

**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS
Y TECNOLOGÍAS**

LANGUAGES SCHOOL



**“DIAGNOSIS OF COOPERATIVE METHOD IN THE WRITING SKILL
DEVELOPMENT AT NOVENO GRADO DE EDUCACIÓN BÁSICA, CLASS “A” AT
UNIDAD EDUCATIVA “VICTOR PROAÑO CARRIÓN”, CALPI PARISH, CANTÓN
RIOBAMBA DURING THE ACADEMIC YEAR 2015-2016”**

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Los miembros del Tribunal de Graduación, del proyecto de investigación de título “DIAGNOSIS OF COOPERATIVE METHOD IN THE WRITING SKILL DEVELOPMENT AT NOVENO GRADO DE EDUCACIÓN BÁSICA, CLASS “A” AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRIÓN”, CALPI PARISH, CANTÓN RIOBAMBA DURING THE ACADEMIC YEAR 2015-2016”

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AUTORIA

El presente trabajo investigativo, previo a la obtención del Título de Licenciatura en Ciencias de la Educación, Profesor (a) de Idioma Inglés, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías los criterios en el informe de Investigación sobre **“DIAGNOSIS OF COOPERATIVE METHOD IN THE WRITING SKILL DEVELOPMENT AT NOVENO GRADO DE EDUCACIÓN BÁSICA, CLASS “A” AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRIÓN”, CALPI PARISH, CANTÓN RIOBAMBA DURING THE ACADEMIC YEAR 2015-2016”** como también los contenidos, ideas, análisis conclusiones, son de exclusiva responsabilidad de los autores y los derechos del mismo le corresponde a la Universidad Nacional de Chimborazo.



Yesenia Dalila Amaguaña Huebla



Ramón José Guaraca Guaraca

DEDICATION

I dedicate my work to God who with his blesses was possible to end this work.

In the same way I to dedicate my work to my family in an especially way to my grandparents, mother, sister, little brother and my uncle who have supported me during this large process who with their love, patient each day motivated me to end the work. My heart and effort for them

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO
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THEME: DIAGNOSIS OF COOPERATIVE METHOD IN THE DEVELOPMENT OF THE WRITING SKILL AT NINTH YEAR OF BASIC EDUCATION, CLASS A AT “EDUCATIVE UNIT VICTOR PROAÑO CARRIÓN”, CALPI PARISH, RIOBAMBA CITY, DURING THE ACADEMIC TERM 2015-2016.

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SUMMARY

Currently, the Ecuadorian Education has been involved into a series of changes aimed to overcome the quality of the system, because of the implementation of new techniques and strategies to arise the students' interest in English learning process as a second language and mostly in developing writing skill which represents great importance on learning a new language, those techniques and methods could guide us to achieve the objectives set at the beginning of the school year. Through this research it is possible to diagnose the characteristics, causes and effects of misuse of Cooperative Approach in developing students' writing skill in the ninth year at “Unidad Educativa Victor Proaño Carrión” to gather the information, it was applied surveys and an observation guide on the group investigated, to sum up, by using the incorrectly study method of teaching and learning process it is affected the development of writing skills due to poor teamwork. After analyzing those problems, it is recommended to use the following group techniques: innovative and creative projects since through these techniques mentioned above students will improve interest and level of participation along the lesson, optimize time and resources that favor the writing skill development to write and correct grammatical structures to achieve better results in the classwork.

Mgs. Myriam Trujillo B.
DELEGADA DEL CENTRO DE IDIOMAS



INTRODUCTION

Around the world, English has been considered like a Language of the Science and Technology. It has taken as important motivation in the daily life, Instead of it lets people acquire new knowledge becoming an obligatory language that the people must to learn. Therefore study of the English Language is necessary to meet the standards of quality in education. It has also become an important tool of communication for people and social interaction, in different professional and economical areas.

In Ecuador, the educative system has implemented projects to good management methods, where the students develop their skills and aptitudes researching and practicing every day. It is relevant to mention that teaching – learning process requires developing a variety of skills, using appropriate strategies to get better results in English learning process.

In this investigation, the “Diagnosis of Cooperative Method in the writing skill development at ninth Year of Education Básica class “A” at Unidad Educativa “Victor Proaño Carrión”, Calpi Parish, during the Academic Year 2015 – 2016. It is divided into five chapters which provide specific information about strategies and teaching activities to improve writing skill in the students.

The first chapter expounds the problem to be resolved and the objectives and justification of why the researchers chose this theme. The most main points are identifying the problem because it is important mention some drawbacks that researchers observed in the English class.

In the second chapter, is related to theoretical framework. In this chapter there are theories about two variables such as: Cooperative method and writing skill development. The

investigators have considered some important aspects which are involved in two variables and definitions of basic terms.

The next chapter or third chapter includes the scientific method that was used for the development of this research that contains information about types of investigation that were used such as: Field Research, Documentary, Descriptive and Diagnostic research. Another aspect of this chapter is the research design, population and sample, techniques and instruments for data collection, data processing and interpretation.

The four chapter is about analysis and interpretation of results with the population and sample, data collection test and the instruments for data collection with the corresponding table, graph, analysis and interpretation for establishing relationships. Finally, the last chapter refers to conclusions and recommendations. At the end of the present work, there are bibliography and the attached documents.

CHAPTER I

REFERENCE FRAMEWORK

1.1 RESEARCH PROBLEM

DIAGNOSIS OF COOPERATIVE METHOD IN THE WRITING SKILL DEVELOPMENT AT NINTH YEAR OF BASIC EDUCATION, CLASS “A” AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRIÓN”, CALPI PARISH, CANTON RIOBAMBA DURING THE ACADEMIC YEAR 2015-2016

PROBLEMA:

Students have problems to write sentences and paragraphs.

1.2 PROBLEM DEFINITION

Worldwide, education is on a process of constant change. There are several theoretical approaches and methodological perspectives supported on contributions from epistemology, active pedagogy and cognitive psychology. In the educative institutes is still traditionalist teaching force, with the exclusive use of the books are structured as the only resource for learning without the use of methodological strategies that lead students to a meaningful and cooperative learning. To give an example, there is no one effective cooperative activity among students. Conversely, is often seeing a competitiveness and individualism actions among students. Because they just develop unsupportive and limited cognitive skills, there is a reduction of their chances of success in their learning behavior.

In most of the teaching institutions in Ecuador, traditional education systems still predominate which ignore the use of strategies and techniques to improve students learning, although teacher have been oriented in the use of new teaching techniques such as Cooperative Method. However these new techniques not being applied properly thus affect the students' academic performance. One of them is writing skill, because each student is responsible for what he learns during class. Furthermore, interaction among students is confused with distraction, where partners hinder learning process.

It can be seen that there is a high degree of motivation in most students learning English and this is reflected in the low scores that have each; also in the classroom can be seen much disinterest on the part of students, resulting in little interest in learning, because there are some teachers who do not have adequate planning skills, focusing on traditionalist practices such as the transmission of knowledge, repetition, discipline, rigor, emphasis on learning concepts; involving the student to the pursuit of individuality and selfishness. All these causes originate poor mastery of communication skills of students and consequently student desertion.

One of the four most complex skills to develop is writing, consequently that the students have problems to write sentences and short paragraphs in classrooms. In addition, they fail to dominate the grammatical structure of sentences, have some troubles with vocabulary, and are not analytical or critical. Some children participate less than others, thus they do not contribute to knowledge and have passivity, demotivation, and disinterest. All of these problems are caused by the use of traditional education systems.

The Unidad Educativa “V́ctor Proaño Carrión” is located in Santiago de Calpi parish Riobamba town, Chimborazo province, it school has initial education, basic education, elementary education, secondary education , higher education and high school. At ninth year of basic education, class “A” there are 33 students of whom 21 are men and 12 women; these students come from families with low cultural level, as most parents are engaged in agriculture and have not had a proper education reaching only complete primary .

In “V́ctor Proaño Carrión” Educational Unit, It is not performed a high level of accuracy as to the current state of the level of English language learning, a situation that has not improved the teaching-learning process in this subject, which would help extend a new interesting learning styles and strategies.

1.3. PROBLEM FORMULATION

Why the teachers use the cooperative method in the development of writing at ninth year of basic education “A” at Unidad Educativa “V́ctor Proaño Carrión” in Calpi parish, canton Riobamba during the academic year 2015-2016?

1.4. QUESTIONS GUIDELINES

- Which are the characteristic of cooperative method used with students at ninth year of basic education “A” at Unidad Educativa “V́ctor Proaño Carrión”?
- What kind of relation has the cooperative method with the writing skill in students at ninth year of basic education “A” at Unidad Educativa “V́ctor Proaño Carrión”?

1.5. OBJECTIVES

1.5.1. General Objective.

To diagnose the causes of misuse of Cooperative Method in the development of writing skill at ninth year of basic education “A” at Unidad Educativa “V́ctor Proaño Carrión” in Calpi parish, Riobamba town during the school year 2015-2016

1.5.2. Specific Objectives.

- To identify the main characteristics of cooperative method in writing skill in students at ninth year of basic education “A” at Unidad Educativa “V́ctor Proaño Carrión”.
- To analyze the causes and consequences that the use of cooperative method generates in the writing skill in students at ninth year of basic education “A” at Unidad Educativa “V́ctor Proaño Carrión”.

1.6. JUSTIFICATION

The development of knowledge, research, and the requirements of improving educational quality in Ecuador contributes to go on in the best way. Especially throughout study, test, and investigation in order to develop skills, focused on writing.

There are still several problems with writing skills and comprehension, although there are several alternatives given and applied to them. Therefore, these matters are the reason to develop this research. (Acosta, 2009)

The education system as a generator of socialization factors has to have a curriculum that includes learning skills of social relationships and the cooperative organization of schools, especially the classrooms. (Linares Barriga, 2004)

This research pretends to show the consequences of the lack participatory methods because it affects the writing teaching process. Making learning groups that develop activities with collaboration and participation will improve the composite of sentences, paragraphs, and dominate the knowledge of grammatical structure sentences. The beneficiaries of this project are the students at ninth year of basic education "A" at Unidad Educativa "V́ctor Proaño Carrión" in Calpi parish, Riobamba town. Because teachers applies the strategies; and moreover they are going to find mechanism to incentive students to learn a new language. In addition, indirectly it benefit to teachers and students of another institutions.

Furthermore, this research determined the influence of the Cooperative Method in the development of the students' writing skill at ninth year of basic education "A". Because this project pretends to improve the academic performance in the students, thus skills and abilities show up to contribute with the well-developed English teaching. Therefore, there were motivated students who enjoy learning a second language.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATIONS REGARDING THE PROBLEM

Several researches about this topic were found, here there are certain of them:

Internationally, there is a research written in Guatemala, De León (2013) with the title: “Cooperative learning as a strategy to learn English” shows that along the traditional methods to teach English show up new techniques. One of them is the cooperative learning, which is a pedagogic practice where participants of a group give support to each other and everyone trusts among them in order to achieve a goal. This methodology benefits the student learning because it is characterized by creating a social interaction, having respect time, and encouraging self-esteem and motivation. All of them together are necessities to learn. (p.1)

Nationally, exists the research whose writer is (Jácome, 2012) from Universidad Técnica de Ambato, and its title is “Collaborative learning and its influence on productive skills (oral and written) of English language in students from high school at “Técnico 12 de Noviembre” in Pillaro town”. The author indicates that the use of small groups gives positive results, because it is a didactic use for individual and group learning. Thus, students have the ability to analyze, synthesize, and develop communication skills, collaborative attitude, listening disposition, tolerance, respect, and order among others. (p. 7)

There is a research in Universidad Nacional de Chimborazo, whose author is (Cushpa Inchiglema, 2015), named “Cooperative method influence in the teaching of English as foreign language in the students of 9th year of Educación Básica "B" of Colegio de Bachillerato Fiscal Chambo from Chambo during de academy year 2014-2016”. This research makes an analysis on the importance of using the cooperative method in a classroom to improve comprehension level of students, because work in groups is a didactic tool that benefits individual and group learning.

2.2. THEORETICAL FOUNDATIONS

2.2.1 Cooperative Method.

For Johnson D., Johnson R. y Holubec (2004):

The Cooperative Learning is a methodological strategy that involves the work done by a group of students in order to achieve common goals. During the cooperation, people do joint activities to achieve benefits not only for themselves but for all group members. (p. 11)

The cooperative method process is useful of small groups for students to work together and take advantage of their own learning and which occurs during the interrelationship. To achieve this goal, planning, skills, and knowledge of effects of group dynamics are required. “The cooperative learning refers to several instructional strategies that include cooperative interaction from student to student, about a topic, as an integral part of the learning process”. (Kagan, 1994, pág. 4)

To work collaboratively is necessary to share experiences and have a clear group goal in which feedback is far important to company success. What must be learned only can be achieved if the group’s work in collective way. The group decides show to perform the task, what procedures to adopt, how to divide work and tasks to do.

Joan Crandall (2000) affirms that this method reduces anxiety, increases motivation, facilitates developing positive attitudes toward learning, and encourages self-esteem.

2.2.1.2 History of Cooperative Method

The Cooperative Method was developed as a means to reduce competition in American schools, which James Coleman (1959) identified as a negative component of the education system. In a two-year study of students at nine high schools in the Midwest, Coleman developed what he called a “climate of values” for the “adolescent society” he studied. Based on his findings, Coleman suggests that instead of encouraging competition in the academic setting, “which effectively impedes the process of education,” schools should introduce a more collaborative approach to teaching.

According to Slavin (1994) Cooperative Method is an instructional programs in which students develop academic content in small groups to help one another classmates, in order to harness their peer guides, enthusiasm, activity, and craving to be a positive individual participation Slavin explains that there are various methods for implementing cooperative learning techniques into classes of all subject areas and grade levels; however, the underlying concept requires all students to work together and be responsible for each other's learning. Through his review of the literature on cooperative method, Slavin identifies three concepts that are fundamental to all cooperative methos/Student Team Learning techniques:

- Students are rewarded as a team but they obtain individually grades.
- The team's success is not conditionally based on individual performance of one student. All students must help each other to achieve learning goals.
- All students are expected to improve based on their own previous performance, thus ensuring all students are challenged to do their best.

Daniel Holt, Barbara Chips, and Diane Wallace (1991) recognize the possible benefits of cooperative method in linguistically and culturally diverse classrooms. Holt, Chips, and Wallace suggest that English Language Learners (ELL) need “the maximum amount of time possible for comprehending and using the English language in a low-risk environment in order to approach the language proficiency of their peers.” By utilizing cooperative method groups, teachers offer ELLs the opportunity to interact with students who are proficient in English language skills. Furthermore, because ELLs are not usually provided with content-area classes taught in their primary language, they often struggle with the difficult academic material. Cooperative method groups enable them to work in a team with other students who have already gained proficiency with the language. This group dynamic not only provides a supportive environment for learning new content and acquiring English language skills, but also helps to foster friendships and social development.

2.2.1.3 Cooperative Learning in the Classroom

Teachers are often afraid to implement cooperative methods in the classroom because it requires them to give up some control. However, this method of instruction has been shown to develop skills and achievements; here are some affectivity elements into this instructional approach;

There are the following:

- Jigsaw
- Students teams achievement division
- Think-pair-share
- Numbered heads together
- Three-step interview
- Inside-outside circle
- Roundtable

Elements of Cooperative Learning

Placing students in groups and telling them to work together is not a cooperative situation by itself. They must be a number of conditions, which constitute the elements of Cooperative Method:

- Heterogeneous grouping.
- Positive interdependency.
- Individual responsibility.
- Teacher supervision:
- Face-to-face interaction
- Equal opportunities for success.
- Promoting interaction.
- Work toward one common goal
- Give students one specific space in which to work together.
- Cognitive processing of information.
- Using cooperative skills.
- Group evaluation.

The idea is that each one of these elements are working progressively, in order to be gradually getting more effective cooperative structure. These twelve elements can be considered as the “ingredients” that implement the cooperation. The more profiled they are, the more cooperative will be the learning situation. (Lira, 2002)

2.2.1.4. Types of Cooperative Learning Groups.

For Galaviz Inzunza (2009) there are the following cooperative learning groups:

Formal cooperative group: It lasts from one class to several weeks. This type of group allows the student to be actively involved in intellectual work of organizing the material, explaining, summarizing, and integrating it into a predetermined conceptual structure.

Informal cooperative group: This group allows the students work together to achievement goals through exhibition, conference, show, video, etc. in a one class period.

Basic cooperative group: It is a group with long-term duration (at least a year). It is composed of heterogeneous elements with stable membership, whose primary purpose is supporting, helping, encouraging, and assisting during the academic progress. This group provides students long-term social relationships.

Inside the learning process of each student, it is far important to apply techniques that help to improve the level of withholding information. So that, it is necessary to create working groups during classes that allow to develop cooperative learning.

2.2.1.5. Advantages of Cooperative Method.

There are several advantages given by this method. Clara Urbano Lira (Instituto Cervantes, Casablanca) considers the following advantages as the most relevant for its significance:

- **Reducing anxiety:** Grandall (2000) ensures that "time to think, opportunities to rehearse and receive feedback, and the greatest probability to success reduce anxiety and increase participation and language learning".

For Oxford (1993), cooperative learning is one of the few methods that reduces anxiety in language classroom because it provides students relaxing and working in a quiet and nonthreatening environment that helps using language.

- **Promoting interaction:** it is one of the biggest advantages of cooperative learning. It helps to the shyest students to be more confident in their oral interventions because they receive constant support from their teammates.

“In cooperative classrooms, students learn to rely on others and have the security to know they will have several opportunities to rehearse their contribution before being asked to share with the whole class”. (Crandall, 2000, pág. 250)

- **Increasing self-confidence and self-esteem:** Crandall (2000) notes that increased self-esteem promotes language learning: Increased self-confidence and self-esteem leads to increase of student efforts in languages learning and a greater willingness to take risks or to keep trying that their points of view are understood.
- **Increasing motivation:** Oxford and Ehrman (1993) ensure that student motivation can produce a wider use of the language and therefore a greater mastery of it. (Arnold, 2000), differentiates two types of motivation: the extrinsic and the intrinsic. It is necessary to focus on the second, where the learning experience is the student`s own reward.

Brown (1994) shows some suggestions to stimulate the growth of intrinsic motivation in the language classroom:

- Helping students to develop autonomy. Making them to learn how to set personal goals and to use learning strategies.
- It is better to cheer them in order to find their own satisfaction in a job well done instead of giving them rewards.
- Facilitating their participation in some aspects of the program and giving them the opportunity to learn in cooperation.
- Involving students in activities based on contents related to their interests and focus their attention on the meaning and intent rather than verbs and preposition.
- Designing tests that allow the students contribution and they consider those as valid.

Cooperation in each group can produce several ways to develop and solve tasks. They have to be analyzed considering advantages and disadvantages. In addition, the situation is controlled and the decisions taken before are remembered. Similarly, it is necessary that everyone understand each other in order to continue with the activity and it can be solved.

2.2.1.6. Cooperative Group Members' Roles and Responsibilities

Table 1 Cooperative Group Members' Roles and Responsibilities

Members' Roles	Members' Responsibilities
Group Leader	<ul style="list-style-type: none"> ❖ Principal member in the group. ❖ Gives clear instructions and directions to assign tasks. ❖ Control the participation of all the members in the group. ❖ Leader may change the order of the group members for the next activity
Writer	<ul style="list-style-type: none"> ❖ He/she is the only person who writes all the key words about the activities. ❖ Takes notes, thoughts, and ideas. ❖ Finally writes in order each phrase to get the end work sheet about the activity.
Speaker	<ul style="list-style-type: none"> ❖ A spokesperson for the group. ❖ The person who share the work in front the class, ❖ Is the member who asks the teacher questions and doubts ❖ Speaker tells them to speak softly.
Helper	<ul style="list-style-type: none"> ❖ A person who provides help to the members of the group. ❖ Prepares additional material. ❖ Look for extra information about the activity.

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2.2.1.7 Cooperative Method Techniques (activity of each technique)

❖ Interviews

Procedures

Pre-writing:

- Previously, ask the students to bring the basic information assigned by teacher

- Split the class into cooperative groups, 4 students each.
- Organize the group in pairs.

During- writing

- One of the students starts the interview.
- Write down the answers corresponding to the interview
- Exchange roles.
- Students will share the interviews results individually.

Post-writing

- At random the students will present the results to the class.

❖ Brainstorming

Procedures:

- Set the rules about respect everyone's opinion without mocking.
- Split the class into groups of fours.
- Teacher will introduce the same or different topic for each group.

During-writing

- Set a topic to debate and ask the students what to expect at the end (a list of objectives)
- Set a limited time.
- Write principal ideas taken from the text and write short statements.
- Review the students' report among all group members.
- Teacher should guide them through other areas such as syntax.
- Share all the ideas and comments among partners to take down everyone's notes.
- Discuss ideas and notes from each group.

❖ **Cooperative projects**

❖ **Procedure**

Pre –writing

- Negotiate a possible lesson topic or plan in advanced according to the students interest
- Among informal groups, everyone asks questions (brainstorming) about the general lesson topic.
- Collet the questions by sub-themes
- Organized subgroups and match them to the selected sub-themes

During-writing

- Organize a committee with one representative for each group where teacher will gather at the beginning and the end of each meeting to coordinate assignments and activities
- Students, in groups will work on the subthemes corresponding to each member or pairs.
- Students will look up the information guided by teacher
- Students will synthetize de information and prepare a short written presentation.

Post -writing

- Each group presents the information to the rest

❖ **Mosaic activities**

Procedures

Pre -writing

- Organize the students as always, it means the same groups of four students each

- Assign a different activity, start from a common topic for each member.

During -writing

- Every group works on the same theme
- Group the students into an expert group according to the difficulty of the activity
- Help them to understand through scripts
- Cheer the students up to work together, share information and work on and elaborate common activities
- Students go back to their initial groups to share the information gathered
- Everyone is responsible to learn in the group, so each student must handle the topic

Post-writing

- Assign an activity or problem to solve using the information knowledge

❖ Diviner guess

Pre -writing

- Organize in pairs, work with the partner next to each student.
- Teacher gives a card which students will use to develop the activity (guess it)
- They noticed what to do just reading the label on the card.

During -writing

- Read the instructions in pairs “guess the person”
- Look around you and choose a person. Now, you have to describe him/her in the next lines without naming him/her. When you finish it, you have to read it to your partner.
- Finally, your partner has to guess the person of your description.
- Guess the object

- Look around you and choose an object. Now, you have to describe it in the next lines without naming it. When you finish it, you have to read it to your partner. Finally, he/she has to guess the object of your description.
- Share the written information which was developed by his/her partner
- Correct grammatical mistakes
- Exchange roles and correct the same activities in groups

Post -writing

- Teacher ask the students participation to present their reports in front of the class

Write 4 riddles on their notebooks

❖ Jigsaw

Procedure

Pre-writing

- To divide students into groups of 4 to 6 students per group. Jigsaw works best when each group has the same members of students in each team.

During-writing

- Divide the content into 4 or 6 chunks.
- Teacher provides different information or topic to each member of the group.
- The students read and study their own chunks
- The students are ready to gather in Expert groups, in each group there are students who had been assigned to the same chunks.
- Within the expert group students will compare their ideas and work together to prepare different sort of written presentations to share in Jigsaw groups
- Students return to Jigsaw groups and present their chunks of information meanwhile the other students will listen to them carefully and write down important notes or possible questions.

Pre-writing

- Finally evaluate the students about all content

More activities

(De León, 2013), expresses that Cooperative Method has the following techniques to develop English learning

- a) **Learning in students groups:** Those methods highlight general objectives and global successes. All of them are achieved when each group member knows objectives. These techniques are distinguished by the rewards of teamwork, individual responsibility, and equal conditions for success. Some of them are the following:
 - **Teamwork-individual achievement (TELI):** Where four students form heterogeneous groups. Teacher gives an activity and students work until each one understands the topic. Students are individually evaluated, without help each other.
 - **Reading and writing integrated cooperative (LEIC):** Activity that involves mutual assistance of partners working in reading and writing projects. These projects have activities like reading together, making predictions about text, summarizing stories for partner, writing narrations or making questions, and practicing spelling, reading, and vocabulary.
- b) **Original Puzzle:** Activity where students read different sections from their partners. Furthermore, each member has unique information, so their contributions are far more considered inside the group. The real difficulty is that each section must be understandable by itself.
- c) **Learning together:** Technique that highlights the importance of team building and self-evaluation. In addition, it proposes the use of group grades. Students work in heterogeneous groups of four or five members. Each group has activities sheets, and they have to present just a document in order to receive rewards of group work. There are four general phases to work in groups: Selection of an activity, make a decision

considering the size of the group, the allocation and the provision of materials, working in groups, and supervision.

- d) **Researching in groups:** Students work in small groups, from two to six people. They can use questionnaires, group discussions, and planning of cooperative projects. Each group selects topics of a unit that studies the entire class, and then they divide into individual tasks to prepare the final report. Finally, they present their information to the class.

- e) **Complex Teaching:** It emphasizes the use of projects aimed at discovery. All students' abilities are important. Complex teaching projects require a wide variety of roles and skills, teacher points out that each student knows how to do something for the group's success.

- f) **Guided or Structured Cooperation:** It allows including experimental controls, it goes to cognitive and metacognitive activities. It is used in reading comprehension tasks. It is necessary to form twosomes, teacher divides the text in sections and alternately they have to turn the roles: apprentice-reciter and listener-examiner.

2.2.1.8 Role of teachers in cooperative learning.

The cooperative learning is an approach and a methodology that challenges creativity and innovation in teaching. And correspondingly, teachers are a key part in the process. Teachers' activities are the following:

- To specify learning objectives.
- To decide the size of the group.
- To assign who will form the groups.
- To condition the classroom.
- To plan teaching materials to promote interdependence.
- To explain academic tasks.
- To structure the groups' goals.
- To structure individual assessment.

- To structure inter-group cooperation.

2.2.2. Language English skills

According to Carbonell (2009), in order to learn English, four basic communication skills are developed. These abilities have to be followed by a solid competition of the first language because it helps to learn a second language. The degree of control that is achieved in each skill determines the level of learning and performance in the new language:

There are four skills that are necessary to complete communication, the first step to learn new languages we need to listen, speak, read and finally write.

- Listening:** It is the receptive skill in oral way. It consists in receive language through ears. Hear is not just listening but rather understand what is hearing. People have to understand during a conversation, while someone is asking and answering. Listening involves the identification and discrimination of sounds, moreover processing vocabulary and phrases.
- Reading:** It is the receptive skill in writing mode. It refers to the ability to understand and assimilate written language. Reading gives a clear language appreciation and there is huge improvement of writing and pronunciation. Additionally, vocabulary expands, syntax improves, lessons learned are reinforcing, and the language is strengthened.
- Speaking:** It is the receptive skill in oral way. It is the ability to communicate using articulated sounds. Speaking means more than pronounce words, thus it is to dominate grammar and syntax in order to recognize elements that are used and understand them. To express ideas is necessary to know vocabulary, idiomatic expressions, how to form sentences, and pronunciation.
- Writing:** It is the receptive skill in writing mode. It is the graphic representation of language. Students can use this skill to transmit ideas with the appropriate structure such as sentences, paragraphs, o simple texts. Writing allows to find errors and to correct them easily.

2.2.3. The writing skill.

Written expression because it plays two important roles, comprehension (Listening), reading comprehension (Reading), and oral expression (Speaking). The first one is to be an objective of teaching. It is important for students to develop writing skills in English in order to express easily using the basic levels of writing skills. The second one is to be a way for learning. Writing can provides different ways to practice the language and helps students remember word, phrases, grammatical aspects, etc. Teacher has to perform written expression tasks, where students will be involved with the language, therefore that they are going to dominate it.

Jácome (2012), writes:

It seems obvious that writing skill should be practiced in class as the others, and of course, it should not be dismissed as a passive, useless, and lower-level skill. Practicing writing skill is an extraordinary consolidation exercise, and it has to be practiced at the same time with the other skills.

To practice writing skill is far important free composition, where students can fully exercise their creative activity. Consequently it is necessary that teacher prepares previously some exercises to give freedom to the students.

2.2.3.1 Developing writing skills

Features:

(Moreno, 2010), describes characteristics that writing skill must have:

- **Accuracy:** What is expressed in writing must not lead to ambiguity.
- **Clarity:** Ideas must be written in clear and transparent text.
- **Inspiration:** Eloquent ideas based on mood.
- **Objectivity:** Written text has to convey that it exists or feels.
- **Harmony:** The content has to have the right mix of sounds, cadences, and accents in order to be pleasing to hear.

- **Construction:** Syntactical words order and arrangement, including spelling and semantics. (p. 45)

Writing skill is achieved with an appropriate expression of ideas or feelings, clarity, coordination, objectivity, and harmony.

Advantages:

Writing skill gives certain elements that are considered as tools for learning.

- It increases awareness level about linguistic processes.
- It helps learn a foreign language because writing is a channel for internalization process.
- It contributes to develop thinking and creativity skills.
- It increases capacity to plan, organize, and control verbal activities.
- It allows apprentices understanding writing communication ways from other cultures, all of them from a critical view.
- It increases opportunities for insertion of individual in a new discourse community, and it defends his identity, culture and ideology. (Alonso Dávila, 2014)

Requirements

In the same way (Alonso Dávila, 2014), shows disadvantages of writing based on strong requirements that involve the right text like:

- It requires organization and order.
- Careful selection of words.
- Use proper spelling and punctuation.

Writing skill is a complex ability to native and non-native speakers because it has to balance several factors such as content, organization, purpose, audience, vocabulary, punctuation, and spelling.

Written expressions objectives

"The teaching of writing should be as communicative as possible. Although you should really support and integrate grammar and vocabulary, writing instruction should be recognized as a special part of language teaching with its own objectives and techniques special schools where writing becomes a goal of teaching ". (Acosta P. , 1996)

It is a reality that writing should be taught communicatively. It is also true that writing, sometimes, is a tool for other language skills and other times, a goal of the process. All these considerations must be relative basis that should not be absolutist least when we are dealing with such a dynamic as learning a foreign language process.

The four skills you must develop the teaching - learning a foreign language has the same level of importance in the communication process regardless of types of courses. In fact, language is primarily oral, but this does not deny that hearing, reading and writing skills are equally important in communication. This is because they are parts of this. Besides real life imposes the need to write in the same way that life also imposes the necessity of speaking, listening and reading to communicate.

Regardless of the motivations for learning foreign languages among students, have identified certain elements, such as contributions to learning, presents writing.

- Raises the level of awareness of the linguistic processes occurring in the mother tongue in general and writing in particular.
- Help in the process of learning a foreign language when writing a channel for interiorizacion process.
- It helps develop thinking skills and creativity.
- Increases the capacity for PLANNING FOR SECURITY to control organization or verbal activity.
- Allows assimilation, by the learner, forms of communication written from other cultures and approach them from a critical view , with respect to the forms of expressions from other men and this mode individually contribute to peace between peoples.

- Enhances the possibilities of raising the cultural level in general and education in particular and thus better access to the labor market.
- Increases the chances for insertion of the individual in a new discourse community and defend their identity, culture and ideology y.

2.2.3.2. English text structure for ninth E.G.B.

Table N° 2 English text structure for ninth E.G.B.

Topics	Goals	Grammar	Skills and strategies
Personal Information Routines Free Time Activities Greetings Food Clothing Celebrations and Holidays Multiple Intelligences Talented People The Food Pyramid Healthy Recipes Famous Characters of The Past Experiences and Anecdotes Vacations Memories	<p>You will learn how to describe people's personality.</p> <p>Talk about lifestyles and free time activities.</p> <p>Express likes and dislikes.</p> <p>You will learn how to talk about customs of other cultures.</p> <p>Talk about celebrations in other countries.</p> <p>You will learn how to talk about abilities.</p> <p>Compare people's attributes and abilities.</p> <p>Express opinions.</p> <p>You will learn how to talk about food preferences.</p> <p>Express agreement.</p> <p>Ask and answer questions about food quantities.</p> <p>You will learn how to describe people's personalities and values.</p> <p>Talk about people's lives in the past.</p> <p>Talk about important events in history.</p> <p>You will learn how to talk about events in the</p>	<p>Simple Present tense with the verbs <i>To Be</i>, <i>Love</i>, <i>Like</i> and <i>Prefer</i></p> <p>Simple Present tense with Adverbs of Frequency Present Progressive tense Modal verb <i>Can</i> Comparative and Superlative Adjectives Countable and Uncountable Nouns Some and Any How Much and How Many Imperatives Simple Past tense with verb <i>To Be</i></p>	<p>Vocabulary: using antonyms to remember words, making word combinations to remember new expressions and using mind maps to learn new words, classifying words categories to remember vocabulary using context clues to get the meaning of words, looking for the past form of the verbs in a dictionary to improve vocabulary.</p> <p>Grammar: paying attention grammar to different colors to analyze grammar, paying attention to time expressions to choose the right form of the verb</p> <p>Writing: using <i>and</i> to give additional information and <i>but</i> to introduce an opposite idea, using fixed expression to write a text and using <i>because</i> to give reasons and answer the question <i>why?</i>, using <i>first</i>, <i>next</i>, <i>after that</i>, <i>then</i> and to sequence actions, using time-related expressions to organize events, using <i>also</i> to give additional information using <i>so</i> to describe a result or consequence.</p>

	past. Ask and answer questions about the past. Describe emotions.	The Simple Past tense Regular and Irregular Verbs	
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Source: 2nd English Book of Minister of Educatio

2.2.3.3. English Language Learning Standards related with writing skill

Structure of English and Communication Teachers demonstrate understanding of language as a system. Understand the components of language (phonology, morphology, syntax, pragmatics and semantics) as an integrative system.

Use knowledge of these interrelated aspects of language to help students develop oral, reading, and writing skills in English.

Demonstrate knowledge of rhetorical and discourse structures as applied to English learning.

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Provide activities and materials that integrate listening, speaking, reading, and writing.

Provide standards-based writing instruction adapted to students. Develop students' writing through a range of activities, from sentence formation to expository writing.

Assess students' language skills and communicative competence using multiple sources of information.

Use various instruments and techniques to assess language skills, both individually and integrated (e.g. listening, speaking, reading and writing, as well as vocabulary and grammar) for students at varying levels of language and literacy development.

Use a variety of rubrics to assess students' language development in classroom settings.

2.4. DEFINITIONS OF BASIC TERMS

Cooperative Method: It is a methodological strategy that involves the work done by a group of students in order to achieve common goals. In cooperation, each person does joint activities to achieve positive results not only for themselves but rather for all group members.

Communication: It is a natural phenomenon in the universe, relevant because it gives an energy packet to the receptor.

Development: It's a process in which something passes by degrees to a different stage.

Education: The action or process of teaching someone especially in a school college or university

Interaction: It is an activity applied in learning, which is developed between teacher and students.

Interest: student's attitude to perform and execute an objective.

Language: Communication by voice in the distinctively human manner.

Learning: It is a process that permits acquire or modify abilities, skills, knowledge, behaviors, or values as a result of studies, experiences, instruction, reasoning, and observation

Methodological strategy: Guidelines to be followed in every stage of teaching – learning process. The teacher's judgment is very important.

Methodology: Way to achieve a goal while learning and teaching process take place.

Roles: An obligation in a particular activity.

Strategy: It is a set of systematically planned over time actions carried out to achieve a particular purpose or mission.

Skill: The ability, performance coming from one's knowledge.

Success: It's an achieving of someone or something.

Writing: article, paper.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

After getting permission to develop the research work at Unidad Educativa "Victor Proaño Carrion" it started with a preliminary dialogue between English subject teacher's responsible and thesis' researcher who informed about the investigative process, after agreeing with authorities and academics from both institutions let the development of bibliographic and field research, surveys and observation guide were applied to the population sample followed by the tabulation of results, for later to establish conclusions and recommendations linked to the objectives settle at the beginning of the investigation to conclude that working on socio educational problem based on qualitative through Ethnographic method.

3.2 OPERATIONALIZATION OF OBJECTIVES

Table N° 3 OPERATIONALIZATION OF OBJECTIVES

	What information will you get?	How and what will you get the information?	Who will provide the information?	Where you will take the information?	What time is to take the information?
1. Identify the main characteristics of cooperative method in writing skill in students at ninth year of basic education "A" at Unidad Educativa "Victor Proaño Carrion".	The characteristics of cooperative method in writing skill	Through observation sheets and surveys	The teacher and students	At ninth year of basic education "A" Unidad Educativa basic "Victor Proaño Carrion".	In two weeks
2. To analyze the causes and consequences that the use of cooperative method generates	The causes and consequences that the use of cooperative	Through observation sheets and surveys	The teacher and students	At ninth year "A" of basic education Unidad Educativa	In two weeks

in the writing skill in students at ninth year of basic education “A” at Unidad Educativa “Víctor Proaño Carrión”.	method generates in the writing skill			basic “Víctor Proaño Carrión”.	
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3.3. TYPE OF INVESTIGATION

3.3.1. Field Research.

This research is going to develop at Unidad Educativa “Victor Proaño Carrión”, in order to identify learning problems using variables Cooperative Method in classroom by forming groups to work in writing skill in students..

3.3.2. Documentary Research.

It is a documentary research because it is collecting data and information from books and documents according to this graduation project. Therefore, it will discover facts, suggest issues, write hypothesis, and give guidelines to develop research tools. As a result of this kind of research, there will be a clear idea about the main topic.

3.3.3. Descriptive Research

This research is descriptive because it is a characterization of community in study. In addition, it is going to detail the facts, causes, effects, and factors that will be discovered during the development if this research.

3.3.4. Explanatory Research

It is explanatory because it is a structured research. It discovers the causality of the study phenomenon.

3.4 RESEARCH LEVEL

3.4.1 Diagnostic.

It is a diagnostic research, because it pretends to show the causes and misuse of collective work according to the subject of study in order to obtain enough information to make a thorough research.

3.5 POPULATION AND SAMPLE

3.5.1. Population

As population is relatively manageable, a sample is not going to exist. Therefore, this research will work with the total population. This population is composed of 38 students at ninth year of basic education at Unidad Educativa “V́ctor Proaño Carrión” and a teacher.

3.5.2. Sample

This research is going to work with the entire population, because it is few.

Table N° 4 Study population

ASPECT	FREQUENCY	PERCENTAGE
Students	33	97 %
Teachers	1	3 %
TOTAL	34	100 %

Source: Unidad Educativa “V́ctor Proaño Carrión” Secretariat

Produced by: Yesenia Amaguaña and Jose Huaraca

3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

Techniques:

Observation: This technique is going to be applied to see the behavior of the phenomenon investigated.

Questionnaire: It is structures for items with adverbs of frequency according to the study variables.

Instruments:

Observation sheet: It is used to collect data based on observation of the learning process

Survey: It is a primary research technique that uses a list of written questions. Consequently, it allows collecting information about the importance of the cooperative method implementation during the development of writing skill.

3.7. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION

Once data is collected through survey, the next thing to do is following this steps:

- Application of the respective observation guide and survey.
- Tabulation of data.
- Data organization, that is to say, select suitable information.
- Elaboration of statistical tables and graphics, using excel.
- Analysis of the statistical results for establishing relationships in accordance with the objectives.
- Interpretation of results supported by the theoretical framework.
- Make conclusions and recommendation

CHAPTER IV

4. DATA ANALYSIS

4.1. OBSERVATION GUIDE

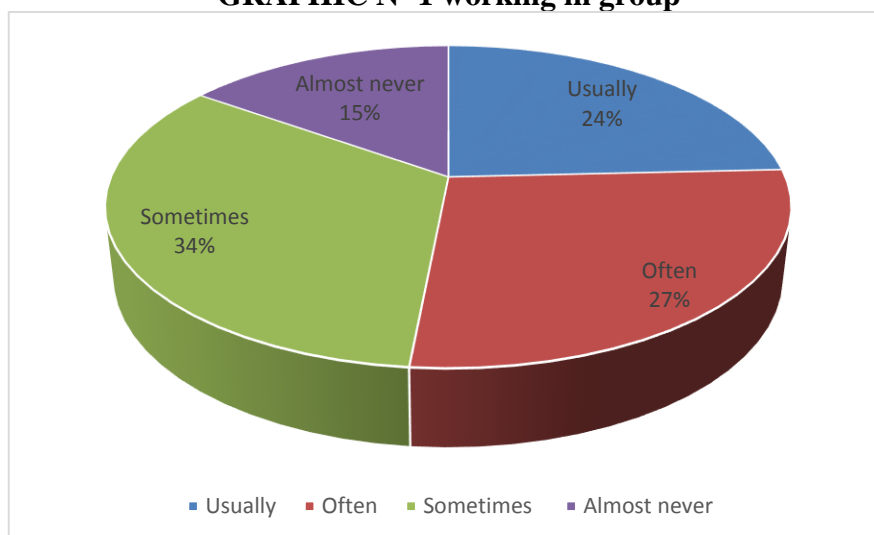
Table N° 5 Working in group

INDICATOR	ALTERNATIVES			
Running writing task in group for giving and eliciting personal and educational information.	Usually	Often	Sometimes	Almost never
	10	8	12	3

Source: Observation guide

Done by: Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 1 working in group



Source: N° table 6

Done by Yasenia Amaguaña and Ramón Guaraca

Analysis:

Graphic number 1 shows the effectiveness of 33 students researched, 10 students equivalent to 30% “usually” run writing task in group for giving and eliciting personal and educational Information also 8 students equivalent to 24% of researched do this activity, in other way you can see the increases of students for performing “sometimes” this activity for this reason 12 students equivalent to 37% of participants as point out in the graphic, as you can see 3

students shape for 9% express that rarely run writing task in group for giving and eliciting personal and educational information.

Interpretation:

This graphic evidence the majority of students observed “sometimes” run writing task in group for giving and eliciting personal and educational information, it is very low the number of students that “almost never” run write, the most important aspects to consider in this graphic are the increase the students who apply this activity.

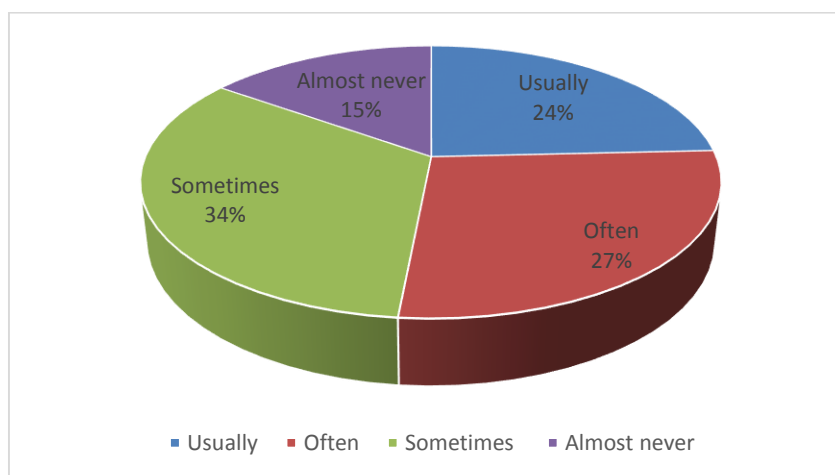
Table N° 6 Learning responsibility

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
Commitment of all students to participate actively in task of writing learning construction.	12	10	7	4

SOURCE: Observation guide

DONE BY Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 2 Learning responsibility



Source: N° table 6

Done by Yasenia Amaguaña and Ramón Guaraca

Analysis:

Graphic number 2 shows the increase of students who do this activity because they like to participate actively and collaborate with classmates, for this reason you can see “usually” and “often” have the high percentage, equivalent to 10 and 12 students, the decrease are “almost never” and “sometimes”.

Interpretation:

The students participate actively in group because they feel more confident with the partners, during the write activity they can commit errors at the same time could be correct for a classmate.

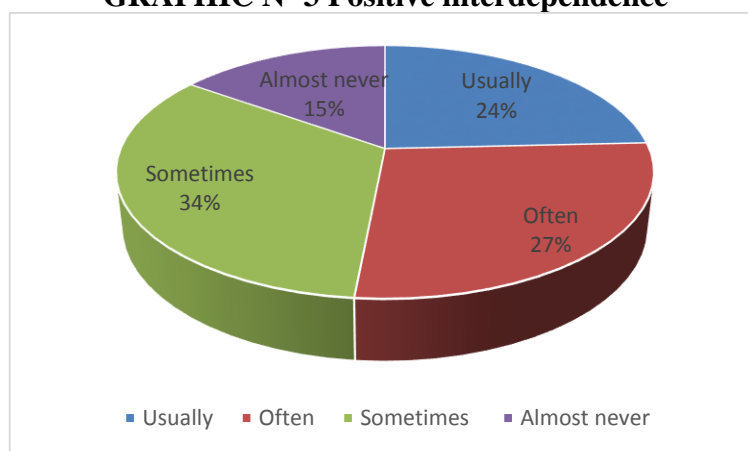
Table N° 7 Positive interdependence

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
link among partners for doing short write, simple formal letters and imaginary biographies	6	7	15	5

SOURCE: Observation guide

DONE BY Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 3 Positive interdependence



Source: Table 7

Done by: Yasenia Amaguaña and Ramón Guaraca

Analysis: Graphic number 3 show that 15 students equivalent to 46% “sometimes” link among partners for doing short write, simple formal letters and imaginary biographies also 7 students equivalent to 21% of researched do this activity, in other way you can see the decreases of students for performing “usually” this activity for this reason 6 students equivalent to 18% of participants as point out in the graphic, as you can see 5 students shape for 15% express that almost never link among partners for doing short write, simple formal letters and imaginary biographies.

Interpretation: This graphic evidence the most of students observed “sometimes” link among partners for doing short write, simple formal letters and imaginary biographies. So increase “almost never”

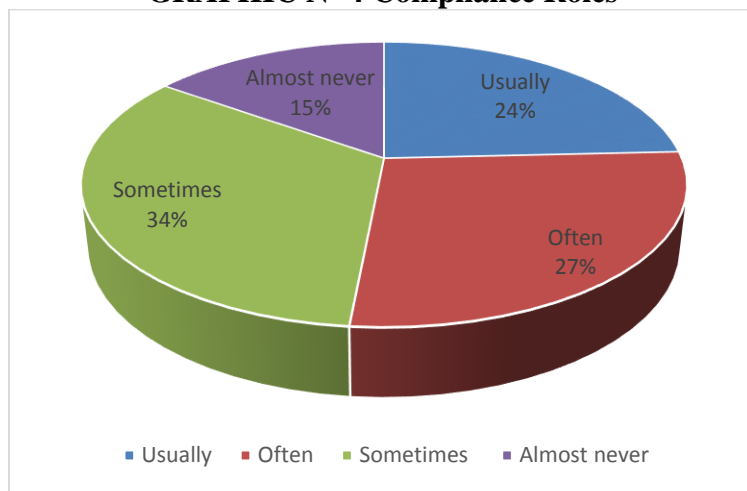
Table N° 8 Compliance Role

INDICATOR	ALTERNATIVES			
Performance task according to assigned charge to write definition for help people things, place etc.	Usually	Often	Sometimes	Almost never
	4	10	16	3

Source: Observation guide

Done by: Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 4 Compliance Roles



Source: table N° 8

Done by: Yasenia Amaguaña and Ramón Guaraca

Analysis: Graphic number 4 shows us that continue increase “sometimes” and “often” the total of student researched performance task according to assigned charge to write definition for help people, things, place etc. so 16 students equivalent to 49% Compliance Roles, also “usually” and “almost never” continue to being the decreases part in the observation with 3 and 4 students equivalent to 9% and 12%.

Interpretation: This graphic evidence the majority of students observed “sometimes” and “often” performance task according to assigned charge to write definition for help people, things, place etc. it is very low the number of students that “almost never” and “usually” the most important aspects to consider in this graphic are the increase the students who apply this activity.

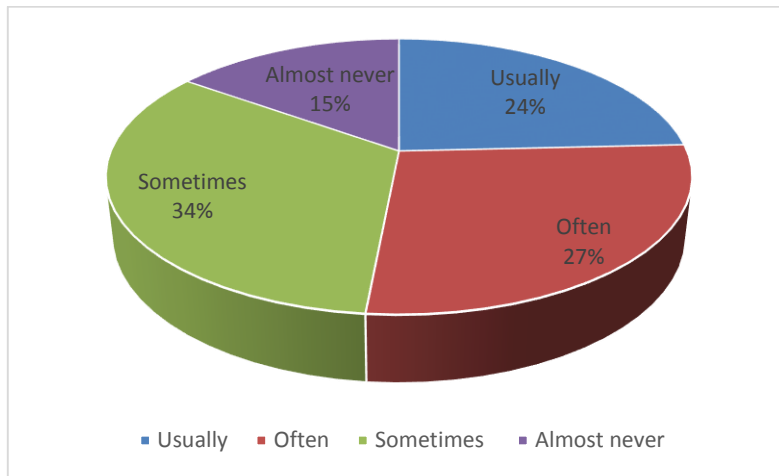
Table N° 9 Conflict Resolution

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
Ability to solve problem of English linguistic element.	5	8	12	7

Source: Observation guide

Done by Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 5 Conflict Resolution



Source: table N° 9

Done by: Yasenia Amaguaña and Ramón Guaraca

Analysis:

Graphic number 5 show us that continue to be increase “sometimes” and “often” the total of student researched in this opportunity the ability to solve problem of English linguistic element one of the most important characteristics of the cooperative method in writing skill, so 12 and 7 students equivalent to 35% and 25% solve their problems, also “usually” and “almost never” continue to be the decreases part in the observation with 5 and 7 students equivalent to 17% and 22%.

Interpretation:

This graphic evidence the majority of students observed “sometimes” and “often” have the ability to solve problem of English linguistic element. “Almost never” and “usually” continue to be the decrease of students who apply this activity.

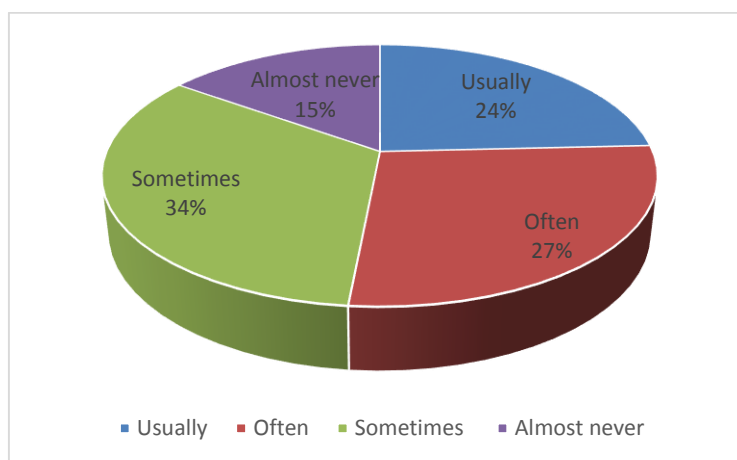
Table N° 10 Face to Face promotional intervention

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
Social interaction between group members to write short description of events, parts activities and personal experience.	11	7	9	6

Source: Observation guide

Done by Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 6 Face to Face promotional intervention



Source: table N° 10

Done by: Yasenia Amaguaña and Ramón Guaraca

Analysis: Graphic number 6 shows the decrease of “sometimes” and “often” the total of student researched in this opportunity Social interaction between group members to write short description of events, parts activities and personal experience so 9 and 7 of students equivalent to 27% and 21% do this activity, as you can see the increase for “usually” and “almost never” it is notable for this reason 11 and 6 equivalent to 34% and 18% interact between group members to write short description of events, parts activities and personal experience.

Interpretation: This graphic evidence the most important part in the observation because “usually” interact between group members to write short description of events, parts activities

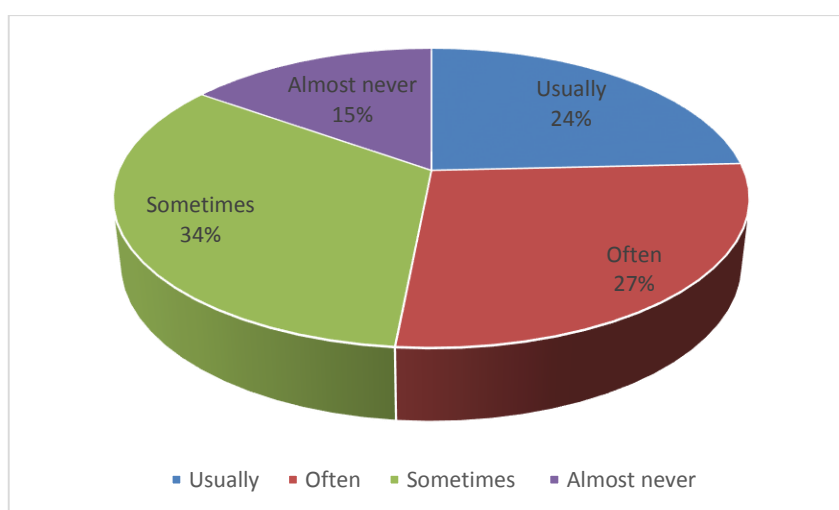
Table N° 11 Social-affective relation

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
Attitudes for real students' cooperation to take down in writing a dictated or recorded message	4	9	14	6

Source: Observation guide

Done by Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 7 Social-affective relation



Source: Table N° 11

Done by: Yasenia Amaguaña and Ramón Guaraca

Analysis: Graphic number 7 show the increase again of “sometimes” and “often” the total of student researched have attitudes for real students' cooperation to take down in writing a dictated or recorded message. So 9 and 11 of students equivalent to 31% and 38% do this activity, as you can see the decrease for “usually” and “almost never” it is notable for this reason 4 and 6 equivalent to 14% and 17% have attitudes for real students' cooperation to take down in writing a dictated or recorded message.

Interpretation: This graphic evidence the majority of students observed “sometimes” and “often” has attitudes for real students' cooperation to take down in writing a dictated or recorded message. “Almost never” and “usually” continue to be the increase of students who apply this activity.

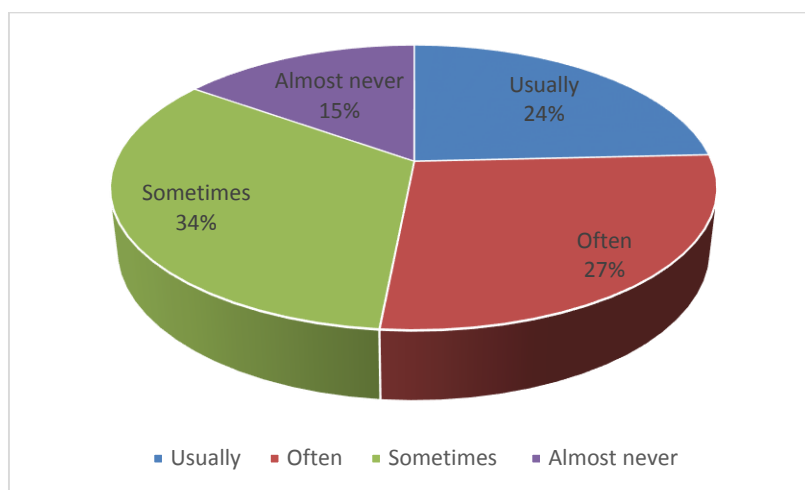
Table N° 12 Equitable participation in writing

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
All work in a balanced way to get variety in lexical range and sentences structure.	8	9	11	5

Source: Observation guide

Done by: Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 8 Equitable participation in writing



Source: Table N° 12

Done by: Yasenia Amaguaña and Ramón Guaraca

Analysis: Graphic number 8 show the continue increased “sometimes” and “often” the majority of student are equitable for participation in writing All work in a balanced way to get variety in lexical range and sentences structure. So 9 and 11 of students equivalent to 31% and 38% do this activity, as you can see the decrease for “usually” and “almost never” it is notable for this reason 8 and 5 equivalent to 24% and 15% are equitable for participation in writing All work in a balanced way to get variety in lexical range and sentences structure.

Interpretation: This graphic evidence the majority of students observed “sometimes” and “often are equitable for participation in writing all work in a balanced way to get variety in lexical range and sentences structure “almost never” and “usually” continue to be the decrease of students who apply this activity.

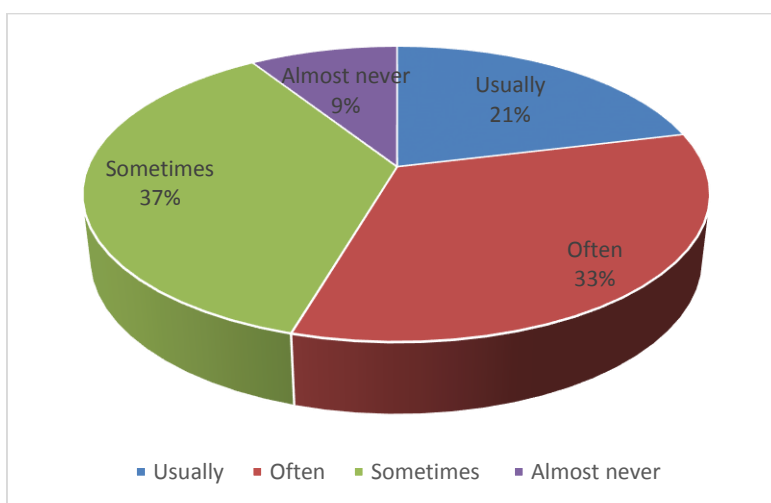
Table N° 13 Teacher's evaluation

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
The greats of teacher's evaluation after doing group activity of writing are satisfactory.	4	8	19	2

Source: Observation guide

Done by: Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 9 Teacher's evaluation



Source: Table N° 13

Done by: Yasenia Amaguaña and Jose Guaraca

Analysis: Graphic number 9 continue increased “sometimes” and “often” the student not always get high grade of teacher’s evaluation after doing group activity of writing. So 19 and 8 of students equivalent to 54% and 24% get the grate recommended, as you can see the decrease for “usually” and “almost never” it is notable for this reason 4 and 5 equivalent to 6% and 12% get high grade of teacher’s evaluation after doing group activity of writing.

Interpretation: This graphic evidence the most of students observed answered “sometimes” and “often” are equitable for participation in writing, all work in a balanced way to get variety in lexical range and sentences structure “almost ever” and “usually” continue to be the decrease of students who get high grade of teacher’s evaluation after doing group activity of writing.

4.2 Student Questionnaire

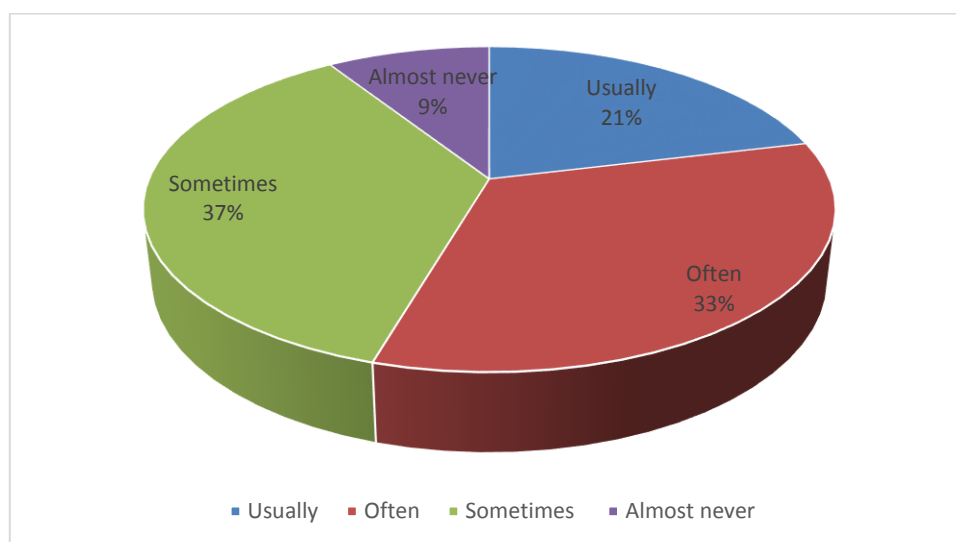
Table N° 14 Motivation to perform group task

INDICATOR	ALTERNATIVES			
¿Ud se siente motivado al realizar actividades de escritura en grupo?	Usually	Often	Sometimes	Almost never
	8	9	12	5

Source: Observation guide

Done by: Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 10 Motivation to perform group task



Source: table 14

Done by: Yesenia Amaguaña and Ramón Guaraca

Analysis: Most of students answered that sometimes are motivated to do group activities that 12 of 33 students respond to this percentage, “usually” 9, as you can see 7 students consider that “usually” and finally 5 students responded with “almost never”

Interpretation: We identified in graphic 10 the decrease students are motivated to do group activities, taking into account “usually” and often, also interpret these results the great collaboration the area with students work shows the motivation to do activities of writing in group the indicator pointed out us that 24 of all researched “usually” feel motivated

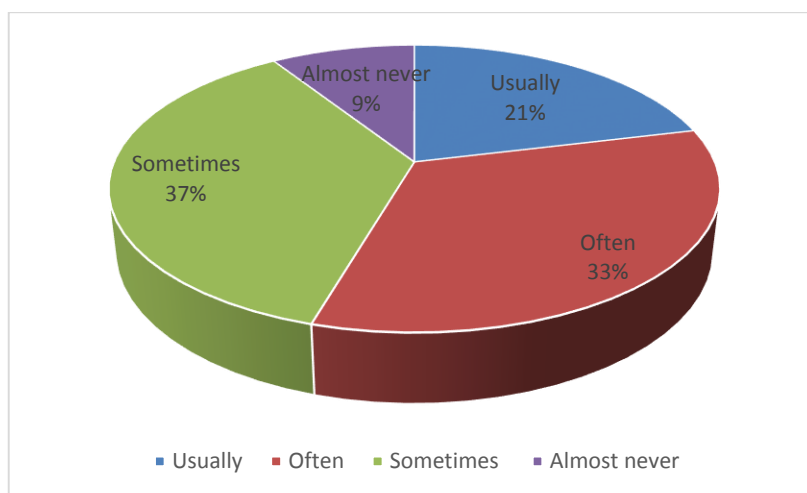
Table N° 15 Active participation

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
¿Participa activamente en las actividades grupales?	6	8	10	9

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 11 Active participation



Source: table N° 15

Done by: Ramón Guaraca and Yesenia Amaguaña

Analysis: Continues to maintain the same percentage of students who respond actively participate in group activities, 6 students respond "usually" is equivalent to 18%, 9 students respond "almost never" which equates to 27% in the same manner 8 students respond "Often" equivalent to 24%

Interpretation: Most students do not actively participate in the group because they “often” distracted with his/her classmates, when student’s works in group one of the disadvantages is the distraction so work in group not always is effective to improve writing.

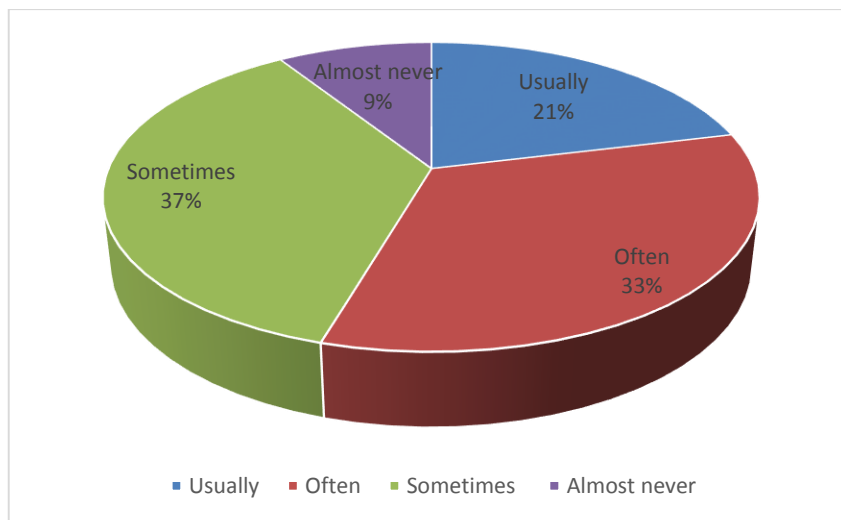
Table N° 16 Understandable instructions

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
¿Entiende las instrucciones que da el profesor previo a trabajo grupal?	5	8	16	4

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 12 Understandable instructions



Source: table N° 16

Done by: Yesenia Amaguaña and Ramón Guaraca

Analysis: In the graphic 12, 16 students selected "sometimes" they consider that teacher's instructions are not clear before group activity, and 8 of them equivalent to 24%, "often", 5 students say they "usually" understand instructions and 12% tell us that almost never understand

Interpretation: Students do not understand the instructions of the teacher for this reason they do not feel motivated to work in their group therefore to do writing is difficult for them, for doing group work is very important to establish clear instruction.

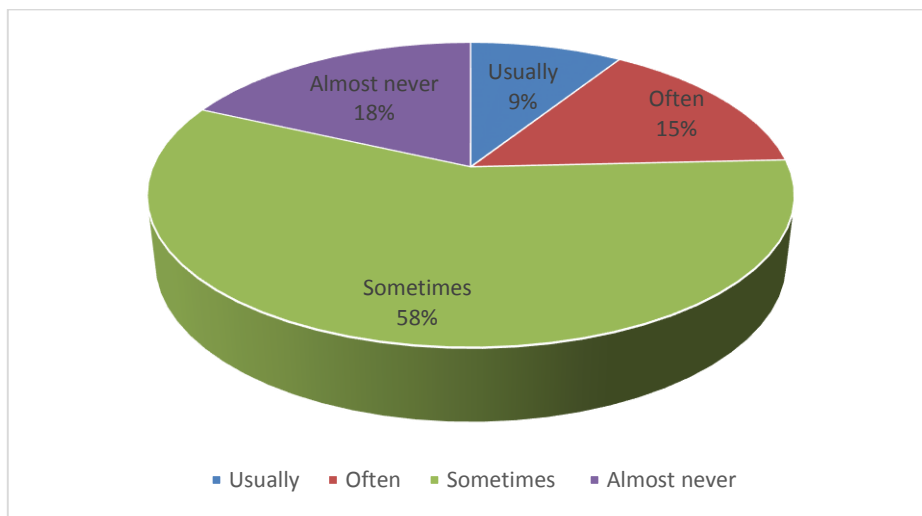
Table N° 17 Enough time

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
¿Es suficiente el tiempo asignado para realizar las actividades grupales?	3	5	19	6

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 13 Enough time



Source: table N° 17

Done by: Yesenia Amaguaña and Ramón Guaraca

Analysis: As we can see in graphic 4, 58% of students tell us that “sometimes” have enough time for group activity, also 5 of them equivalent to 15% tell us that "often", and 6 students equivalent to 18% said “almost never” consider that the time is enough.

Interpretation: The students consider that is not enough time for group activities, they feel anxiety to do quickly so they need to complete the task, this does not allow them to analyze about the work also research information to complete the work.

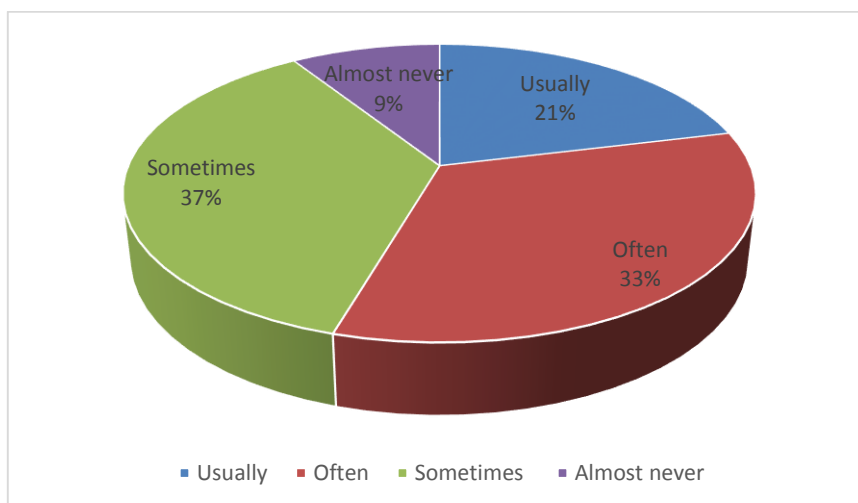
Table N°18 Different type of group activities

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
¿En clases el profesor utiliza diferentes tipos de actividades grupales?	3	2	20	8

Source: Observation guide

Done by: Yasenia Amaguaña and Ramón Guaraca

GRAPHIC N° 14 Different type of group activities



Source: table N° 18

Done by: Yesenia Amaguaña and Ramón Guaraca

Analysis: As you can see in the graphic 5, most of the students answered “sometimes” it equivalent to 61% also “almost never” has 8 students equivalent to 24% only 3 students say that “usually” the teacher use different activities in the classroom.

Interpretation: The use of the same activities unmotivated to students for doing activities in group, the teacher need to vary constantly to be more fun and increase the motivation in the students, if not use variety can be boring the class.

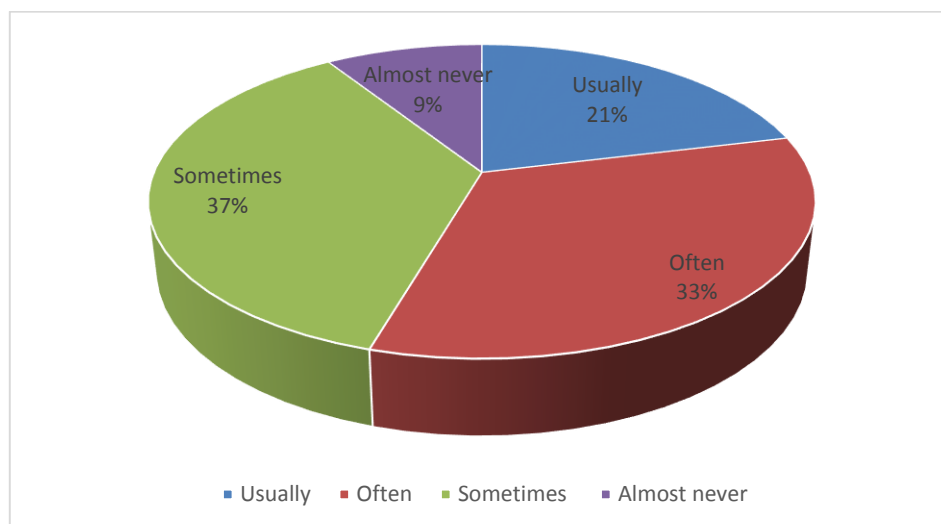
Table N° 19 Monitoring the group work

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
El profesor monitorea el trabajo grupal?	5	14	10	4

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 15 Monitoring the group work



Source: table N° 19

Done by: Yesenia Amaguaña and Ramón Guaraca

Analysis: The answer of this question was majority, 14 students equivalent to 43% consider that the teacher is frequently monitoring the group activity, 10 students equivalent to 30% consider that the teacher is “sometimes” monitoring, 5 students mentioned that “usually” the teacher is a monitor, letting know the performance of everybody

Interpretation: It is a good percentage to the question because the majority of students consider that the teacher is monitoring the activity frequently in the classroom so it is one of the important part because the students can ask any question for example what and how to do.

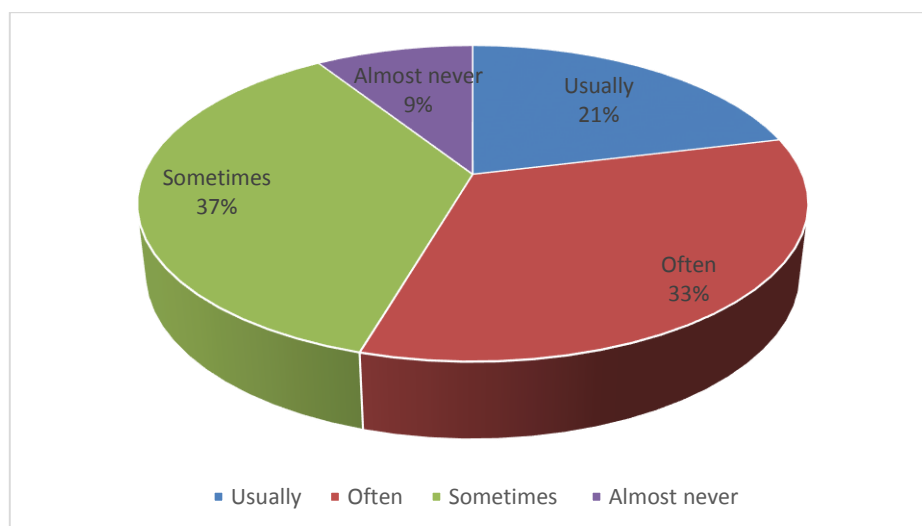
Table N° 20 Evaluation of the group work

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
¿El trabajo grupal es evaluado por el docente?	16	10	6	1

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 16 Evaluation of the group work



Source: table N° 20

Done by: Yesenia Amaguaña and Ramón Guaraca

Analysis: For this question the most of students answer “usually”, 16 students equivalent to 49% as the second percentage is “often” with 30% the lowest is “almost never” with 3% so, students consider all activities have been evaluated after finish.

Interpretation: To evaluate the activity for the teacher is a good way to know about their performances the most of students consider that, in order to analyze the goals establish at the end of the class or lesson

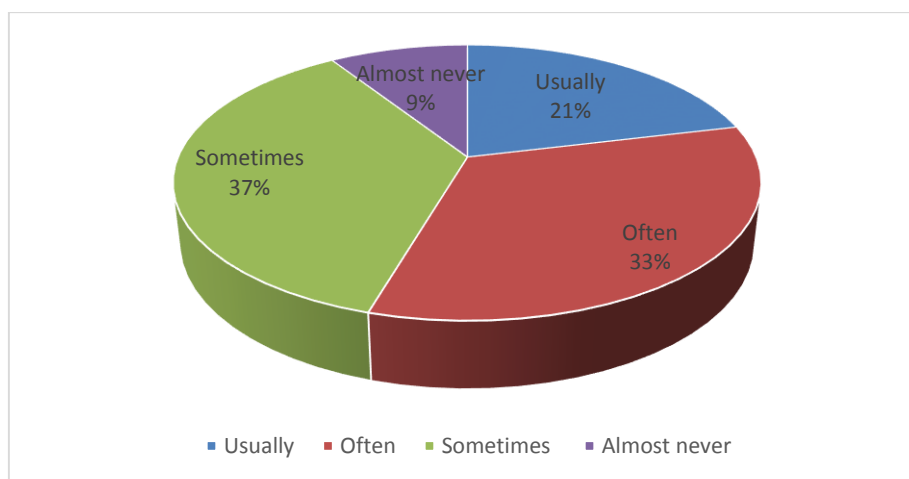
Table N°21 Improving learning

INDICATOR	ALTERNATIVES			
	Usually	Often	Sometimes	Almost never
¿Mejora su aprendizaje al trabajar en grupo?	16	10	6	1

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 17 Improving learning



Source: table N° 21

Done by: Ramón Guaraca and Yesenia Amaguaña

Analysis: The answer for this question is similar to previous the most students mentioned “sometimes” 10 students equivalent to 30% the same percentage similar to every graphics for “often” answered 13 students equivalent to 40% and just 7 of them mentioned “usually” to improve writing is middle for every students.

Interpretation: Every answers in all graphic has been answered “sometimes” so the activity of the groups help students about 50% of the students have been benefit of this activities in the classroom.

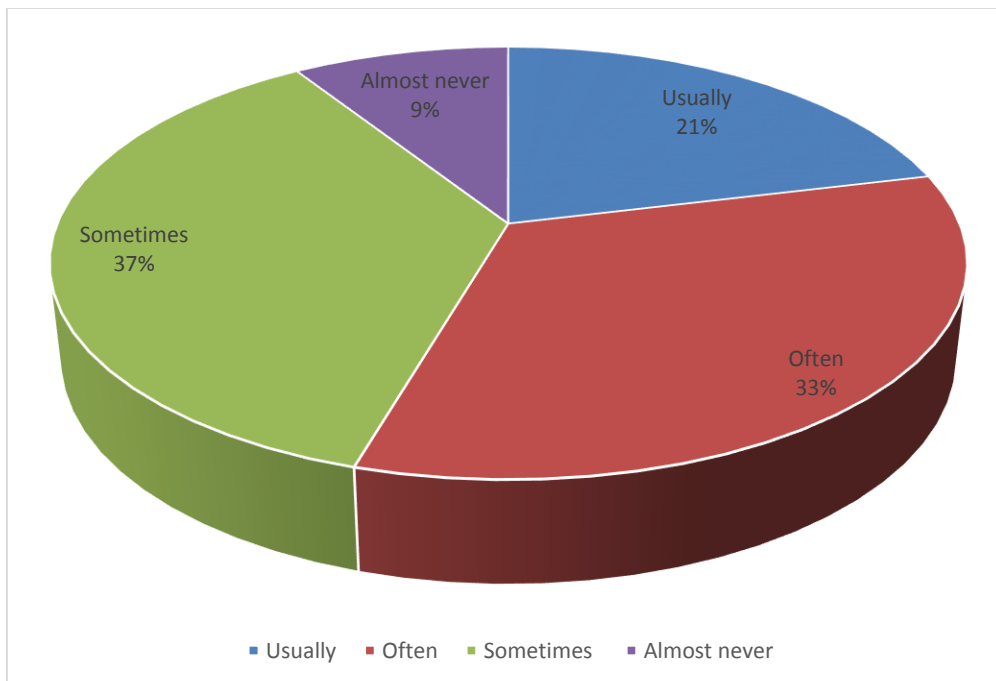
Table N° 22 Summary of Student's questionnaire.

INSTRUMENTS	ANSWERS OF EACH ALTERNATIVE			
STUDENT'S QUESTIONNAIRE.	Usually	Often	Sometimes	Almost never
	8	10	12	3

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 18 Summary graphic of Student's questionnaire.



Source: Table N° 22

Done by: Yesenia Amaguaña y Ramón Guaraca

Analysis. - Having performed the analysis of different indicators applied in the student's questionnaire mentioned that the total investigated have different behaviors the most of students get positive interdependence, active interaction and personal responsibility, these characteristics help students to be motivate for working in group but not totally developed write sentences and short paragraph with their classmates or integrates of the group so the parameter "sometimes" and "often" always had obtained the highest percentage as you can see in the summary of graphic N° 18, the lowest is never with 9% and "usually" with % 21 as we have in the graphic.

Interpretation: The highest in terms of the percentage corresponds to option “sometimes” and “often” understood that the characteristics of the cooperative method to developed writing skill are not optimized for putting practice totally any graphics can show us the most of the indicator “usually” the students get responsibility, feel motivate to work in group and have active participation, but for developing writing skills is not successful this method because most of students don’t understand the instruction, the pedagogy time is enough and the teacher use one type of group activity without the option never appears with the lower percentage interpreted so there is a minimum number of students not properly involved with the implementation of the cooperative method.

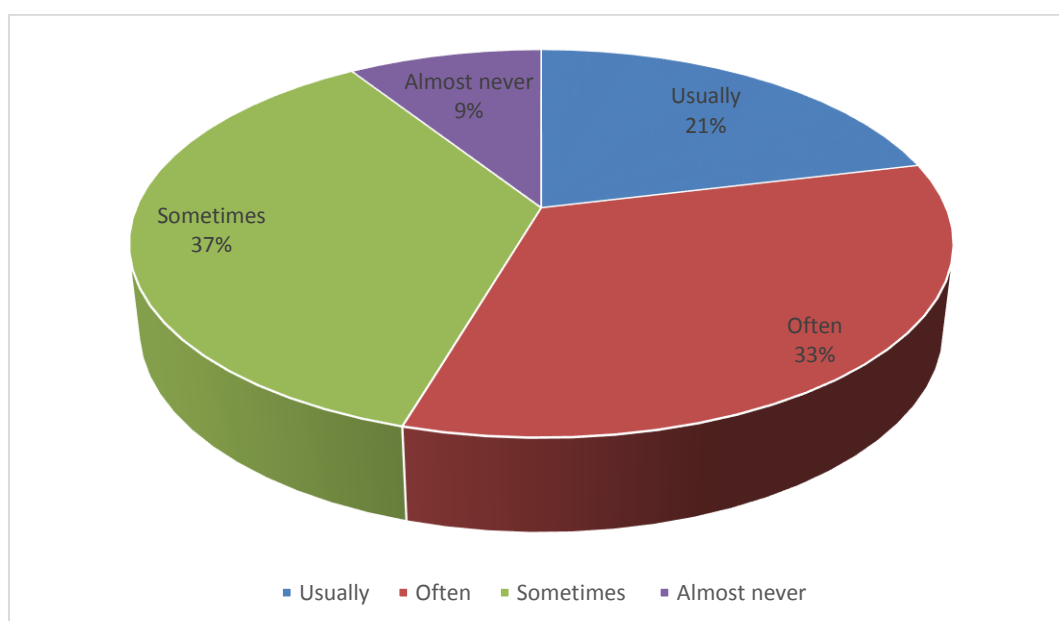
SUMMARY Table N° 23 Checklist for cooperative learning.

INSTRUMENT	ANSWER OF EACH ALTERNATIVES			
Checklist for cooperative learning.	Usually	Often	Sometimes	Almost never
	7	11	12	3

Source: Observation guide

Done by: Yasenia Amaguaña and Ramon Guaraca

GRAPHIC N° 19 Summary graphic of Checklist for cooperative learning.



Source: Table N° 23

Done by: Yesenia Amaguaña y Ramón Guaraca

Analysis. - Having performed the analysis of the different indicators of the activities in class using cooperative method to developed writing skill we get different characteristics in each of them, in the group work the students and the teacher perform all indicator with different percentages, this way just 21 %, obtain “usually” followed by option “often” has 37%, “sometimes” parameter 33% and 9% correspond to “almost never” the consequence is the increased of motivation with the same type of group activity, enough time and lack empathy with their classmate.

Interpretation. - The highest percentages correspond to option “often” and “sometimes”, that group of students including the teacher accomplished the most of indicator and get success outcome applying this method, but not all students had been satisfied with the implementation of the cooperative method, the option “almost never” has the lowest percentage of selection aspect that requires mention that the intermediate parameters were accepting by the students.

Checklist for cooperative learning.

Table N° 22 Checklist for cooperative learning.

INDICADORES	Usually	Often	Sometimes	Almost never
1. Working in groups. Running writing tasks in groups for giving and eliciting personal and educational information.	10	8	12	3
2. Learning responsibility. Commitment of all students to participate actively in tasks of writing learning construction.	12	10	7	4
3. Positive interdependence. Link among partners for doing short write, simple formal letters and imaginary biographies.	6	7	15	5
4. Compliance roles. Performance tasks according to assigned charge to write short definitions for people, things, place etc.	4	10	16	3
5. Conflict resolution. Ability to solve problems of English linguistic elements.	5	8	12	7
6. Face to face promotional intervention. Social interaction between group members to write short description of events, parts activities and personal experience.	11	7	9	6
7. Socio-affective relations. Attitudes for real students' cooperation to take down in writing a dictated or recorded message.	4	9	14	6
8. Equitable participation in writing. All work in a balanced way to get variety in lexical range and sentences structure.	8	9	11	5
9. The greats of teacher's evaluations after doing group activity of writing are satisfactory.	4	8	19	2

SOURCE: Observation

DONE BY Yasenia Amaguaña and Ramón Guaraca

Student's questionnaire.

Leer cuidadosamente cada indicador y poner un visto en la respuesta que crea acertada para Ud.

INDICADORES	Usualmente	A menudo	A veces	Casi nunca
1. ¿Usted se siente motivado a realizar actividades de escritura en grupo?	8	9	12	5
2. ¿Participa activamente en las actividades grupales?	6	8	10	9
3. ¿Entiende las instrucciones que da el profesor previo al trabajo grupal?	5	8	16	4
4. ¿Es suficiente el tiempo asignado para realizar las actividades grupales?	3	5	19	6
5. ¿En las clases el profesor utiliza diferentes tipos de actividades grupales?	3	2	20	8
6. ¿El profesor monitorea el trabajo grupal?	5	14	10	4
7. ¿El trabajo grupal es evaluado por el docente?	16	10	6	1
8. ¿Mejora su aprendizaje al trabajar en grupo?	7	13	10	3

SOURCE: Observation

DONE BY Yasenia Amaguaña and Ramón Guaraca

CHAPTER V

5.1. CONCLUSIONS

- The cooperative method used to develop the skill of writing in the investigated group has the following characteristics: poor working equipment, students with low level of interdependence, deficit in solving activities problems proposed by the teacher and lack of commitment among students in cooperative learning.
- Having performed the analysis of the causes and consequences which develop the skill of writing while using the cooperative method in teaching English language in students from ninth year of basic education , class "A" concludes what:
 - There are 40% of students at “sometimes” are actively interested and involved in the implementation of techniques of cooperative method, relations to this conclusion that 40% of surveyed say they “sometimes” the teacher uses different types of group activities and meet educational planning in terms of time and resources.
 - As a result shows that using the group method in the development of writing skills students 40 % only “sometimes” get satisfactory grades, and even more than 40% of students at sometimes write correctly activities focused on grammar.

5.2. RECOMMENDATIONS

- Teachers and students recommended to use the cooperative method for developing the skill of writing as techniques and activities of teamwork are characterized by efficiency and effectiveness, and the high level of interdependence and commitment in carrying out activities proposed by the teacher.
- It is recommended to use the following group techniques: cooperative projects, brainstorming, and diviner guess as these improve the level of student interest and participation; planning the same optimize time and resources, promote the development of writing skills and the correct grammatical structure thus achieving better results in all classroom work.

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ATTACHMENT

Annex N. 1 Checklist for cooperative learning.

INDICADORES	Usually	Often	Sometimes	Almost Never
1. Working in groups. Running writing tasks in groups for giving and eliciting personal and educational information.	10	8	12	3
2. Learning responsibility. Commitment of all students to participate actively in tasks of writing learning construction.	12	10	7	4
3. Positive interdependence. Link among partners for doing short write, simple formal letters and imaginary biographies.	6	7	15	5
4. Compliance roles. Performance tasks according to assigned charge to write short definitions for people, things, place etc.	4	10	16	3
5. Conflict resolution. Ability to solve problems of English linguistic elements.	6	8	12	7
6. Face to face promotional intervention. Social interaction between group members to write short description of events, parts activities and personal experience.	11	7	9	6
7. Socio-affective relations. Attitudes for real students' cooperation to take down in writing a dictated or recorded message.	4	9	14	6
8. Equitable participation in writing. All work in a balanced way to get variety in lexical range and sentences structure.	8	9	11	5
9. The greats of teacher's evaluations after doing group activity of writing are satisfactory.	4	8	19	2

SOURCE: Observation

DONE BY Yasenia Amaguaña and Ramón Guaraca

Annex N. 2 student's questionnaire.

Leer cuidadosamente cada indicador y poner un visto en la respuesta que crea acertada para Ud.

INDICADORES	Usualmente	A menudo	A Veces	Casi Nunca
1. ¿Usted se siente motivado a realizar actividades de escritura en grupo?	8	9	12	4
2. ¿Participa activamente en las actividades grupales?	6	8	10	9
3. ¿Entiende las instrucciones que da el profesor previo al trabajo grupal?	5	8	16	4
4. ¿Es suficiente el tiempo asignado para realizar las actividades grupales?	3	5	19	6
5. ¿En las clases el profesor utiliza diferentes tipos de actividades grupales?	3	2	20	8
6. ¿El profesor monitorea el trabajo grupal?	5	14	10	4
7. ¿El trabajo grupal es evaluado por el docente?	16	10	6	1
8. ¿Mejora su aprendizaje al trabajar en grupo?	7	13	10	3

SOURCE: Observation

DONE BY Yasenia Amaguaña and Ramón Guaraca

