additionally, have a guide to the study development.

#### **Field Research**

The field modality was also useful in the current research because it allowed the study considering it is conducted in the same field where the object of study occurs or is located, which helps the researcher to have greater security in the data log (Escudero and Cortez, 2018).

The study used the field research type because direct contact will be made with the reality of the study: students from the second semester of Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, collecting data regarding the written production to apply the Cooperative Learning.

### **2.2.3 Research level**

#### **Descriptive**

The research was descriptive because it specified and characterized the population and the reality of the study, considering the difficulties (irrelevant and disorganized content,

with little sense of communication, bad grammar handling) that students from the second semester of Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato had in written production because of this type of research. According to Escudero and Cortez (2018) was characterized by describing and specifying the reality of various events, objects, individuals, groups, or communities, but whose purpose was not only the characterization of the facts but also the examination of the problem particularities to raise the hypotheses. In addition, data collection techniques and sources were consulted to obtain a more precise picture of the problem magnitude, ranked the problems, and derived elements of judgment to structure operational strategies.

In addition, according to Cabezas, Andrade and Torres (2018), descriptive research is important because it works on factual realities whose main characteristic is to present a correct, clear, and precise interpretation of the results for analysis.

#### **2.2.4 Research design**

##### **Quasi-experimental**

The research was quasi-experimental because, although an experiment was developed with a new pedagogical strategy, there was no initial control of the group. According to Cabezas, Andrade and Torres (2018) quasi-experimental designs are used when it is not feasible to use the design, however, at least one independent variable is deliberately manipulated to see its effect and relationship with one or more dependent variables, they only differ from true experiments in the degree of security or reliability that can be had on the initial equivalence of the groups. Since in this type of research the groups are already formed at the beginning of the research, they are not randomly assigned, there is no group matching before the intervention.

According to White and Sabarwal (2018), quasi-experimental methods involving the creation of a comparison group are used more often when it is not possible to randomly assign individuals or treatment groups and control groups. This is always the case for impact evaluation designs, that is, in studies that measure before and after an intervention.

In the current study, the quasi-experimental research was used because the group of

students was already constituted before the research. The levels of writing skill development were different between the group and because the impact of the application of an educational strategy was evaluated.

In this case, the quasi-experimental design was chosen since it was taken from an already formed group of students from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato and with different levels of performance around written production to be part of the research. In the first instance, an initial measurement was developed through the application of a pretest (Cambridge PET), which was previously validated by experts. Once the diagnosis was obtained, six cooperative learning activities were applied to the group of students, one for each week with an estimated duration of 45 minutes. After that, the final measurement (posttest) was performed, which allowed statistical management to compare the initial and final results in the group of students to determine the impact of the applied strategy.

### 2.3 Population and sample

The population was made up of twenty-five students from second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, young between 19-20 years.

Table 1

*Population*

<b>Gender</b>	<b>Women</b>	<b>Men</b>
	14 56%	11 44%
<b>Age</b>	<b>19</b>	<b>20</b>
	10 40%	15 60%
<b>Total</b>	25	100%

**Elaborated by:** Taco A. (2021)

**Direct method:** Universidad Técnica de Ambato

## 2.4 Data collection technique and instruments

As a data collection technique, the writing section of the Cambridge PET (Annex 2). The PET is an intermediate level exam according to the Common European Framework of Reference for Languages.

According to KSE Academy (2020), the PET aims for the student to develop the following types of written expression:

**General:** Write simple and cohesive texts on a series of everyday topics within their field of interest, linking a series of different short elements in a linear sequence.

**Creative writing:** write simple and detailed descriptions on a series of everyday topics within your specialty. Writing relationships of experiences describing feelings and reactions in simple and structured texts. Being able to write a description of a specific event, a recent trip, real or imagined. The writer can narrate a story.

**Reports and essays:** write short and simple essays on interesting topics. It is possible to summarize, communicate and offer opinions with certain confidence on specific facts related to everyday matters, habitual or not, typical of your specialty. Writing very short reports in a conventional format with information about common events and the reasons for certain actions.

In the Writing part of the PET, candidates must complete two parts, which must be completed in a total of 45 minutes. Both parts are traditional Writing tasks. The PET Writing consists of two themes:

1. Email: In the first part of this Writing test, the student must write an email of around 100 words using annotations. The type of writing is informal, but all the requested parameters must be known, number of words, answer annotations.
2. Article or story: another text of about 100 words must be written in response to an ad seen on a web page about movies. In the case of the story, the same number of words must be fulfilled, but a greater use of verb tenses and creativity is required, in this case the writing is a little more formal.

The test application seeks to determine if the student can produce simple and coherent

texts on topics that are familiar to him or in which he has a personal interest. With the completion of these tasks, the student is expected to demonstrate a B1 level using grammatical and lexical structures typical of this level.

The instrument, that is the PET questionnaire, was used both as a pretest and as a posttest and its application was conducted in the first and eighth weeks of intervention. It was possible to fulfill the second proposed objective with the PET application to the group of students, determining the writing level of the students.

## **2.5 Information gathering process**

The information-gathering process began with the search and selection of the study group, after that, the evaluation instrument was chosen the Cambridge PET according to the academic level of the students. This test was reviewed and adapted to the research context by the researcher, being subsequently reviewed and validated by the research tutor and two experts (teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato) before its application.

Afterward, a meeting by Zoom was held with the group of students who participated in the research to talk about the subject, objectives, and implications of the study. The main reason was to create students' commitment to participate from the beginning to the end of the research. (Letter of Commitment-Annex 3)

The total intervention lasted 8 weeks, in the first one, the pretest was applied to all students for a time of 45 minutes, after this time, they had to send the exam for review and qualification according to the Cambridge rubric. The results of this process were processed in an SPSS database.

Between the second and seventh week, the pedagogical intervention was developed applying a one-hour activity per week with the cooperative learning Strategy to improve the written production in the students (Annex 4). The zoom platform was used since it allows interaction between the students and the teacher because the activities could be developed on some occasions with the entire group of 25 students, and on

others, forming small working groups to conduct the proposed activities. Each class had an initial activity in which dynamics and short games of written production were included to integrate the group. Then, cooperative learning was applied with the researcher monitoring to know the students' progress, therefore, her participation in the activity was important. Additionally, the researcher frequently requested to "share a screen" to monitor the process. At the same time, the researcher was able to be part of the "small working groups", joining them to identify that all participants worked orderly, contribute, and comply with the proposed activities. Each of these activities merited a final activity in which the performance of the group was assessed to provide feedback.

Finally, in the eighth week of intervention, the posttest was applied, which was the same instrument used as a pretest with the same rules regarding time and evaluation. With these results, the initial database was completed with the initial and final qualification of each student for the corresponding statistical management and the verification of the hypothesis through the T-student test.

## **2.6 Hypothesis**

H1: Cooperative learning contributes to the development of written production in students.

H0: Cooperative learning does not contribute to the development of written production in students.



## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Methods of data analysis

For the analysis of the pretest and posttest data, the descriptive statistical method was used because descriptive statistics were considered to summarize the quantitative data. From this analysis, it was possible to determine the existence of shortcomings in the written production.

### 3.2 Analysis of results

The current research study used a quasi-experimental statistical technique to show the graphic results obtained from the experimental study developed with a single group of students evaluated for their writing ability before and after the intervention for the comparative study.

The comparison of the means of the results of the pre and posttest was developed using the T-Student test.

Tables 1 and 2 show the results of the pretest and posttest respectively, they show the grades and averages achieved by the students with the application of the Cambridge PET, which assesses content, communicative achievement, organization, and language on 5 points.

Table 3 shows a comparative analysis of the averages obtained in both pretest and posttest

Table 2

#### *Pretest results*

<b>Student</b>	<b>Content</b>	<b>Communicative Achievement</b>	<b>Organization</b>	<b>Language</b>	<b>Average</b>
<b>1</b>	2	2	2	2	2
<b>2</b>	1	1	1	1	1
<b>3</b>	2	2	2	2	2
<b>4</b>	2	2	2	2	2
<b>5</b>	2	1	2	1	1,5

<b>6</b>	2	2	2	2	2
<b>7</b>	2	2	2	2	2
<b>8</b>	2	2	2	2	2
<b>9</b>	1	1	2	1	1,25
<b>10</b>	2	2	2	2	2
<b>11</b>	2	2	2	2	2
<b>12</b>	1	1	1	1	1
<b>13</b>	3	3	2	2	2,5
<b>14</b>	1	1	1	1	1
<b>15</b>	1	1	1	1	1
<b>16</b>	2	2	2	2	2
<b>17</b>	2	2	2	2	2
<b>18</b>	2	2	2	2	2
<b>19</b>	1	1	1	1	1
<b>20</b>	2	2	2	2	2
<b>21</b>	2	2	2	2	2
<b>22</b>	2	2	2	2	2
<b>23</b>	2	1	1	1	1,25
<b>24</b>	3	3	3	3	3
<b>25</b>	1	1	1	1	1
<b>%</b>	1,8	1,7	1,7	1,6	1,74

**Developed by:** Taco, A. (2021)

**Source:** Pretest

### **Analysis and interpretation**

According to the pretest results, there were shortcomings in reading skill since the general average obtained by the students was 1.74, that is, below the minimum average. Regarding the subskills of writing, the content was the highest with an average of 1.8 and the lowest was the appropriate use of language where an average of 1.6 was obtained.

Based on these results, the second semester students from Pedagogía de los Idiomas

Nacionales y Extranjeros de la Universidad Técnica de Ambato had difficulties in written production, as there were irrelevancies and misinterpretations of the task, managing a simple communication, the text relates to few links, there is a vocabulary and basic grammatical forms and errors that delay the meaning of certain contents.

These low scores indicate that the students have difficulties to write grammatically correct texts in English. It also indicates that probably, the traditional teaching approach used in this academic writing class does not satisfy the students' needs. Therefore, results suggest that a different English writing teaching approach need to be implemented to improve students' writing skills.

Additionally, it means that all of them require, anyhow, improve their competence to write academic texts with adequate sentence structure. This writing skill involves grammar knowledge and authentic writing practice.

Table 3

*Posttest Results*

<b>Student</b>	<b>Content</b>	<b>Communicative Achievement</b>	<b>Organization</b>	<b>Language</b>	<b>Average</b>
<b>1</b>	3	3	3	3	3
<b>2</b>	2	2	2	2	2
<b>3</b>	2	3	3	3	2,75
<b>4</b>	3	3	3	3	3
<b>5</b>	3	2	3	3	2,75
<b>6</b>	3	3	2	2	2,5
<b>7</b>	3	3	3	2	2,75
<b>8</b>	3	2	2	3	2,5
<b>9</b>	3	2	2	2	2,25
<b>10</b>	3	3	2	2	2,5
<b>11</b>	3	3	2	3	2,75
<b>12</b>	2	2	2	2	2
<b>13</b>	4	4	4	3	3,75
<b>14</b>	3	2	3	2	2,5
<b>15</b>	3	2	3	2	2,5

<b>16</b>	3	3	3	2	2,75
<b>17</b>	3	3	2	2	2,5
<b>18</b>	3	2	2	2	2,25
<b>19</b>	3	2	3	2	2,5
<b>20</b>	3	3	2	2	2,5
<b>21</b>	3	2	3	3	2,75
<b>22</b>	3	3	2	3	2,75
<b>23</b>	3	2	2	2	2,25
<b>24</b>	4	4	4	4	4
<b>25</b>	2	2	2	2	2
	2,92	2,6	2,56	2,44	2,63

**Developed by:** Taco, A. (2021)

**Source:** Posttest

### **Analysis and interpretation**

The posttest application had a general average of 2.69, being an acceptable level. Regarding subskills in content, an average of 2.92 was obtained, in communication 2.6, in organization 2.65 and language of 2.44, that is, the highest score achieved in content and the lowest in language.

According to these results, students were able to write in an acceptable way, because there was task comprehension despite certain errors, a better communicative approach was shown, the texts were coherent because there were basic but limited links and there was a better managing of vocabulary (basics) and grammatical forms, therefore, written texts, despite having notable errors, can still determine their meaning.

After application of the experiment students learned about structure of a paragraph and how to write an e-mail or letter. Also, using different worksheets based on students' needs we can correct mistakes that they did in the pre-test. Finally, these findings prove that the application of cooperative learning allows increase learners' writing skill emphasizing on content and communicative achievement.

These results are because collaborative learning not only allows students to use the foreign language but also allows participants to lose their fear of interacting and expressing opinions, to have more self-confidence, to respect the opinion of others, to

be tolerant and reach positive agreements.

In addition, because the cooperative learning activities allowed mutual support, which helped achieve the proposed goals that were fulfilled with the active intervention and commitment of all students to recognize their mistakes and others, try to improve their knowledge, and also demand themselves to learn.

Table 4

*Averages obtained in pretest-posttest*

<b>Bound</b>	<b>Content</b>	<b>Communicative Achievement</b>	<b>Organization</b>	<b>Language</b>	<b>Global</b>
<b>Pretest</b>	1,8	1,7	1,7	1,6	<b>1,74</b>
<b>Posttest</b>	2,92	2,6	2,56	2,44	<b>2,63</b>

**Developed by:** Taco, A. (2021)

**Source:** Posttest

### **Analysis and interpretation**

When comparing the results of the initial and final test, the progress obtained with the pedagogical intervention of cooperative learning to develop written production was evident, since it went from an insufficient level (1.74) to a medium level (2.63), from an irrelevant production to a coherent one.

Regarding the content, there is a progress in this area, going from an average of 1.8 to 2.92, because it went from irrelevant content to one with fewer errors. In relation to Communicative Achievement, progress was also seen because it went from an average of 1.7 to 2.6, meaning that 0.9, within this field it went from producing texts with basic ideas to using communicative forms.

The organization went from a general average of 1.7 to 2.56, showing an advance of 0.86 because written production went from using high frequency linking words to producing a coherent and connected text despite the existence of minor bugs.

Finally, the language reached an advance of 0.8 since initially, the average was 1.66 and the final 2.44, in this case, the written production went from having errors that limited the meaning comprehension to a more appropriate one, with good control and although the errors were present, it was possible to understand the text meaning.

As you can see the majority of learners in the pre-test did not get a good grade. Most of them did not understand the instructions and they do not complete in a quality way the writing test, because they do not know how to write a paragraph. In addition, learners had lots of mistakes in spelling and punctuation. However, after the treatment, the majority of learners managed to achieved a high score in the post-test.

Based on these results, applying cooperative learning is effective to develop written production in students because it allows them to have greater participation in their learning, motivates them to learn and self-improve to contribute to their team and achieve the desired results.

### **3.3 Discussion of the results**

In the current research it was determined that cooperative learning does contribute to the development of written production in students because after comparing the results obtained in pretest and posttest, progress was evidenced, which was 1.74 at the beginning of the intervention and after the application of 6 activities went to 2.63. It went from an irrelevant written production and lacking communication to a coherent text with adequate forms of language management despite the existence of errors that must be replaced in the long run of educational practice to improve this skill.

These results agree with those reported in the study by Yanah (2017) in which 46 university students participated. They were divided into two groups, one experimental and the other control, through a preliminary and subsequent writing test using an essay and based on the “t” test, showing that cooperative learning was more effective than using individual learning while teaching writing.

According to the above, cooperative learning is an excellent alternative for students to develop writing skills because this type of activity allows reinforcing informational and training objectives as well as developing the level. When working in groups they will feel the need to resort to their personal experience and everything they have

learned within the language to be able to contribute to the group, in this way the student is motivated to try. Using the group dynamics, several aspects such as vocabulary and grammar can be worked effectively and the communicative forms achieving a meaningful learning.

Similarly, in the investigation written by Aghajani and Adloo (2018) in which a conventional teaching-learning method and the cooperative learning method were compared in writing skills in a group of 70 college students who were tested before and after both interventions and found to have significant differences for overall writing performance, content, organization, vocabulary, use of language, and mechanics. The results of this study also showed that the students had positive attitudes towards the use of cooperative learning because this allows them to gain confidence by sharing meaningful experiences with their peers.

In the same way, in the study by Munawar and Hussain (2019) in which the effect of cooperative learning on the students' writing skill was analyzed in a population of 68 elementary-level students who were separated into two groups of 34 students for the experimentation process, after a pre and post test revealed that cooperative learning improves the writing ability of students, which was demonstrated in higher scores found in the experimental group compared to the control group.

Based on these arguments, the results of this research agree with the existing literature because the studies about cooperative learning demonstrated the effectiveness of this strategy. The cooperative learning is a valuable teaching-learning tool because it allows significant progress in school performance even when there is diversity in the classroom, since its application creates a highly motivating environment of responsibility, self-efficiency and fosters productive skills; which creates excellent conditions for students to get involved in solving problems with the help of other members of the group and thus achieve common objectives that, although at first they are specific tasks, in the long run it favors and facilitates their learning (Pérez, 2017).

Hence, collaborative work, in an educational context, constitutes an interactive learning model, which invites students to build together, which requires combining efforts, talents and skills, through a series of transactions that allow them to achieve their goals. Therefore, more than a technique, collaborative work is considered a philosophy of interaction and a personal way of working, managing aspects like respect for the

individual contributions of group members (Revelo, Collazos, and Jiménez, 2018).

### 3.4 Hypothesis Verification

The hypotheses raised in the research are the following:

**H1:** Cooperative learning contributes to the development of written production in students.

**H0:** Cooperative learning does not contribute to the development of written production in students.

To verify the hypothesis, the IBM SPSS Statistics program was used to perform the T- student statistical test, the same one that is used when it is necessary to compare two means, allowing to determine if there is a significant difference between them.

Table 5

*Single sample statistics*

	N	Mean	Standard desviation	Mean standard error
Pretest Results	25	1,7400	,53755	,10751
Posttest Results	25	2,6300	,46837	,09367

**Developed by:** Taco, A. (2021)

**Source:** Posttest

As shown in the table above, there is a significant difference between the group means in the pretest and the posttest because the pretest mean had a value of 1.74, while the posttest mean was 2.63.

Table 6

*T-Student*

	N	Correlation	t	gl	Sig.
Peer 1 Posttest Results and Pretest Results	25	,781	13,122	24	,000

**Developed by:** Taco, A. (2021)

**Source:** Posttest



According to the result obtained in the IBM SPSS statistical program, the significance value  $\alpha = 0.05$  is greater than the p.value = 0.00, which represents that there is a significant difference between the samples, therefore the null hypothesis is rejected, and the alternative hypothesis is accepted, that is:

**H1:** Cooperative learning contributes to the development of written production in students.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

The appropriate application of collaborative learning enhances the performance of writing skills, including activities that are fun, innovative and focus on familiar topics, stimulating the need for expression in students as well as the desire and predisposition to work collaboratively. On the other hand, the application of the collaborative learning approach must have objectivity and supervision to avoid negative effects such as: loss of time, authoritarianism, masking of deficits in certain students.

Although at the beginning of the investigative process the results of the pretest evaluation showed that the second-semester students had an insufficient level of performance, it was found that with the proper organization of group activities where communication, interaction and responsibility were the main working instruments as well as a wide knowledge of the collaborative learning methodology by the researcher, the content, communication, organization and language that were very basic at the beginning could be improved and reach an acceptable level which is positive for their academic performance.

The research development allowed to verify that cooperative learning improves written production because the students went from an insufficient level to an acceptable one after its application. The fact was that the typical interaction between the students while working in pairs, group, and collective activates mental processes such as attention, active listening, facilitates comprehension, critical thinking and reasoning due to mutual support to improve progressively.

## **4.2 Recommendations**

Conducting this project suggests a better use of cooperative learning in language classrooms where there are groups of multilevel students. Group work is one of the best ways to address the diversity of knowledge and take advantage of the potential of certain groups of students.

Based on the diversity of shortcomings that students present in written production, teachers must use cooperative learning, seeking group balance to improve the level of performance of each student, considering their potential, way of working, and responsibility. On this field, solidarity, responsibility, and empathy should be promoted in work groups to avoid isolating certain students or overloading others with work.

For the cooperative learning strategy to have better benefits, it is important for teachers to carefully design the activities considering that not all content can be taught uniformly. It is also important to work with eye-catching material to encourage students to participate in activities, interact, and improve their performance.

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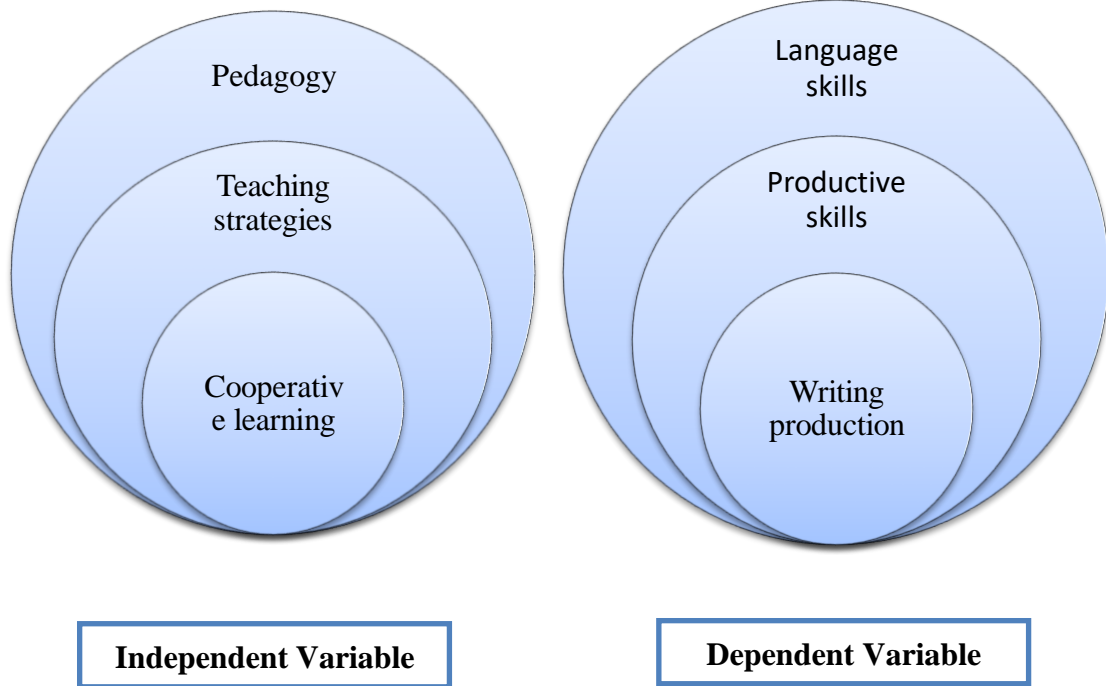
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## ANNEXES

### Annex N° 1: Fundamental Categories





Annex N° 2: Cambridge PET



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

LICENCIATURA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN INGLÉS, COHORTE 2021  
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

SCORING RUBRIC FOR WRITING PRODUCTION

Student's Name: \_\_\_\_\_ Score: \_\_\_\_\_

Date: \_\_\_\_\_



Score	Criteria			
	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas	Text is generally well organized and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	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.
2	Performance shares features of Bands 1 and 3.			



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MENCIÓN INGLÉS, COHORTE 2021  
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	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.
0	Content is totally irrelevant.			

Adapted from: Cambridge Assessment English  
(<https://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>)  
Prepared by: Alison Vanessa Taco Andrade



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

LICENCIATURA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2021  
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "WRITING PRODUCTION" PERTENECIENTE A LA INVESTIGACIÓN:

COOPERATIVE LEARNING AND THE WRITING PRODUCTION

AUTORA: Alison Vanessa Taco Andrade

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

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<p><b>PARÁMETROS</b></p> <p><b>WRITING PART 1</b></p> <p><b>Evaluation Criteria:</b> Responds appropriately to instructions.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Read this email from your English-speaking friend Sandy and the notes you have made.</li> <li>2. Write your email to Sandy using all the notes.</li> <li>3. Write your answer in about 100 words on the answer sheet.</li> </ol>																



UNIVERSIDAD TÉCNICA DE AMBATO  
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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

EMAIL:



### **Annex N° 3: Letter of Commitment**

#### **CARTA DE COMPROMISO**

Ambato, 21 de Octubre de 2021

Doctor

Marcelo Núñez Espinoza Presidente

Unidad de titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación

Yo, Alison Vanessa Taco Andrade, con C.I 1803777166, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me comprometo a finalizar el trabajo de investigación denominado "Cooperative Learning and the Writing Production." en el periodo académico Octubre 2021 - Febrero 2022. Lo cual permitirá finalizar con mis estudios de pre-gado para poder acceder a un puesto de trabajo y de esta manera ser una persona independiente, poseer solvencia económica y contribuir con el progreso de mi país.

Particular que comunico a usted para los fines pertinentes. Atentamente.




.....  
Alison Vanessa Taco Andrade

1803777166


**Annex N° 4: Lessons**

**Lesson 1**

		<b>UNIVERSIDAD TÉCNICA DE AMBATO</b>				<b>TERM:</b> <b>October 2021- March2022</b>	
<b>SKILLS PLAN WITH PERFORMANCE CRITERIA</b>							
<b>1. INFORMATIVE DATA:</b>							
<b>Professor:</b>		<b>Signature:</b>	Idiomas Nacionales y Extranjeros	<b>Level:</b>	2 <sup>nd</sup> semester	<b>Course:</b>	
<b>Planning unit Number:</b>	1	<b>Title:</b>	Write captions	<b>Specific objectives of the activity:</b>	Reinforce written skills. Provide students with theory and praxis to support learning through the cooperative method to develop paragraph writing skills.		
<b>2. PLANNING:</b>							
<b>CROSSCUTTING :</b>	Attention	<b>PERIODS:</b>	60 min			<b>EXECUTION WEEK</b>	Monday, December 6 <sup>th</sup>
<b>Methodological strategies</b>			<b>Sources</b>	<b>Achievement indicators</b>	<b>Assessment activities / Techniques / instruments</b>		
<b>Experiences</b> The teacher makes a motivating introduction and explains the importance of teamwork. <b>Conceptualization</b> A video about an urban legend is played: <a href="https://www.youtube.com/watch?v=XycmscH4zw4">https://www.youtube.com/watch?v=XycmscH4zw4</a> <b>Application:</b>			Internet connection Zoom Platform YouTube Sheets of paper Pens	Ability to concentrate General Comprehension Accuracy of responses Writing ability	Play a legend in an orderly and logical sequence.		

<ol style="list-style-type: none"><li>1. The teacher divides the course into groups of five students.</li><li>2. Starting with an opening sentence to practice creative writing. (For example: Once upon a time, in a ghost town...).</li><li>3. The teacher will ask all the students on each team to finish the sentence.</li><li>4. Then, they should pass the shared paper or screen to their partner, read what they received and add a sentence to the one they have.</li><li>5. After some rounds, a story created by each group comes up. After that, students will add a conclusion or correct their story to share with the class.</li></ol>			
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LESSON 2

		<b>UNIVERSIDAD TÉCNICA DE AMBATO</b>				<b>TERM:</b> October 2021- March2022	
<b>SKILLS PLAN WITH PERFORMANCE CRITERIA</b>							
<b>1. INFORMATIVE DATA:</b>							
<b>Professor:</b>		<b>Signature:</b>	Idiomas Nacionales y Extranjeros	<b>Level:</b>	2 <sup>nd</sup> semester	<b>Course:</b>	
<b>Planning unit Number:</b>	1	<b>Title:</b>	Describe pictures	<b>Specific objectives of the activity:</b>		Develop the skills of: attention, concentration, memorization, and writing; with the purpose of improving their learning.	
<b>2. PLANNING:</b>							
<b>CROSSCUTTING:</b>	Attention	<b>PERIODS:</b>	60 min			<b>EXECUTION WEEK</b>	Monday, December 13 <sup>th</sup>
<b>Methodological strategies</b>			<b>Sources</b>	<b>Achievement indicators</b>	<b>Assessment activities / Techniques / instruments</b>		
<b>Experiences</b> The teacher makes a motivating introduction and establishes agreements and basic rules for good teamwork. <b>Conceptualization:</b> The teacher gives an initial class on adjectives and their importance to describe an image or action. <b>Application:</b> 1. The course is divided into groups of five students.			Internet connection Zoom Platform YouTube Sheets of paper Pens	Ability to concentrate General comprehension Accuracy of responses Writing ability	Write a description of actions or things using adjectives properly. Produce an orderly and logical text.		




2. It is required to have images so that students can describe each of these, for example the activity that is being conducted, stage, colors, and others.



3. A story can be planned by joining each image.
4. Worksheets are used to take notes on the group's ideas.

Lesson 3


		<b>UNIVERSIDAD TÉCNICA DE AMBATO</b>				<b>TERM:</b> October 2021- March2022	
<b>SKILLS PLAN WITH PERFORMANCE CRITERIA</b>							
<b>1. INFORMATIVE DATA:</b>							
<b>Professor:</b>		<b>Signature:</b>	Idiomas Nacionales y Extranjeros	<b>Level:</b>	2 <sup>nd</sup> semester	<b>Course:</b>	
<b>Planning unit Number:</b>	1	<b>Title:</b>	Stop hand	<b>Specific objectives of the activity:</b>	Reinforce written skills. Develop the ability to thinking fast to get immediate answers.		
<b>2. PLANNING:</b>							
<b>CROSSCUTTING:</b>	Attention	<b>PERIODS:</b>	60 min			<b>EXECUTION WEEK</b>	Monday, December 20 <sup>th</sup>
<b>Methodological strategies</b>			<b>Sources</b>	<b>Achievement indicators</b>	<b>Assessment activities / Techniques / instruments</b>		
<b>Experiences</b> The teacher makes a motivating introduction. <b>Conceptualization</b> The instructor teaches about the use of new vocabulary words and their importance to improve oral and written communication. <b>Application</b> 1. The teacher divides the course into groups of five students.			Internet connection Zoom Platform Sheets of paper Pens	Ability to concentrate General comprehension Accuracy of responses Writing ability	Write a template with correctly spelled names and actions.		

- Each student must have a template to start the game, where the items to be filled are placed, such as the letter, name, city, animal, fruit, plant, thing, and at the end, the score.

Stop Hand							
Letter	Name	City or Country	Pet	Color	Fruit	Plant	Thing
D							

- It starts by selecting the letter to work with, the person who has already completed all the boxes mentions the word “STOP” and the game is over.
- The responses of the classmates are compared to assign a score to the one placed by the student, if the box is blank, a score of 0 is assigned, if there are different answers, a score of 10 is assigned and if the answer is repeated, 5 points are assigned.
- The process is repeated with different letters.
- The score is added and whoever has the best hits wins.

Lesson 4

		<b>UNIVERSIDAD TÉCNICA DE AMBATO</b>				<b>TERM:</b> <b>October 2021- March2022</b>	
<b>SKILLS PLAN WITH PERFORMANCE CRITERIA</b>							
<b>1. INFORMATIVE DATA:</b>							
<b>Professor:</b>		<b>Signature:</b>	Idiomas Nacionales y Extranjeros	<b>Level:</b>	2 <sup>nd</sup> semester	<b>Course:</b>	
<b>Planning unit Number:</b>	1	<b>Title:</b>	Stop hand	<b>Specific objectives of the activity:</b>		Reinforce written skills Develop the following skills: attention, concentration, memorization, and writing; with the purpose of improving the learning. Interact between the members of the different groups allowing idea exchange.	
<b>2. PLANNING:</b>							
<b>CROSSCUTTING:</b>	Attention	<b>PERIODS:</b>	60 min			<b>EXECUTION WEEK</b>	Monday, December 27 <sup>th</sup>
<b>Methodological strategies</b>			<b>Sources</b>	<b>Achievement indicators</b>	<b>Assessment activities / Techniques / instruments</b>		
<b>Experiences</b> The teacher makes a motivating introduction about collaborative work. <b>Conceptualization</b> Feedback from the previous class can be taken before starting a new unit to activate prior knowledge. <b>Application</b>			Internet connection Zoom Platform YouTube Sheets of paper Pens	Ability to concentrate General comprehension Accuracy of responses Writing ability	Answer the questions, writing with a clear syntax and in a logical order.		

<ol style="list-style-type: none"> <li>1. The teacher divides the students into groups of 3 to 4 and places a sheet of paper around the room with different questions related to a certain topic.</li> <li>2. Each group begins with a sheet of paper and a different colored marker to write on.</li> <li>3. The marker goes through the groups in the classroom and each group has between 1 and 2 minutes to answer the question on the sheet of paper.</li> <li>4. Then, they rotate around the classroom to the next poster and repeat the process. Each member of the group writes his own ideas down to make evident all the students' ideas.</li> <li>5. When each group has written on each sheet of paper, the class meets for a discussion with and shares what is written on the posters.</li> </ol>			



UNIVERSIDAD TÉCNICA DE AMBATO

TERM:  
October 2021- March2022

**SKILLS PLAN WITH PERFORMANCE CRITERIA**

**1. INFORMATIVE DATA:**

<b>Professor:</b>		<b>Signature:</b>	Idiomas Nacionales y Extranjeros	<b>Level:</b>	2 <sup>nd</sup> semester	<b>Course:</b>	
<b>Planning unit Number:</b>	1	<b>Title:</b>	Carousel	<b>Specific objectives of the activity:</b>	Develop the skills: attention, concentration, memorization, and writing; with the firm purpose of improving the learning. Interact between the members of the different groups allowing idea exchange.		

**2. PLANNING:**

<b>CROSSCUTTING:</b>	Attention	<b>PERIODS:</b>	60 min	<b>EXECUTION WEEK</b>	Monday, January 3 <sup>rd</sup>
<b>Methodological strategies</b>			<b>Sources</b>	<b>Achievement indicators</b>	<b>Assessment activities / Techniques / instruments</b>

## Annex N° 5: Urkund report



### Document Information

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### Sources included in the report

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<b>W</b>	URL: <a href="https://www.researchgate.net/publication/330010647_Cooperative_Learning_Strategies_to_Enhance_Writing_Skills_among_Second_Language_Learners">https://www.researchgate.net/publication/330010647_Cooperative_Learning_Strategies_to_Enhance_Writing_Skills_among_Second_Language_Learners</a> Fetched: 2019-11-13T17:39:19.3130000	 2
<b>W</b>	URL: <a href="https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/">https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/</a> Fetched: 2019-09-24T18:16:46.5670000	 1
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / submission.pdf</b> Document submission.pdf (D124540655) Submitted by: ataco7166@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	 1