



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

**THE MAPPING AS A COOPERATIVE LEARNING
STRATEGY TO DEVELOP THE WRITING SKILLS
AMONGST NINTH GRADE STUDENTS AT UNIDAD
EDUCATIVA MARIETA DE VEINTIMILLA.
ACADEMIC PERIOD 2014-2015**

Thesis as a previous requirement
to obtain the Bachelor's Degree in
Sciences of Education English
Language Specialization.

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CERTIFICATION

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CERTIFIES:

That the present thesis entitled **THE MAPPING AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP THE WRITING SKILLS AMONGST NINTH GRADE STUDENTS AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA. ACADEMIC PERIOD 2014-2015**, under the responsibility of the undergraduate student Mirian Carmen Sánchez Azuero, has been thoroughly been revised. Therefore, I authorize its presentation for the corresponding legal purposes.

Loja, October, 2015



Lcda. Miriam Eucevia Troya Sánchez. M.Sc

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THE AUTHOR

DEDICATION

First, I dedicate this thesis work to God for the life and the health, to my family who always love me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. Finally, to my best friends who support and encourage during this challenge.

MIRIAN CARMEN

MATRIZ DEL ÁMBITO GEOGRÁFICO

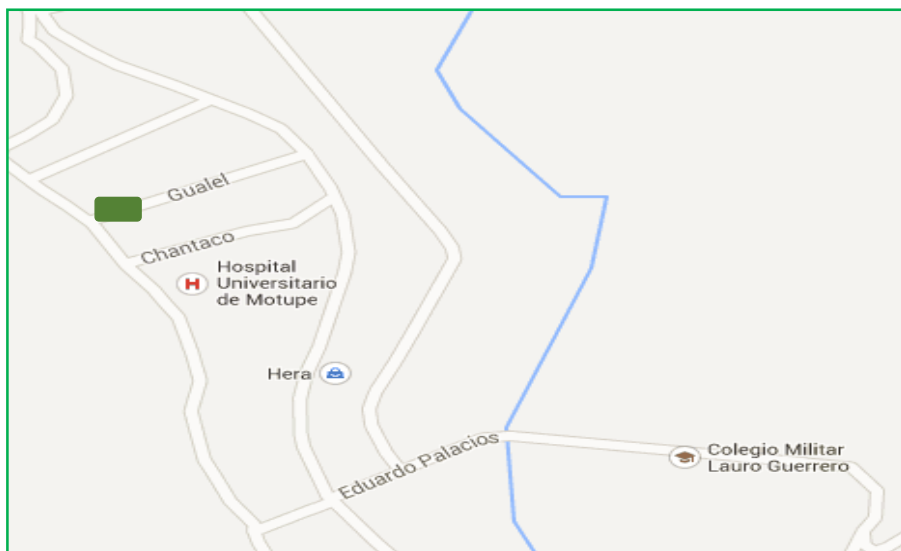
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MAPA GEOGRÁFICO Y CROQUIS

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a. TITLE

THE MAPPING AS A COOPERATIVE LEARNING STRATEGY TO
DEVELOP THE WRITING SKILLS AMONGST NINTH GRADE STUDENTS
AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA. ACADEMIC
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b. RESUMEN

Esta investigación se centra en el uso de los mapas como una estrategia de aprendizaje cooperativo para mejorar las habilidades de escritura, con una muestra de estudiantes de noveno de la Unidad Educativa Marieta de Veintimilla. Los métodos utilizados fueron: científico, descriptivo, hipotético-deductivo y analítico-sintético para describir los datos, analizar los resultados, explicar el problema y conclusiones. Con la prueba se midió el conocimiento en la escritura en los estudiantes y los cuestionarios para conocer los comportamientos de los alumnos y trabajar cooperativamente en el aula. Los resultados evidenciaron los avances en los estudiantes durante el plan de intervención, aumentaron las habilidades de escritura y trabajaron de forma cooperativa en clase. Se concluye que el uso de los mapas como una estrategia de aprendizaje cooperativo fue eficaz y motivó a los estudiantes a desarrollar habilidades de escritura. Se recomienda seguir trabajando con esta estrategia con los estudiantes de antemencionada institución.

ABSTRACT

This investigation was focused on the use of the mapping as a cooperative learning strategy in order to improve the writing skills with a sample of ninth grade students at Unidad Educativa Marieta de Veintimilla. The methods used were: the scientific, descriptive, hypothetic-deductive and analytic-synthetic. They were used to describe the data, analyze the results and explain the problem and conclusions. The test was used to measure the writing knowledge on students and the questionnaires was used to know the students behaviors for working cooperatively in the classroom. The results evidenced the progress in the students' achievements during the intervention plan, they increased the writing skills and they worked cooperatively in classes. It conclude that using of mapping as a cooperative learning strategy was effectively and it encouraged students to develop writing skills. In addition, a recommendation was to continue working with this strategy with students in that institution.

c. INTRODUCTION

This research work was focused on the use of the mapping as a cooperative learning strategy in order to improve the writing skills using as a sample ninth grade students at Unidad Educativa Marieta de Veintimilla public institution. These students have five periods of English classes weekly; however they didn't use a good strategy that motivates them to develop writing skills in the classroom.

The purpose for developing this research was to improve the writing skills on ninth grade students using mapping as a cooperative learning strategy. Mapping is one of the strategies that helps students to organize their ideas and write correctly. Also with some techniques related to writing such as brainstorm ideas, take notes, word banks, graphic organizers that permit students to improve their paragraphs. Moreover this strategy encourage students to work cooperatively in the class. In addition, this action research increases the educative level and prestige of this institution, contributing to the improvement of the learning process among the students.

In this section, the literature review has two variables such as dependent variable and independent variable: In one hand, the dependent variable is the writing skills that need to have a basic understanding of grammar structure, word order, purpose, vocabulary, punctuation marks and how to commit thought processes and ideas onto paper (Brown, 2000). Furthermore, writing skills which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising (Flower, 1981). On the other hand, the independent variable is the mapping as a cooperative learning strategy that includes

the principles such as Social skills, Face-to-Face interaction, Positive Interdependence, Individual Accountability and Group Processing which help students to work cooperatively in the classroom (Johnson & Johnson, 1998).

This study used the following methods the scientific method was used to discover and enrich the science and it had some steps such as observation, problem statement and conclusions, the descriptive method consisted of the observation and the actual description of facts in this research work. Moreover it helped in the information collection and tabulation collected about the technique applied by the candidate teacher with the use of the pre and posttest for students, and applied the corresponding analysis and interpretation, the hypothetic – deductive method was a logical method which used the cases, facts or particular phenomenon through the observation as a non-participant to discover the real situation and the analytic – synthetic method was the analysis and the synthesis that this method proposed, processed the obtained information through different sources did the theoretical references and analyzed, synthesized and interpreted the results. Furthermore, in order to get information about this research take account the data collection with two elements: qualitative and quantitative instruments was self-developed by the researcher taking into account the principles of questions construction. The test was used to develop qualitative data collection instruments, and the questionnaire and observation sheet for the qualitative ones.

The present action research had five specific objectives the first was the theoretical framework about mapping as a cooperative learning strategy, the second was the issue of limitation of writing skills on ninth grade students, it was affirmed

by administer the pretest, the third was the design an intervention plan for eight weeks based on mapping as a cooperative learning strategies in order to develop writing skills, the fourth was applied a suitable techniques of mapping as a cooperative learning strategies in order to motivate students to change their behaviors and work more cooperatively for increasing writing skills, and the fifth objective was to reflect the effectiveness of use the mapping, it was proved by administer the posttest, ninth grade students evidently they improve the writing skills which it influence on their learning process.

In this research participated ninth grade students, afternoon section at Unidad Educativa Marieta de Veintimalla public institution. They attend to five periods of English classes per week; each class is about 40 minutes. In this class there were 20 students with a low level of writing skills. The researcher selected it because as candidate teacher wanted to increase students' English achievements.

This thesis contains the following parts; title that is the theme of this thesis, summary wrote in Spanish and abstract wrote in English both have a brief descriptions of all thesis, introduction that describes many aspects and parts of this study, literature review comprehends researches and opinions of different authors, materials and methods explains the resources, research design methods, techniques and instruments that the researcher used during this investigation, results part contains the results obtained from data collection sources, moreover it has tables, figures, interpretation and analysis of the results, discussion contains the findings in the pretest, posttest, pre questionnaire and post questionnaire, conclusions relates how conclude this study, recommendations for a future study, bibliography shows

the references of the authors of literature review, finally annexes that contains the research project and the grading scales.

d. LITERATURE REVIEW

The present research work has two variables that are writing skills and mapping as a cooperative learning in order to work with the ninth grade students of English level A1, which is the target group for this research. The students of level A1 are able to produce informational, transactional and expository texts consisting of a sequence of simple sentences that have more details and show more variety in lexical range and sentence structure.

Writing Skills

The definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find the writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right (Hyland, 2002).

The definition of writing ability can be formed depending on teachers own experience as teachers and philosophy of writing, taken into consideration characteristics of learners and aims of pedagogy in a given context. It may also be formed according to pedagogical approaches to the teaching of writing which each teacher adopts (Hyland, 2002).

The development of writing skills and processes as well as trust in those processes is what makes writing so important. When the enormous pressure of perfection and correctness is taken away from students they will ultimately find a

writing process that works for them and begin to develop into a more confident writer (Flower, 1981).

In a sense, they will feel as though they have been invited into the conversation of education because they now possess the most basic ability to use written communication in a way which allows them to function academically. Simple writing is a foundation education in which students are given the opportunity to gain access to the writing skills needed for conversation; it is the combination of necessary writing elements into a product that is most valuable to the student (Flower, 1981).

Learning how to write English may be difficult for many individuals, and takes much practice and patience. ESL students as well as native English speakers who wish to improve their writing skills need to have a basic understanding of grammar structure, tense usage, vocabulary, and how to commit thought processes and ideas onto paper. This ESL basic writing course will help you improve your writing skills through lesson plans and samples that explain many grammatical style rules and functions in easy-to-understand examples and skill-building usage (Brown, 2000).

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought processes underlying the compositions of students (Flower, 1981) .

Writing skill is included in main standardized tests worldwide as well as nationwide, as writing assessment is employed as a part of performance assessment

in classroom testing, English teachers are first expected to establish the construct of writing ability explicitly prior to devising other test-related aspects such as test specifications, tasks and scoring/grading schemes for the sake of validity of the testing (Hyland, 2002).

Writing in English Foreign Language Learning

Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire in academic contexts. While explicit instruction of strategies is not a usual practice in foreign language classrooms, it could be beneficial for language learners. Learning to write is difficult especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to generate ideas for writing (Badger, 2000).

As effective writing is considered to be a problem for EFL learners, a need is felt to find out some ways of teaching that can help learners improve their writing performance. The main purpose of this study is to investigate the effectiveness of explicit instruction of strategies, namely concept mapping, on EFL learners' writing improvement (Badger, 2000).

Teaching writing skills in a second or a foreign language has passed different trends, each of which has had benefits and shortcomings. Process-writing arose in the late 1960s and the early 1970s in reaction to the dominance of a product-centered pedagogy (Fuijieda, 2006).

According to Fuijieda (2006), this trend resulted from process-based research in L1 composition. It was considered to be important in that it brought meaningfulness to learners who wrote while making a personal connection to the topic and the

processes related to it. This starts with brainstorming and prewriting to organize the ideas and activate the schemata, which refers to the knowledge of the world that a person possesses that allow him to relate background experience to the topic and discover everything he intends to say (Fuijieda, 2006).

According to Brown (2000), the attention to the writer as creator of text has led to a process approach, with a new set of classroom activities characterized by the use of journals, invention, peer collaboration, revision, and attention to content before form.

It focuses on the writer as an independent producer of texts so that teacher's help their learners develop students' abilities to plan, define a problem and suggest and evaluate solutions. A concern with the process approach is that writers generate the original tasks with their own feelings and emphasize fluency rather than accuracy (Brown, 2000).

Academic writing demands much effort and practice in composing, organizing, and analyzing ideas. Students writing in a foreign language will naturally face with cognitive problems related to language learning. It stated composing is an advanced academic task within educational settings and parts of the students' difficulties in writing are related to difficulties in applying various cognitive strategies (Brown, 2000).

Brown further stated that strategy instruction is a teaching approach that assists students in developing strategies for all phases of the writing process by breaking down writing tasks and making the sub processes and skills much more explicit. A

survey of literature reveals that many teachers tried to influence the way of this development in a relatively straightforward and direct fashion (Brown, 2000).

They might model and explicitly teach the types of strategies used by more skillful writers, or might predict routines where writing processes such as planning and revising were expected and strengthened. This view toward explicit teaching of learning strategies has marked a continued investigation into learning processes and support for the communicative philosophy of teaching learners how to learn, and thus become independent and autonomous learners through the use of learning strategies (Brown, 2000).

The Stages of Learning Process of English Foreign Language Writing

There are five stages of learning process of English foreign language writing that are using a model, drafting, peer evaluation and re-drafting.

Using a model is a text that offers a good sample of how texts of a specific kind can be written. Someone who wants to write a similar text can study the model and notice features that they could make use of in their own written text. For example, a learner who wants to write a formal business letter might find it useful to first look carefully at one or more models of successful business letters of the same kind (Scrivener, 2006).

When somebody is drafting a text they are writing a text for the first time. It is not yet a final version. If a text is a draft, this means that the writer plans to go back to it to revise it or correct it, with the intention of improving it. A first draft may be very different from a final text (Scrivener, 2006).

Peer evaluation is a useful way to get feedback about a writing. It is to give it to someone else to read and comment on. In a classroom lesson, a student may show their first draft of an essay to another student in order to hear that person's views on the structure of the text, whether it is clear and easy to understand, if there are any mistakes and so on. In the phrase peer evaluation means another student in the same class or, another learner of the same level (Scrivener, 2006).

As a result of carefully reading their own first draft or after receiving peer evaluation on it, a writer may decide to go back to write a new improved version of their text. This is called re-drafting. If a text is a redraft, the writer is not just making minor changes or correcting a few small errors, but is making some more substantial improvements to the writing organization and coherence (Scrivener, 2006).

Writing Sub Skills at the A1 English Level

This research is focusing on the writing skills taking into account the following elements such as word order, grammar, punctuation, vocabulary, organization and purpose/task.

Word order means to put words in a sentence in the correct order. The key is to keep the subject, verb, direct object and indirect object as close to each other as possible. A learner must use the words in right ways in order to give sense in a sentence or paragraph (Babae, 2010).

Learning grammar rules and the mechanics of writing are critical components of learning to write. Having strong skills in writing and grammar allows writers to get their message or story to their readers in a clear and understandable way. It is

important to know the rules of grammar and how to use them properly (Watson, 2006).

Punctuation marks are signposts used by writers to give directions to their readers about which way a sentence is going. Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear (Hyland, 2002).

The organization is essential in a paragraph. It included the follows elements: topic sentences, relevance of ideas, order of ideas, and transitions. A learner must include a topic sentences and supporting details in a paragraph in order to explain the main idea clearly way (Babae, 2010).

The vocabulary instruction in theme-related words on students' knowledge of these words, knowledge about the themes, use of these words in their writing, and quality of their writing. For each set of words and consisted of activities such as story reading and writing, sentence completion, vocabulary card games, and review sessions (Yule, 1994).

Writing tasks for students need to understand the pedagogical assumptions so that are able to evaluate the different purposes and limitations of these writing tasks. In discussing some of the limitations of writing practices and tasks which focus on language, rhetorical forms, and communicative competence, the writer hopes to convince teachers to teach writing as a discovery and thinking process by adopting tasks which stress students' personal growth and cognitive development (Badger, 2000).

As a conclusion, the writing skills is a process which involves a cognitive and metacognitive activities, such as brainstorming, planning, outlining, organizing, drafting, and revising. Also it is taking into account the following elements such as word order, grammar, punctuation, vocabulary, organization and purpose/task which are very important in order to improve writing skills.

Mapping as a cooperative learning strategy

The mapping as a cooperative learning strategy consist to help students to activate their prior knowledge and develop establishing relationships within a given topic. Students are able to write ideas or sentences in easy way. Also this serves to summarize a text, expand vocabulary and have a schematic base for writing content (Cooper, 1997).

Mapping can help you become aware of different ways to think about a subject. To do a cluster write your general subject down in a piece of paper. Then, using the whole sheet of paper, rapidly jot down ideas related to that subject. If an idea spawns other ideas, link them together using lines and circles to form a cluster of ideas. The whole purpose here is to use lines and circles to show visually how your ideas relate to one another and to the main subject (Wiegand, 2006)

A cluster or map combines the two stages of brainstorming (recording ideas and then grouping them) into one. It also allows you to see, at a glance, the aspects of the subject about which you have the most to say, so it can help you choose how to focus a broad subject for writing (Wiegand, 2006)

This strategy has ovals, rectangles or circles that are used to represent concepts and lines with arrows and words written on them represent relations. The

relationships shown on the map may be class, property or properties; or, show examples, with this key words inside mapping students can write sentences or a paragraph (Cooper, 1997)

There are different techniques to implement the use of maps with the following: Mind Maps are resembling in structure to memory itself. Mind maps help you organize the information. They can work in groups or in pairs because one has to start with the basic problem in the middle, and generate associations and ideas from it until a large number of possible solutions (Thompson, 2003)

Conceptual map is a technique used for graphical representation of knowledge. A concept map is a network of concepts. It is used in group or pairs because the semantic network is also useful to make a rain of ideas after writing a text (Coe & Rycroft, 2005).

The Story Map interactive includes a set of graphic organizers designed to assist teachers and students in prewriting activities. The organizers are intended to focus on the key elements of character, setting, conflict, and resolution development. Students can develop multiple characters, for example, in preparation for writing their own fiction, or they may reflect on and further develop characters from stories they have read (Thompson, 2003)

The Webbing Tool provides a free-form graphic organizer for activities that ask students to pursue hyper textual thinking and writing. The tool provides a quick way for students to trace out options and rearrange connections. Students can use the Webbing Tool to analyze readings as well as a prewriting activity and

flowcharting tool. Students can drag the circle or box shapes representing their ideas to arrange any layout and relationship that they want (Hale, 2008).

The Venn diagram is used to compare and contrast or finding similarities and differences between different items or issues increase meaningful learning that will last in the mind of a student. Then the student will be able to write a paragraph making a contrast (Hale, 2008)

Brainstorming can help you choose a topic, develop an approach to a topic, or deepen your understanding of the topic's potential. Given the importance of the quality of ideas in essays or writings, it makes a lot of sense to spend a bit of time brainstorming before you start writing a paper. Brainstorming is the process whereby writers come up with ideas to write about (Wray, 2012)

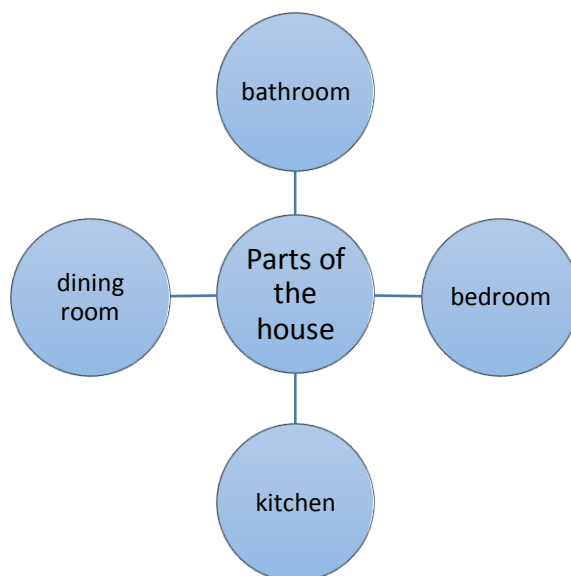
In order to develop the mapping as a cooperative learning strategy, the researcher may use lectures, readings, journals in which students classify the information, also the use of flash card is very useful for learning vocabulary and grammar; moreover through wall chart researcher presents the models of mapping techniques (Coe & Rycroft, 2005)

The principles of mapping cooperative learning are the following: Interpersonal and Small Group Skills use the social skills, Face-to-Face Interaction works with team members that promote each other's productivity by helping, sharing, and encouraging efforts to produce, Positive Interdependence the team members perceive that they need each other in order to complete the group's task, Individual and Group Accountability: Each student is accountable for a specific task or topic as well as topics assigned to other group members and Group Processing: Groups

need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members (Johnson & Johnson, 1998)

Moreover these principles characterize the mapping strategy are the following: the activities result in better learning and retention, enhanced accuracy and creative problem solving, and better critical thinking for learners (Johnson, 2000).

As an example, the researcher take a mind map which includes a topic in the middle and the lines are the key words about topic.



Mind-mapping technique is seeing as a teaching tool that can effectively improve students' writing ability. It helps the student's brain-storm, generate ideas and relate main ideas and supporting details.

The teacher puts the topic in the middle, the students tell her some parts of the house that already they know. After that they write sentences using this vocabulary. For example. I am taking a shower in the bathroom. She is cooking in the kitchen. etc. Also they can write a paragraph using the sentences. This technique can be used

as a whole class for the first part, then students can work in pairs in order to share ideas and opinions.

As a conclusion Mapping as a cooperative learning strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify, and cluster their information prior to writing the first draft, moreover it is used for teachers and students in order to improve writing skills. The purpose of mapping is identify relationships and make connections among concepts and information and select concepts and information to be used for reports.

With mapping students will reread notes, gathered information, and writing for a specific writing task, organize ideas and information to focus the writing task and demonstrate their understanding of key concepts and how these concepts are interconnected.

e. MATERIALS AND METHODS

Materials

The resources that the researcher used to accomplish the investigation were human resources, material resources and technical resources.

The human resources involve in the present research work were the following: The researcher as a teacher candidate that to carried out the intervention planning. The Thesis Advisor and the ninth grade students at Unidad Educativa “Marieta de Veintimilla”. Academic period 2014-2015 as a target group of this action research.

The material resources that researcher used were books and e-books, journals, dictionary and copies. Finally the technical resources were computer and internet where the researcher found many activities and information that helped to develop this research.

Research Design

Action research was undertake by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of improving strategies, practices and knowledge of the surroundings within they were related. This action research had the aim of improving the basic writing skills though the mapping strategy and different techniques.

The benefits of action research to candidate teacher was to get experience in classroom investigation with students and find solutions of problems, also she had the opportunity to teach during the intervention classes, and moreover a candidate teacher through this action research can obtain Bachelor’s Degree.

Methods

The scientific method was used to discover and enrich the science and it had some steps such as observation, problem statement and conclusions; all of these was used in the present research work.

The descriptive method consisted of the observation and the actual description of facts, phenomenon, and cases which were interested in this research work. All of them helped in the information collection and tabulation collected about the technique applied by the teachers with the use of the pre and post test for students, and applied the corresponding analysis and interpretation.

The Hypothetic – Deductive Method was a logical method which used the cases, facts or particular phenomenon through the observation as a non-participant to discover the real situation.

Analytic – Synthetic Method was the analysis and the synthesis that this method proposed, processed the obtained information through different sources did the theoretical references and analyzed, synthesized and interpreted the results.

Techniques and instruments

In order to get information about this research take account the data collection with two elements: Quantitative research considered variables and statistics whereas qualitative research considered an understanding of words or actions. Both qualitative and quantitative instruments was self-developed by the researcher taking into account the principles of questions construction. Being this the case, paper and pencil methods (test) was used to develop qualitative data collection instruments,

and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Test allowed participants to perform cognitive tasks in relation to the writing skills. Additionally, test yielded a numeric score by which the researcher used a rubric the mean to compare the pre and post-test results.

A researcher- made pretest that it provided a measure on the performance of writing skills before the participants (ninth-grade students Unidad Educativa “Marieta de Veintimilla“) received a treatment through the intervention plan designed in this action research. After the treatment or intervention plan, a posttest measured again the performance of the writing skills in order to make a pre-test and post-test comparison of the cognitive dimension of the performance of writing skills of the participants being treated.

A researcher-made questionnaire was administered to the participants to answer questions related to their attitudes and feelings toward the mapping as a cooperative learning strategy. Likewise the test, a pre and post questionnaire were administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

The emphasis during observation was on understanding the natural environment as lived by the ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during their English classes. There were two types of observations as detailed below.

In non-participant observation, the researcher was not involved in the situation being observed. She observed and recorded behaviors but did not interact or

participate in the setting under study. The objective of this non-participant observation was to identify the issue for this action research which was supported through the participant observation.

In participant observation, the researcher became a part and a participant in the situation observed. The researcher participated deliberately in the problematic situation by means of the mapping as cooperative learning strategy in order to improve the writing skills amongst the ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year.

Whether in the participant and non-participant observation, the researcher needed an observation sheet to record the participants’ behaviors shown on the both variables: performance of the writing skills and the attitudes and feeling toward the mapping as a cooperative-based strategy.

This observation sheet was a self-develop instrument that describes accurately and comprehensively all the relevant aspects of the situation. In others words, it contained the descriptors of the variables of the actions research; the issue under treatment (writing skills), and the treatment itself (mapping as a cooperative learning strategy).

Population

Unidad Educativa “Marieta de Veintimilla” is a public high school. It is located in Loja. It was selected because the researcher wanted to increase students’ English achievements. The students’ population consisted of 20 students of ninth grade of Basic Education, group A.

It was selected because it was a small group for the investigation, also it had problems in writing skills such as grammar, punctuation, word order and vocabulary. They had A1 level of proficiency according to the Common European Framework.

f. RESULTS

This section displays the result obtained from the following data collection sources: Pretest and posttest to measure the cognitive dimension about the performance of writing skills consisting of the following sub skills word order, vocabulary, organization, purpose of the task, tense and punctuation mark. Pre questionnaire and post questionnaire to measure the students' behaviors toward the cooperative learning strategy such as the mapping. The data were supported by related results obtained throughout the statistical method which includes the means and percentage calculation of the total scores.

Objective 1. To research the theoretical and methodological references about the mapping as a cooperative learning strategy and its application on the writing skills.

The researcher through Review of literature where include the two variables; writing skills and cooperative learning using the mapping strategy is adequate for improving the writing skills.

Objective 3. To design an intervention plan based on the mapping as a cooperative learning strategy in order to develop the writing skills amongst ninth grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year.

It is about the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the writing skills. The phases are the following, the researcher designed an intervention plan (8 macro plans= 23 lesson plans), after that the candidate teacher applied the pre and post tests and pre and

post questionnaires before and after the intervention. During the intervention the researcher observed and monitored students' performance (participant observation sheet) and applied subtest in order to know improvements of writing skills on students. Finally, the data were analyzed in accordance with 3 of the 5 research objectives of the investigation because they supported and reflected empathetically the investigation.

Objective 2. To diagnose the issues that limit the development of the writing skills amongst ninth grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year.

Table 1

a. Pretest Results on the Performance of Writing Skills

Students' Code	P 2/2	O 2/2	V 2/2	T 1/1	WO 2/2	PM 1/1	TOTAL
UEMV9A01S	0.50	0.50	0.50	0.25	0.50	0.25	2.50
UEMV9A02S	0.50	0.50	0.50	0.25	0.50	0.25	2.50
UEMV9A03S	1.00	1.00	0.50	0.50	1.00	0.25	4.25
UEMV9A04S	1.00	0.50	1.00	0.50	0.50	0.25	3.75
UEMV9A05S	1.00	1.00	1.00	0.75	1.00	0.25	5.00
UEMV9A06S	0.50	0.50	0.50	0.50	0.50	0.25	2.75
UEMV9A07S	0.50	0.50	1.00	0.50	0.50	0.25	3.25
UEMV9A08S	1.50	1.00	1.50	0.75	1.00	0.25	6.00
UEMV9A09S	0.50	0.50	0.50	0.25	0.50	0.25	2.50
UEMV9A10S	1.00	1.00	1.00	0.50	0.50	0.25	4.25
UEMV9A11S	1.50	1.50	1.50	0.75	1.00	0.25	6.50
UEMV9A12S	0.50	0.50	0.50	0.50	0.50	0.25	2.75
UEMV9A13S	1.00	0.50	0.50	0.25	0.50	0.25	3.00
UEMV9A14S	0.50	0.50	0.50	0.25	0.50	0.25	2.50
UEMV9A15S	0.50	0.50	0.50	0.25	0.50	0.25	2.50
UEMV9A16S	1.00	1.00	1.50	0.75	1.00	0.25	5.50
UEMV9A17S	1.00	1.00	1.50	0.50	1.00	0.25	5.25
UEMV9A18S	1.00	0.50	1.00	0.50	0.50	0.25	3.75
UEMV9A19S	0.50	0.50	0.50	0.25	0.50	0.25	2.50
UEMV9A20S	0.50	0.50	0.50	0.50	0.50	0.25	2.75
Mean	0.80	0.70	0.83	0.46	0.65	0.25	3.69

Note. Writing skills. P= Purpose/task. O= Organization. V= Vocabulary. T= Tense. WO= Word order. PM= Punctuation mark. UEMV9A01S= Unidad Educativa Marieta de Veintimilla, Noveno “A” first students.

b. Interpretation and analysis

It can be on table 1 the Tense got the highest score (0.46/1); and the lowest score mean Punctuation Mark mean was 0.25/1. The total mean of writing skills was 3.69 out of 10, which was below the average score according national grading scale (see on page 116). Therefore, it was inferred that there was a problem for ninth grade students to produce a writing sentence, message or a brief paragraph with a specific purpose, write ideas and feeling and the correct use of punctuation marks.

Being this case, the mean 3.69 for writing skills represented an issue which concerned the researcher to conduct this action research in this single classroom.

Punctuation marks are signs used by writers to give directions to their readers about which way a sentence is going. Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear (Hyland, 2002).

Learning grammar rules and the mechanics of writing are critical components of learning to write. Grammar allows writers to get their message or story to their readers in a clear and understandable way. It is important to know the rules of grammar and how to use them properly (Watson, 2006).

Objective 4. To apply the most suitable techniques of the mapping as a cooperative learning strategy in order to develop the basic writing skills amongst ninth grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year.

Pre questionnaire and post questionnaire results. The questions were directly addresses to the principles of cooperative learning.

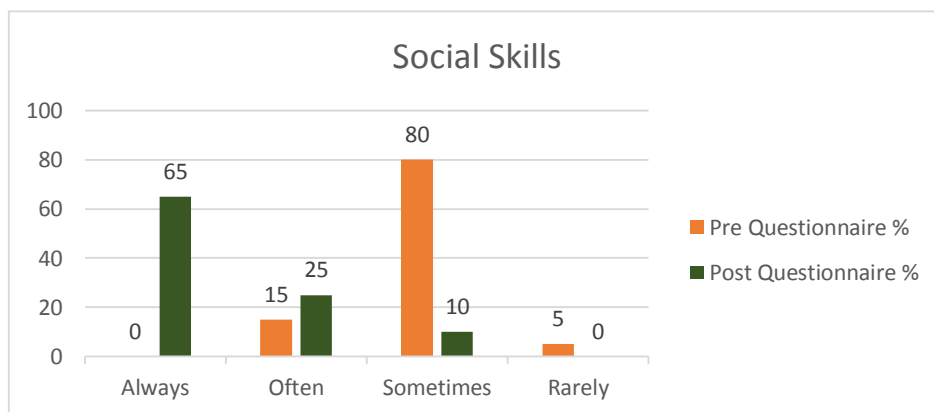
Table 2

Statement 1. English class activities are developed in groups and pairs

a. Frequency of Social Skills as a Cooperative Learning Principle

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	13	65
Often	3	15	5	25
Sometimes	16	80	2	10
Rarely	1	5	0	0

b. Figure



c. Interpretation and analysis

It can be on table 2, ninth grade students responded to a pre and a post questionnaire. The first questionnaire showed that no one students answered that they always used to work in groups or pairs. In fact, the researcher designed an eight-week intervention plan through cooperative-based lesson plans in which students participated and were able to work in groups and pairs. As a consequence,

once finished the intervention-plan period, the researcher administered a post questionnaire and the same indicator (always) of the pre questionnaire increased from 0% to 65% of which was at the expected level (see annex 2). In consequence, the techniques for applying the mapping as a cooperative learning strategy produced a positive impact because much more classes were developed in groups and pairs.

Social Skills emphasizes purposefully and precisely as job performance skills. It includes instructorship, decision-making, trust-building, communication, and conflict-management skills in groups and pairs in a classroom (Johnson & Johnson, 1998).

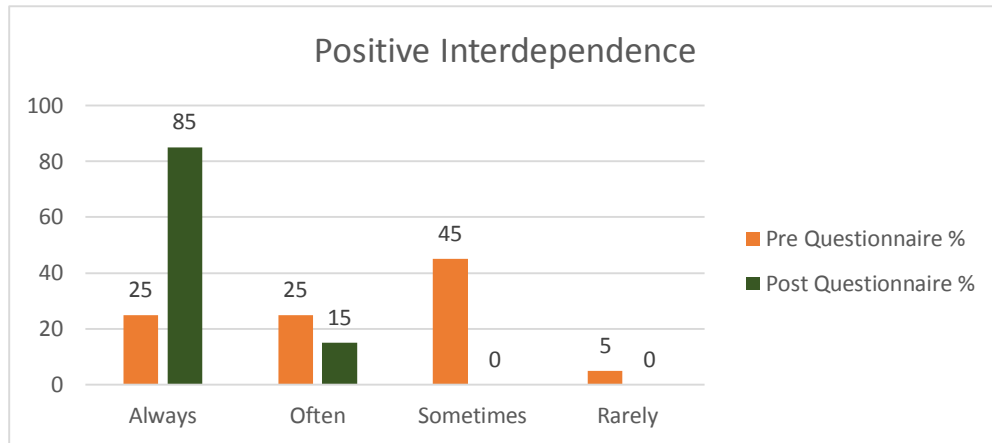
Table 3

Question 2. The group or pair activities are conducted in a positive and respectful environment.

a. Frequency Positive Interdependence as a Cooperative Learning Principles

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	5	25	17	85
Often	5	25	3	15
Sometimes	9	45	0	0
Rarely	1	5	0	0

b. Figure



c. Interpretation and analysis

It can be on table 3, ninth-grade students answered to a pre and a post questionnaire. The pre questionnaire was 25% of students answered that they always used to work in groups or pairs in a positive and respectful environment. In concern, the researcher worked eight weeks with students using cooperative learning strategy such as the mapping. As a consequence, once finished the intervention plan, the researcher administered a post questionnaire and the same indicator (always) increased from 25% to 85% of students which was between at the expected level. It means the ninth grade students' behavior and feeling toward the cooperative learning is positive enough to create a good classroom environment and consequently to increase their classroom achievement in the English classes.

Positive Interdependence: Team members perceive that they need each other in order to complete the group's task. They work establishing mutual goals, joint rewards, shared resources and assigned roles such as summarizer, encourager of

participation and elaborator, also they work effectively in a good environment where exist peace and respectful (Johnson & Johnson, 1998).

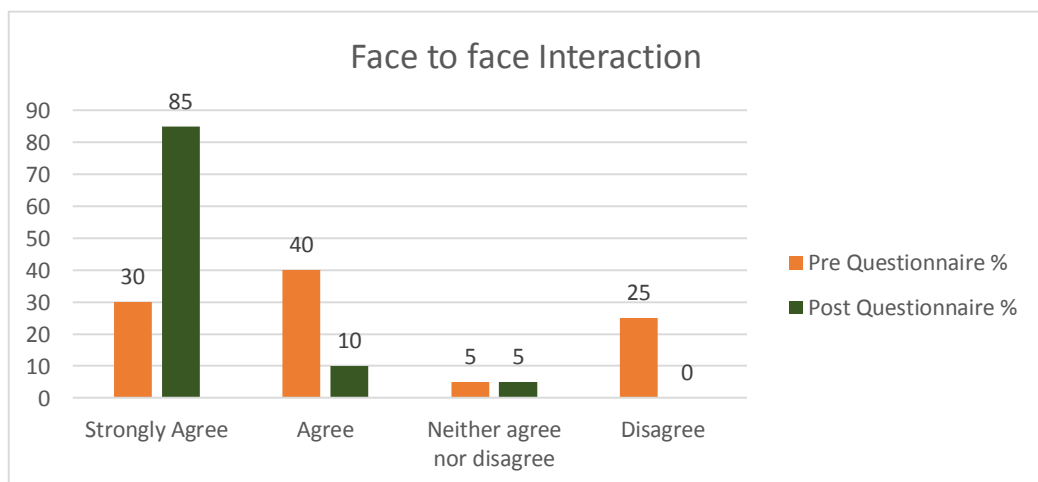
Table 4

Question 3. Having good relationships and positive interactions are essential for groupwork.

a. Agreement on Face to Face Interaction as a Cooperative Learning principles

	Pre Questionnaire		Post Questionnaire	
	F	%	F	%
Strongly Agree	6	30	17	85
Agree	8	40	2	10
Neither agree nor disagree	1	5	1	5
Disagree	5	25	0	0

b. Figures



c. **Interpretation and analysis**

It can be on table 4, ninth grade students responded to a pre and a post questionnaire. The percentages from the first questionnaire was 30% of students answered that they strongly agree used to have a good relationships and positive interactions for group work. In consequence, the researcher assumed she needed to use a cooperative-based strategy such as the mapping in order to improve students' writing skills which was the issue of this target group. For this reason, the researcher designed an eight-week intervention plan through cooperative-based lesson plans in which students participated and were able to work in a good relationships and positive interactions in groups. As a consequence, once finished the intervention-plan period, the researcher administered a post questionnaire and the same indicator (strongly agree) of the pre questionnaire increased from 30% to 85% which was between at the expect level of working and learning cooperatively.

Face-to-Face Interaction works with team members that promote each other's productivity by helping, sharing, and encouraging efforts to produce. Students explain, discuss, and teach what they know to teammates (Johnson & Johnson, 1998).

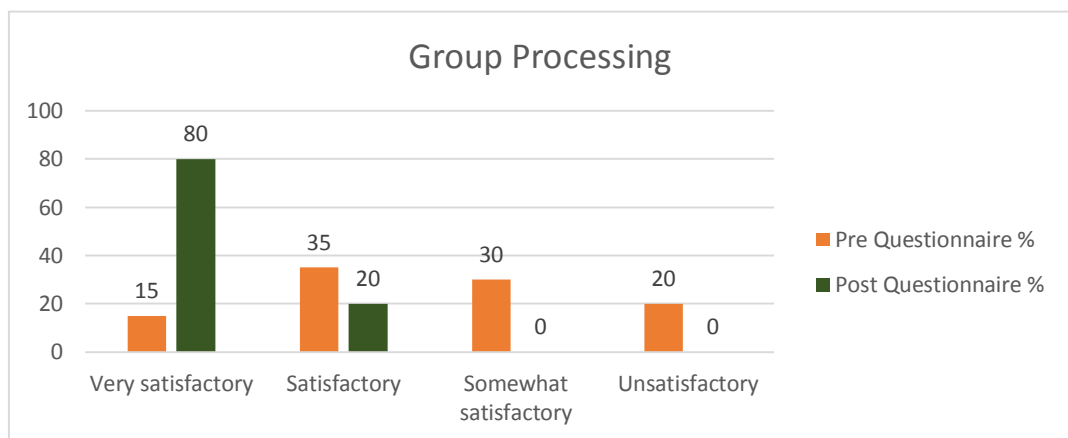
Table 5

Question 4. How satisfying is it for you to work in groups?

a. Pleasant of Group Processing as a Cooperative Learning Principles

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very satisfactory	3	15	16	80
Satisfactory	7	35	4	20
Somewhat satisfactory	6	30	0	0
Unsatisfactory	4	20	0	0

b. Figure



c. Interpretation and analysis

It can be on table 5, ninth-grade students responded to a pre and a post questionnaire. The outcomes from the first questionnaire was 15% of students answered that they felt very satisfactory when they work in groups. It means, the researcher assumed she needed to use a cooperative-based strategy such as the mapping in order to improve students' writing skills which was the issue of this

target group. For this object, the researcher carried out an eight week intervention plan through cooperative-based lesson plans in which students participated and they felt satisfying when they work in groups. It influence a lot because when the researcher finished the intervention-plan, the researcher administered a post questionnaire and the same indicator (very satisfactory) increased from 15% to 80% of students which was at the expected level.

Group Processing: Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Students are trained on group process skills, they supporting differences, listening, providing feedback to ensure all participate. Teachers also monitor the groups and give feedback on how well the groups are working together (Johnson & Johnson, 1998).

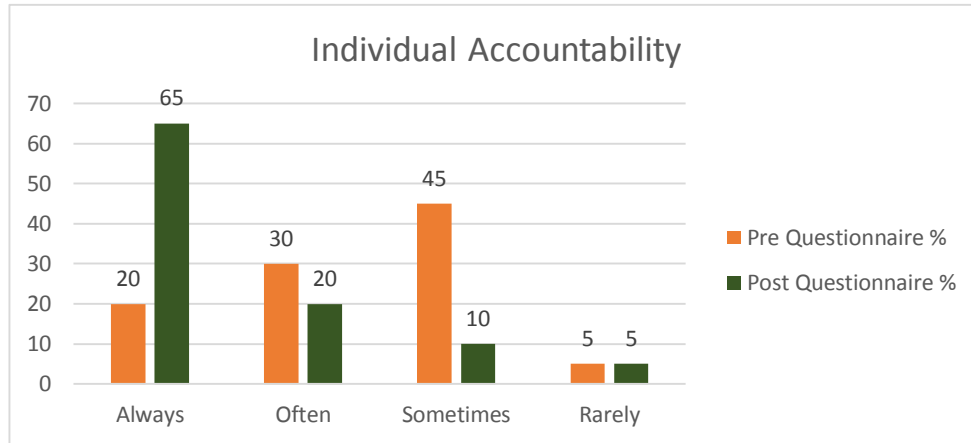
Table 6

Question 5. In group activities, all members contribute to the development of collective work.

a. Frequency Individual Accountability as a Cooperative Learning Principles

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	4	20	13	65
Often	6	30	4	20
Sometimes	9	45	2	10
Rarely	1	5	1	5

b. **Figure**



c. **Interpretation and Analysis**

It can be on table 6, the results from ninth grade of the first questionnaire was 20% of students answered that they always when work in a group, all members contribute to work cooperatively. Therefore, the researcher assumed she needed to use a cooperative-based strategy for improving students' writing skills. In order to get this achievement, the researcher carried out an eight-week intervention plan through cooperative-based lesson plans in which students participated and they tried to contribute to work cooperatively in groups. In effect when the researcher finished the intervention-plan, the researcher administered a post questionnaire and the same indicator (always) increased from 20% to 65% of students which was at the expected level.

Individual Accountability: Each student is responsible for a specific task or topic assigned to other group members. The teacher assesses the quality and quantity of each member's contributions and giving the results to the group and the individual.

All students work cooperatively and they contribute to do the task and activities (Johnson & Johnson, 1998).

Objective 5. To reflect upon the effectiveness that the mapping as a cooperative leaning strategy had amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year.

Table 7

a. Posttest Results on the Performance of Writing Skills

Students' Code	P 2/2	O 2/2	V 2/2	T 1/1	WO 2/2	PM 1/1	TOTAL
UEMV9A01S	2.00	1.50	2.00	1.00	1.50	0.25	8.25
UEMV9A02S	1.50	1.50	2.00	1.00	1.50	0.25	7.75
UEMV9A03S	2.00	2.00	2.00	1.00	1.50	0.50	9.00
UEMV9A04S	1.50	1.50	2.00	1.00	1.50	0.25	7.75
UEMV9A05S	1.50	1.50	2.00	1.00	1.50	0.25	7.75
UEMV9A06S	2.00	2.00	2.00	1.00	2.00	0.50	9.50
UEMV9A07S	2.00	2.00	2.00	1.00	2.00	1.00	10.00
UEMV9A08S	2.00	2.00	2.00	1.00	2.00	1.00	10.00
UEMV9A09S	1.50	1.50	2.00	1.00	1.50	0.25	7.75
UEMV9A10S	1.50	1.50	1.50	1.00	1.50	0.25	7.25
UEMV9A11S	2.00	2.00	2.00	1.00	1.50	0.50	9.00
UEMV9A12S	1.50	1.50	1.50	1.00	1.50	0.25	7.25
UEMV9A13S	1.50	1.50	2.00	1.00	2.00	0.25	8.25
UEMV9A14S	2.00	2.00	2.00	1.00	2.00	1.00	10.00
UEMV9A15S	2.00	2.00	2.00	1.00	2.00	1.00	10.00
UEMV9A16S	2.00	1.50	2.00	1.00	1.50	0.50	8.50
UEMV9A17S	2.00	2.00	2.00	1.00	2.00	0.50	9.50
UEMV9A18S	2.00	2.00	2.00	1.00	2.00	1.00	10.00
UEMV9A19S	2.00	1.50	2.00	1.00	1.50	0.25	8.25
UEMV9A20S	2.00	2.00	2.00	1.00	1.50	0.50	9.00
Mean	1.83	1.75	1.95	1.00	1.70	0.51	8.74

Note. Writing skills. P= Purpose/task. O= Organization. V= Vocabulary. T= Tense. WO= Word order. PM= Punctuation mark. UEMV9A01S= Unidad Educativa Marieta de Veintimilla, Noveno “A” first students.

b. Interpretation and analysis

It can be on table 7, the mean for the writing skills Vocabulary got the highest score (1.95/2), and the writing skills Punctuation Marks got the lowest mean (0, 51/1). Additionally the total score mean was 8.74 out of 10, which was close to excellent grade. Therefore, the posttest means presented a strong indication that

ninth grade students could be able to accomplish the given task with enough details and minor errors in Purpose task, also students were able to write with appropriate vocabulary, without any grammar errors. Furthermore the organization follow a logical sequence in sentences. In addition sentences follow a logical word order and finally the punctuation marks were not used all the time when necessary but, it didn't affect a lot of message.

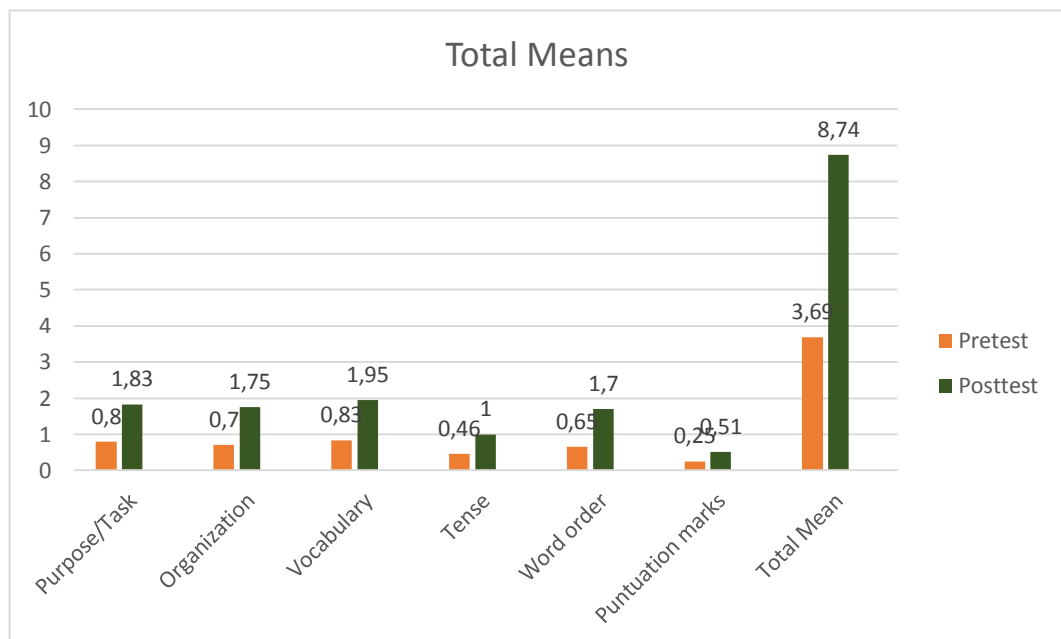
The writing skills is a process which involves a cognitive and metacognitive activities, such as brainstorming, planning, outlining, organizing, drafting, and revising. Also it is taking into account the following elements such as word order, grammar, punctuation, vocabulary, organization and purpose/task which are technical aspects in writing (Badger, 2000).

Table 8

a. Pretest and Posttest Means Summary on the Performance of Writing Skills

	Pretest	Posttest
Purpose/task 2/2	0.80	1.83
Organization 2/2	0.70	1.75
Vocabulary 2/2	0.83	1.95
Tense 1/1	0.46	1.00
Word order 2/2	0.65	1.70
Punctuation Marks 1/1	0.25	0.51
Total Mean 10/10	3.69	8.74

b. Figure



c. Interpretation and Analysis

It can be on table 8, Vocabulary got the highest score mean (1.95/2). Furthermore, Punctuation Marks got the lowest score (0.51). The total score means changed from 3.69 to 8.74 which showed the progress in the students achievements attributed to the implementation of cooperative based learning activities during the intervention plan. However, it is evident to notice that the posttest mean (8.74) is close to excellent. Therefore, it demonstrated that the intervention plan was successful for candidate teacher with ninth grade students. They are able to produce a writing sentences, message or a brief text with a specific purpose, to write paragraph using a good organization of sentences, word order, vocabulary and tense correctly. The mean (8.74) represent the improvements to develop writing skills in the present action research.

g. DISCUSSION

The present action research was carried out with ninth grade students at Unidad Educativa Marieta de Veintimilla. The mapping as a cooperative learning strategy to develop writing skills was useful because it transformed significant the knowledge and behaviors on students. The data showed that students' knowledge on writing skills increased after the intervention plan. The findings in the pretest, posttest, pre questionnaire and post questionnaire showed the significant progress students got.

In order to carry out this investigation, the researcher used pre and posttest for measuring the student's knowledge on writing skills, those results were compared in order to show the improvements after the intervention plan. Similarly, the researcher applied pre and post questionnaire so as to know the students attitudes and behaviors. Therefore, the use of mapping strategy to develop writing skills help to improve students' knowledge and behaviors.

In this study the major findings of writing skills were the total mean of pretest and posttest. It changed from 3.69 to 8.74 which showed the progress in the students' achievements during the intervention plan. Therefore, it demonstrated that the intervention plan was successful achieve of ninth grade students. The results indicated a significant impact of the improvements of writing skills in the present action research.

In this research the major findings indicated that the mapping as a cooperative learning strategy taking account the principles of it improved the writing skills and

changed behaviors of ninth grade students during the intervention plan. It means the cooperative learning was useful for working in a single classroom.

The strengths of this action research were good, all students had their own material (English 'book, notebook, dictionary), the teacher prepared fun classes with flash cards, songs, picture charts in order to catch students attention, but there were some limitations such as the absences of some students in repetitive classes, the researcher couldn't work continuously with them. Moreover, the student's behavior were a little bad during the classes and they did not follow the instructions completely. The candidate teacher spent a lot of time trying to carry out the students to do the activities planned for each class.

Mapping as a cooperative learning strategy helped students to collect, classify, and organize information previous to writing. The researcher applied this strategy during the intervention plan and students increased writing skills significantly. At the end of intervention the researcher found better results than at the beginning of the intervention.

This action research had two stages, the first was the application of pretest and prequestionnaire where the researcher found low results, and the investigator designed an eight-week intervention plan through cooperative-based lesson plans in order to increase students' knowledge; in the second stage the researcher applied the posttest and postquestionnaire at the end of the intervention plan where the students showed better results in writing skills, behaviors and attitudes.

The parameters in this action research were the following: in order to evaluate writing skills in the test the researcher took account purpose/task, organization, vocabulary, tense, word order and punctuation, these factors are in the rubric of the pre and posttest. Furthermore, in order to evaluate pre and postquestionnaire were taking account the principles of cooperative learning such as social skills, positive interdependence, face to face interaction, group processing, and individual accountability.

h. CONCLUSIONS

The majority of ninth grade students at Unidad Educativa Marieta de Veintimilla confirm that they had limitations on develop writing skills such as word order, grammar, punctuation, vocabulary, organization and purpose/task, it is possible to conclude that this occurs due to the teacher were not using an adequate strategy in order to increase writing skills in classroom.

It was concluded that the application techniques of the mapping as a cooperative learning strategy such as mind map, web map, concept map, brainstorming, etc increased the writing skills and it encouraged students to change behaviors of working in classes because it facilitate students organize information and write easily any paragraphs, sentences and essays.

It was noted that the mapping as a cooperative learning strategy was effective in the classroom because through it ninth grade students at Unidad Educativa Marieta de Veintimilla increased the writing skills, it is possible to evidence the improvements that students develop it in correctly way. They are able to produce sentences and paragraph using grammar, punctuation, word order and vocabulary correctly.

i. RECOMMENDATIONS

Teacher should focus more on writing skills in the classroom using adequate strategies such as the mapping in order to increase the writing skills on students. Besides, students will be able to produce sentences and paragraph using grammar, punctuation, word order and vocabulary correctly.

Teachers must continue working with mapping as a cooperative learning strategy in the classroom in order to increase the writing skills and to change behaviors and attitudes on students. Moreover, mind map, web map, concept map, and brainstorming help students organize information.

Teachers should apply mapping strategy for improving writing skills, also cooperative learning helps to improve a good relationship and it permits students interact among them.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

THEME

**THE MAPPING AS A COOPERATIVE LEARNING
STRATEGY TO DEVELOP THE WRITING SKILLS
AMONGST NINTH GRADE STUDENTS AT UNIDAD
EDUCATIVA MARIETA DE VEINTIMILLA.
ACADEMIC PERIOD 2014-2015**

AUTHOR:

MIRIAN CARMEN SÁNCHEZ AZUERO.

LOJA – ECUADOR

2015

a. THEME

THE MAPPING AS A COOPERATIVE LEARNING STRATEGY TO
DEVELOP THE WRITING SKILLS AMONGST NINTH GRADE
STUDENTS AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA.
ACADEMIC PERIOD 2014-2015

b. PROBLEM STATEMENT

Background

This research was developed thanks to the collaboration of Unidad Educativa Marieta de Veintimilla, which was created on June 19, 2014 and is situated in the northern part of the Loja city, in Motupe neighborhood.

Unidad Educativa Marieta de Veintimilla seeks to offer to new generations the opportunity to get an appropriate education according to the advances of the XXI century, and an integral education with a broad and flexible mentality, and at the same time encouraging deep convictions, reflective capacity, creativity, and leadership willing to serve their fellow men in a context of practicing ethical and critical moral values.

Unidad Educativa Marieta de Veintimilla is a building, with pedagogic and administrative environments, recreational places, laboratories, rooms of multiple use, etc.

This educational unit is properly equipped; it possesses enough number of desks, seats, tables, shelves, whiteboards, didactic material, etc., and all properly appropriate for the use of teachers and students.

Current situation of the research problem

Currently English is a useful language that allows people to communicate around the world. To learn English is a big challenge because this needs a lot of practice, vocabulary, grammar, pronunciation etc. Therefore English has some skills necessary to improve the management of this language.

One of those skills is writing which is important to write an essay, paragraph or journal well-formed and redacted. It is primordial to learn to write well because this is the way how people express their thoughts, feelings and emotions. All students have good ideas or thoughts in their minds but at the moment to write it is difficult to order and write adequately in a sheet of paper because of the lack to write. Furthermore this skill needs to follow some steps and techniques in order to be successful in the development of the written.

Mapping is one of the strategy that will help students to organize their ideas and write correctly, taken the key points of a topic and the secondary ideas that support the principal. Also with some techniques related to writing such as brainstorm ideas, take notes, word banks, graphic organizers and others will increase the abilities in students to improve their journals or paragraphs. This strategy also will encourage students to work cooperatively in the class and to share their ideas, and to be able to explain how a topic is composed.

Research Problem

How does the mapping as a cooperative learning strategy develop the EFL writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla”, 2014-2015 academic period?

Delimitation of the Research

This research will be done during the academic period 2014-2015.

Unidad Educativa “Marieta de Venintimilla” high school will be the educative institution in which this project will be carried out.

The participants of this research work are the ninth-grade students at Unidad Educativa “Marieta de Veintimilla” and the candidate teacher of this study who is going to take part in the intetvention plan.

Subproblems

- What theoretical and methodological references about the mapping as a cooperative learning strategy are adequate for developing the writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?
- What are the issues that limit the development of the writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?

- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?
- Which mapping techniques as a cooperative learning strategies are implemented to develop writing skills amongst ninth grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?
- How does the mapping as a cooperative learning strategy reduce the difficulty to develop the writing skills amongst ninth grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?

c. JUSTIFICATION

This research is about mapping as a cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla”. Academic period 2014-2015.

This research is acceptable because there are many difficulties with students in writing skills process, also there are many strategies and techniques used by teachers and students in order to improve this important skills.

From a scientific point of view, to achieve this research work, the researcher will have sufficient scientific domain with respect to mapping as a cooperative learning strategy to develop the writing skills, which contains exact definitions, data and key concepts listed in books, magazines, articles and computer network.

From an educational point of view, it is so essential to develop the present research because mapping strategies are very important within English language teaching-learning processes, which teachers and students use in order to satisfy their needs in academic performance.

The present research will help English teachers to determine the appropriate learning strategies which allow the students to learn and have a high level of knowledge of the English language.

Finally, it is also a requirement in order to get the Bachelor’s degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General:

- To develop the writing skills through the mapping as a cooperative learning strategy amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year.

Specific

- To research the theoretical and methodological references about the mapping as a cooperative learning strategy and its application on the writing skills.
- To diagnose the issues that limit the development of the writing skills amongst ninth grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year.
- To design an intervention plan based on the mapping as a cooperative learning strategy in order to develop the writing skills amongst ninth grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year.
- To apply the most suitable techniques of the mapping as a cooperative learning strategy in order to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year.
- To reflect upon the effectiveness that the mapping as a cooperative learning strategy had amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year.

e. LITERATURE REVIEW

The present research work has two variables that are writing skills and mapping as a cooperative learning in order to work with the ninth grade students of English level A1, which is the target group for this research. The students of level A1 are able to produce informational, transactional and expository texts consisting of a sequence of simple sentences that have more details and show more variety in lexical range and sentence structure.

Writing Skills

The definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find the writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right (Hyland, 2002).

The definition of writing ability can be formed depending on teachers own experience as teachers and philosophy of writing, taken into consideration characteristics of learners and aims of pedagogy in a given context. It may also be formed according to pedagogical approaches to the teaching of writing which each teacher adopts (Hyland, 2002).

The development of writing skills and processes as well as trust in those processes is what makes writing so important. When the enormous pressure of perfection and correctness is taken away from students they will ultimately find a

writing process that works for them and begin to develop into a more confident writer (Flower, 1981).

In a sense, they will feel as though they have been invited into the conversation of education because they now possess the most basic ability to use written communication in a way which allows them to function academically. Simple writing is a foundation education in which students are given the opportunity to gain access to the writing skills needed for conversation; it is the combination of necessary writing elements into a product that is most valuable to the student (Flower, 1981).

Learning how to write English may be difficult for many individuals, and takes much practice and patience. ESL students as well as native English speakers who wish to improve their writing skills need to have a basic understanding of grammar structure, tense usage, vocabulary, and how to commit thought processes and ideas onto paper. This ESL basic writing course will help you improve your writing skills through lesson plans and samples that explain many grammatical style rules and functions in easy-to-understand examples and skill-building usage (Brown, 2000).

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought processes underlying the compositions of students (Flower, 1981) .

Writing skill is included in main standardized tests worldwide as well as nationwide, as writing assessment is employed as a part of performance assessment

in classroom testing, English teachers are first expected to establish the construct of writing ability explicitly prior to devising other test-related aspects such as test specifications, tasks and scoring/grading schemes for the sake of validity of the testing (Hyland, 2002).

Writing in English Foreign Language Learning

Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire in academic contexts. While explicit instruction of strategies is not a usual practice in foreign language classrooms, it could be beneficial for language learners. Learning to write is difficult especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to generate ideas for writing (Badger, 2000).

As effective writing is considered to be a problem for EFL learners, a need is felt to find out some ways of teaching that can help learners improve their writing performance. The main purpose of this study is to investigate the effectiveness of explicit instruction of strategies, namely concept mapping, on EFL learners' writing improvement (Badger, 2000).

Teaching writing skills in a second or a foreign language has passed different trends, each of which has had benefits and shortcomings. Process-writing arose in the late 1960s and the early 1970s in reaction to the dominance of a product-centered pedagogy (Fuijieda, 2006).

According to Fuijieda (2006), this trend resulted from process-based research in L1 composition. It was considered to be important in that it brought meaningfulness to learners who wrote while making a personal connection to the

topic and the processes related to it. This starts with brainstorming and prewriting to organize the ideas and activate the schemata, which refers to the knowledge of the world that a person possesses that allow him to relate background experience to the topic and discover everything he intends to say (Fuijieda, 2006).

According to Brown (2000), the attention to the writer as creator of text has led to a process approach, with a new set of classroom activities characterized by the use of journals, invention, peer collaboration, revision, and attention to content before form.

It focuses on the writer as an independent producer of texts so that teacher's help their learners develop students' abilities to plan, define a problem and suggest and evaluate solutions. A concern with the process approach is that writers generate the original tasks with their own feelings and emphasize fluency rather than accuracy (Brown, 2000).

Academic writing demands much effort and practice in composing, organizing, and analyzing ideas. Students writing in a foreign language will naturally face with cognitive problems related to language learning. It stated composing is an advanced academic task within educational settings and parts of the students' difficulties in writing are related to difficulties in applying various cognitive strategies (Brown, 2000).

Brown further stated that strategy instruction is a teaching approach that assists students in developing strategies for all phases of the writing process by breaking down writing tasks and making the sub processes and skills much more explicit. A

survey of literature reveals that many teachers tried to influence the way of this development in a relatively straightforward and direct fashion (Brown, 2000).

They might model and explicitly teach the types of strategies used by more skillful writers, or might predict routines where writing processes such as planning and revising were expected and strengthened. This view toward explicit teaching of learning strategies has marked a continued investigation into learning processes and support for the communicative philosophy of teaching learners how to learn, and thus become independent and autonomous learners through the use of learning strategies (Brown, 2000).

The Stages of Learning Process of English Foreign Language Writing

There are five stages of learning process of English foreign language writing that are using a model, drafting, peer evaluation and re-drafting.

Using a model is a text that offers a good sample of how texts of a specific kind can be written. Someone who wants to write a similar text can study the model and notice features that they could make use of in their own written text. For example, a learner who wants to write a formal business letter might find it useful to first look carefully at one or more models of successful business letters of the same kind (Scrivener, 2006).

When somebody is *drafting* a text they are writing a text for the first time. It is not yet a final version. If a text is a draft, this means that the writer plans to go back to it to revise it or correct it, with the intention of improving it. A first draft may be very different from a final text (Scrivener, 2006).

Peer evaluation is a useful way to get feedback about a writing. It is to give it to someone else to read and comment on. In a classroom lesson, a student may show their first draft of an essay to another student in order to hear that person's views on the structure of the text, whether it is clear and easy to understand, if there are any mistakes and so on. In the phrase peer evaluation means another student in the same class or, another learner of the same level (Scrivener, 2006).

As a result of carefully reading their own first draft or after receiving peer evaluation on it, a writer may decide to go back to write a new improved version of their text. This is called *re-drafting*. If a text is a redraft, the writer is not just making minor changes or correcting a few small errors, but is making some more substantial improvements to the writing organization and coherence (Scrivener, 2006).

Writing Skills at the A1 English Level

This research is focusing on the writing skills taking into account the following elements such as word order, grammar, punctuation, vocabulary, organization and purpose/task.

Word order means to put words in a sentence in the correct order, The key is to keep the subject, verb, direct object and indirect object as close to each other as possible. A learner must use the words in right ways in order to give sense in a sentence or paragraph (Babae, 2010).

Learning grammar rules and the mechanics of writing are critical components of learning to write. Having strong skills in writing and grammar allows writers to get their message or story to their readers in a clear and understandable way. It is

important to know the rules of grammar and how to use them properly (Watson, 2006).

Punctuation marks are signposts used by writers to give directions to their readers about which way a sentence is going. Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear (Hyland, 2002).

The organization is essential in a paragraph. It included the follows elements: topic sentences, relevance of ideas, order of ideas, and transitions. A learner must include a topic sentences and supporting details in a paragraph in order to explain the main idea clearly way (Babae, 2010).

The vocabulary instruction in theme-related words on students' knowledge of these words, knowledge about the themes, use of these words in their writing, and quality of their writing. For each set of words and consisted of activities such as story reading and writing, sentence completion, vocabulary card games, and review sessions (Yule, 1994).

Writing tasks for students need to understand the pedagogical assumptions so that are able to evaluate the different purposes and limitations of these writing tasks. In discussing some of the limitations of writing practices and tasks which focus on language, rhetorical forms, and communicative competence, the writer hopes to convince teachers to teach writing as a discovery and thinking process by adopting tasks which stress students' personal growth and cognitive development (Badger, 2000).

As a conclusion, writing skills is important to teach and practice with students because through it they can communicate their ideas and thought. In order to improve writing skills with ninth grade students, the researcher uses a cooperative learning as a communicative learning strategy to develop the present research.

The cooperative learning as a communicative language strategy.

Cooperative Learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. It is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants (Macpherson, 2007).

Cooperative learning has been proved to be an effective teaching strategy to both the teacher and learner. It encourages learning to take place and allow communication skills to foster among learners. Furthermore, it provides a non-threatening learning environment which encourages EFL learners to overcome their anxiety in communicating and expressing their points' of view in a foreign language (Jacobs, 2006).

An effective cooperative learning can also be complex to implement. Research has identified at least three major challenges for cooperative learning in classrooms: developing norms and structures within groups that allow individuals to work together; developing tasks that support useful cooperative work; and developing

discipline-appropriate strategies for discussion that support rich learning of content (Barron, 2008).

According to Johnson and Johnson (1998), cooperative learning has five indicators that are important aspects which are crucial to enhance both the social and learning processes among the students.

Interpersonal and Small Group Skills use the social skills. Instructors emphasize these skills as purposefully and precisely as job performance skills. Collaborative skills include instructorship, decision-making, trust-building, communication, and conflict-management skills (Johnson & Johnson, 1998).

Face-to-Face Interaction works with team members that promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee-to-knee and talk through each aspect of the tasks they are working to complete (Johnson & Johnson, 1998).

Positive Interdependence: Team members perceive that they need each other in order to complete the group's task. Instructors may structure positive interdependence by establishing mutual goals (maximize own and each other's productivity), joint rewards, shared resources (members have different expertise), and assigned roles such as summarizer, encourager of participation and elaborator (Johnson & Johnson, 1998).

Individual and Group Accountability: Each student is accountable for a specific task or topic as well as topics assigned to other group members. The instructor

assesses the quality and quantity of each member's contributions and giving the results to the group and the individual (Johnson & Johnson, 1998).

Group Processing: Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Students are coached on group process skills-- supporting differences, listening, providing feedback, gatekeeping to ensure all participate, coaching others, reaching consensus. Instructors also monitor the groups and give feedback on how well the groups are working together (Johnson & Johnson, 1998).

There are some general strategies that can be used with all students in order to improve the learning process. Most of these strategies are especially effective in teams of four.

Round Robin: Present a kind of discussion. Have students take turns going around the group and naming items that fit the category. It follows this activity: paired task, teacher asks a question with multiple responses and partners repeatedly take turns in answering orally, often with a set time limit (Kagan, 1992).

Roundtable: Have students take turns writing one word at a time. Round robin / Round table: Both structures are used to brainstorm ideas and generate a large number of responses to a single question or a group of questions. The type of structure, i.e. Round robin (spoken) or Roundtable (written) is easily adaptable in groups of four (Kagan, 1992).

Writearound: Ask all students in each team to finish that sentence. Then, they pass their paper to the right, read the one they received, and add a sentence to that

one. After a few rounds, four great stories or summaries emerge. Give children time to add a conclusion and/or edit their favorite one to share with the class (Kagan, 2009).

Numbered Heads Together: Request students to number off in their sides from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through rich discussions (Kagan, 1992).

Team Jigsaw: Assign each student in a team one fourth of a page to read from any text, or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle. Students are placed into groups of approximately 4-5. Then each student in the larger group is designated a section of the curriculum to learn and master. When mastery of individual topics is complete, students come back together into their original group of 4 or 5 and each student teaches their mastery to the rest of the group (Kagan, 2009).

Tea Party: Students form two concentric circles or two lines facing each other. You ask a question and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. For a little variation, students can write questions on cards to review for a test (Johnson, 2000).

Stand-N-Share: It follows this process; all students stand with their own list. After that teacher calls one student to share his/her list. Then students add the shared item to their list if they don't have it, or check it off if they do. Next students sit when all of their items are shared, continuing to add each new item on their list. Finally when all students are seated, Stand-N-Share is complete (Kagan, 2009).

Brainstorming: Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called (Kagan, 2009).

Mapping as a current cooperative learning strategy

Mapping as a cooperative learning strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify, and cluster their information prior to writing the first draft, moreover it is used for teachers and students of ninth grade in order to improve their writing skills which is an issue observed in this group.

The purpose of mapping is identify relationships and make connections among concepts and information and select concepts and information to be used for reports. With mapping students will reread notes, gathered information, and writing for a specific writing task, organize ideas and information to focus the writing task and demonstrate their understanding of key concepts and how these concepts are interconnected (Thompson, 2009).

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> •Review the purpose and use of graphic organizers •Select a sample of a writing task. •Post a series of stick-on notes, each containing a key idea for a specific topic. •Identify and review the advantages of different types of graphic organizers. 	<ul style="list-style-type: none"> •Recall past use of graphic organizers. •Bring their research notes on a specific writing task to class. •Note the concept connections that the teacher makes for the sample topic.
<p>During</p> <ul style="list-style-type: none"> • Students with weak organizational skills will benefit from using coloured stick-on notes, with each colour having a different purpose. • Work with students to create a mind map on a familiar topic. • Ask questions to clarify the connections. <p>For example:</p> <ul style="list-style-type: none"> -Is this important? Why? -What does this mean? -Is there another way to show the Connection between these two ideas? 	<ul style="list-style-type: none"> •Record the key ideas for the familiar topic on stick-on notes or strips of paper. •In small groups, manipulate the “key idea” strips until they reach an agreement about how the key ideas are connected. •Share their mind maps with the class. •Note similarities and differences about their maps with those of other students.

<p>After</p> <ul style="list-style-type: none"> •Have students refer to their notes for the writing task. •Ask students to create a mind map for their next writing assignment. •Question the connections they use. •Ask students to reread and check their mind maps for validity. Then, use the mind maps to create an outline of their writing task. 	<ul style="list-style-type: none"> •Reread notes and identify important information and ideas. •Use the question prompts to rephrase notes, identify key ideas and establish connections between them. •Create a mind map for their topic. •Check the validity of their map by justifying the links between ideas to a peer or the teacher.
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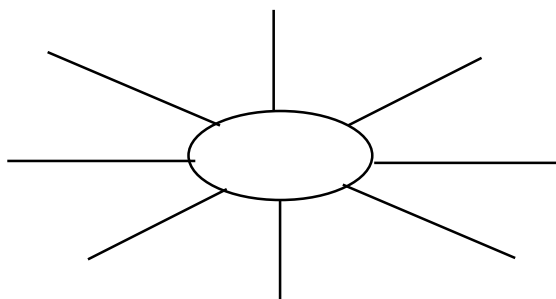
Source: Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. USA: Yale University.

Mapping Techniques

The mapping has techniques that are useful in order to develop the writing skills such as mind-map, web-map, story map, concept map and venn-diagram.

A Mind-Map Technique

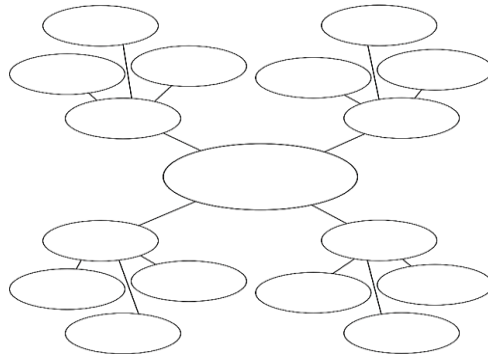
Mind-mapping technique is seeing as a teaching tool that can effectively improve students' writing ability. It helps the student's brain-storm, generate ideas and relate main ideas and supporting details.



Source: Hofland, C. (2007). *Mind-mapping in the EFL classroom*. Fontys Hogescholen: Fontys Teacher Training College Sittard.

Web Mapping

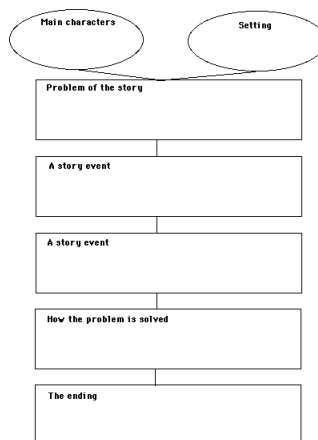
It is still being developed challenges and innovations involving feedback.



Source: Kagan, S. (1992 Cooperative Learning-Structures for Success, San Clemente, CA.

Story Map

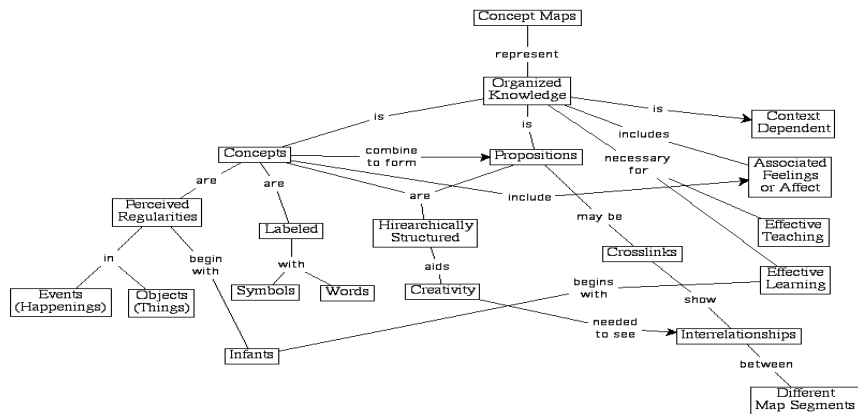
It consist of ordering user stories along two independents dimensions.



Source: Kagan, S. (1992 Cooperative Learning-Structures for Success, San Clemente, CA.

Concept Map

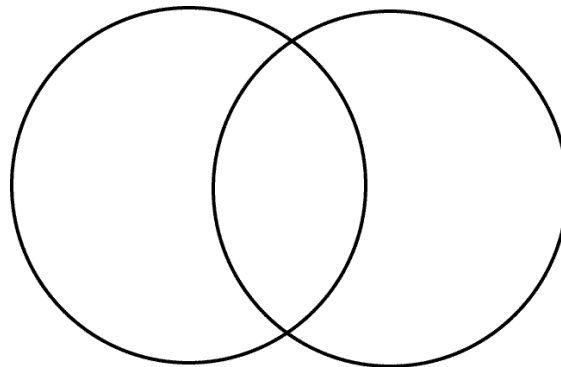
It is a diagram that shows suggestions relationship between concepts, also represent ideas and information as boxes or circles.



Source: Kagan, S. (1992 Cooperative Learning-Structures for Success, San Clemente, CA.

Venn diagram

It shows the relationship between finite groups of things.



Source: Kagan, S. (1992 Cooperative Learning-Structures for Success, San Clemente, CA.

As a conclusion, the writing skills is a process which involves a cognitive and metacognitive activities, such as brainstorming, planning, outlining, organizing, drafting, and revising. Also it is taking into account the following elements such as word order, grammar, punctuation, vocabulary, organization and purpose/task. The cooperative learning as a common language strategy is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals, it has five indicators that are important aspects which are fundamental to improve both the social and learning processes among the students. Moreover the mapping as cooperative learning strategy it is used for teachers and students of ninth grade in order to improve writing skills, it permit students to organize the information and then write a first draft using all ideas in the mapping.

f. METHODOLOGY AND WORK PLAN

Design of the research

Action Research in education involves finding out immediate solutions in the teaching-learning environment. It research has become more popular as a mode of study among practitioners. It includes the process of actively participating in a change situation and at the same time as conducting research.

Action research can be undertake by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of improving strategies, practices and knowledge of the surroundings within they are related.

This action research has the aim of improving the writing skills though the mapping strategy and different techniques. This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects, analyze and reflect on the results that will be derived of the application of mapping strategies and activities.

Methods, techniques and instruments

- **Scientific Methods:** The scientific method is a group of logical procedures that the research uses to discover and enrich the science and it has some steps such as observation, problem statement, and conclusions; all of these will be used in the present research work.
- **Descriptive method:** The descriptive method consists of the observation and the actual description of facts, phenomenon, and cases which are interested in this research work. All of them will help in the information collection and

tabulation collected about the technique applied by the teachers with the use of the survey for teachers and students, and will apply the corresponding analysis and interpretation.

- Hypothetic – Deductive Method: It is a logical method which uses the cases, facts or particular phenomenon through the hypotheses to discover the real situation.
- Analytic – Synthetic Method: By means of the analysis and the synthesis that this method proposes, will process the obtained information through different sources to do the theoretical references and to analyze, synthesize and interpretate the results.

Data collection

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of questions construction. Being this the case, paper and pencil methods (test) will be used to develop qualitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests

Test will allow participants to perform cognitive tasks in relation to the writing skills.

Additionally, test will yield a numeric score by which the researcher will calculate the mean to compare the pre and post-test results.

Pretest- posttest

A researcher- made pretest will provide a measure on the performance of writing skills before the participants (ninth-grade students Unidad Educativa “Marieta de Veintimilla “) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance of the writing skills in order to make a pre-test and post-test comparison of the cognitive dimension of the cognitive dimension of the performance of writing skills of the participants being treated.

Questionnaire

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward the mapping as a cooperative learning strategy. Likewise the test, a pre and post-test questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation

The emphasis during observation will be on understanding the natural environment as lived by the ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during their English classes. There will be two two types of observations as detailed below.

Non-participant observation

In non-participant observation, the researcher is not involved in the situation being observed. He observes and records behaviors but does not interact or participate in the setting under study. The objective of this non-participant observation is to identify the issue for this action research project which will be supported through the participant observation.

Participant observation

In participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the mapping as cooperative learning strategy in order to improve the writing skills amongst the ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year.

Observation sheet

Whether in the participant and non-participant observation, the research will need an observation sheet to record the participants' behaviors shown on the both variables: performance of the writing skills and the attitudes and feeling toward the mapping as a cooperative-based strategy. This observation sheet is a self-developed instrument that describes accurately and comprehensively all the relevant aspects of the situation. In other words, it contains the descriptors of the variables of the action research; the issue under treatment (writing skills), and the treatment itself (mapping as a cooperative learning strategy).

Subtest

Subtest will be applied each two weeks in order to measure the knowledge that the students are learning through the intervention plan made by the researcher. The subtest will consists in worksheets that will contain questions like multiple choices, matching, completing, etc.

The action research work process will include the following stages:

First, the problematic was detected through the direct observation, where the research could realize the level of writing skill students have because of the lack of strategies to develop writing skills.

After that, the research made a research about the cooperative learning strategies that can help to improve the writing skills; this allowed the research to have enough information in order to develop the intervention plan with a variety of cooperative learning strategies to be applied in the institution.

The intervention plan will begin and end with a test. Two tests will be applied; one at the beginning of the study to collect the data on students. The second one will be applied at the end of the intervention plan in order to know the students' progress in writing skill. The students' progress before and after the intervention plan will be compared and analyzed to draw up with the research work conclusions.

Finally, a written report that details all the activities carried out during this action research and intervention plan will be presented for the private and public presentation of this research work.

The tabulation of data will be done through a logical analysis of the information collected through the tests applied at the beginning and at the end for the intervention plan. And in the two questionnaires conducted.

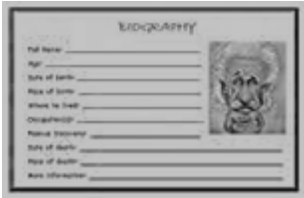
The researcher will organize the research work with the information received in all the stages applied in order to compare and analyze the impact of the intervention. The information will be organized in charts in order to show more reliable results and to facilitate their reading.

The description of the collected data and graphics will be described considering the information of the pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

Ninth grade students, afternoon section at Unidad Educativa "Marieta de Veintimilla". They attend to five periods of English classes per week; each class is about 40 minutes.

Intervention plan

WEEK ONE

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>
TOPIC	Getting to know each other and pre-test.
LEARNING OUTCOMES	<p>Speaking Students will be able to say their name, date of birth, age and the place where they live in English. Students will be able to say the dialogue on page 35.</p> <p>Listening Students will be able to listening the classmates' presentation.</p> <p>Writing Students will be able to create biography cards about themselves and famous people.</p>
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on how to introduce oneself in order to get each other. ◆ To get started, teacher makes a warm up activity in order to know his / her students. Teacher gives a biography card of each students that contains (names, date of birth, age, family, hobbies) and they have to complete like this. <div style="text-align: center;">  </div> <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher applies a pre-test where contains some questions in order to know the level of writing students have. ◆ Then, teacher applies a pre-questionnaire with some questions. ◆ While students take the pre-test, teacher monitors them. ◆ Teacher develops the dialogue about “what is Brian doing” in pairs.

	<p>Affirming</p> <ul style="list-style-type: none"> ◆ Teacher gives a sheet of paper with a number in order to make pairs. Then students look for the same number and get together. ◆ In pairs, students have practice the dialogue about “what is the brain doing” ◆ Then teacher makes students to guess a number from 1 to 5 that he / she writes in a notebook the pairs that guesses the number have to say the dialogue in front of the class . <p>Teacher will be observing my students during the activity to provide information about the instructions.</p>
CLASSROOM RESOURCES	<p>Biography card. Pre-test. Pre-questionnaire. Student’s notebook. Student’s textbook. <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i></p>
DATA COLLECTION	<p>Data source 1: Observation checklist Data source 2: Students’ writing samples, weekly Date source 3: pre-test and pre-questionnaire.</p>
SUPPORT	<p>Coaching and guidance from our university professor.</p>

Adapted from D’Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

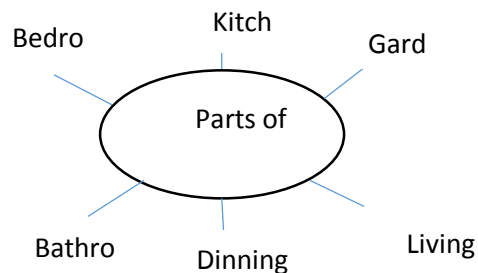
WEEK TWO

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>
TOPIC	Unit 4: Describe what is happening right now.
LEARNING OUTCOMES	Speaking Students will be able to name the new vocabulary

	<p>Students will be able to describe a picture on page 35.</p> <p>Writing Students will be able to write sentences with favorite parts of the house.</p> <p>Key Vocabulary:</p> <p>1. bathroom 4. garage 7. stairs 2. bedroom 5. kitchen 8. downstairs 3. dining room 6. living room 9. upstairs</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on the vocabulary related to rooms and parts of the house. ◆ To get started, teacher has students activate their prior knowledge related to verbs. As a whole class, they have to remember the simple present tense that they already learned in previous classes This is a <i>hangman</i> warm-up activity in which teacher thinks of a word and students have to guess what the word is, if the student suggests a letter which occurs in the word, the teacher writes it in all its correct positions. If the suggested letter does not occur in the word, the teacher draws one element of the hanged man, like this. <div data-bbox="794 1220 1173 1594" data-label="Image"> </div> <ul style="list-style-type: none"> ◆ Students repeat all the words guessed on the warm up activity. ◆ This will last 10 or 15 minutes. The students are placed in a row. <p>During this warm up stage, teacher also assesses the students' prior knowledge which allows to know students' diverse linguistic background</p>

Connection

- ◆ After the warm-up activity, teacher presents flash cards of the new vocabulary in context.
 - **Bathroom.** Every morning, I take a shower in the bathroom.
 - **Garage.** We keep our cars in the garage.
 - **Bedroom.** I have a beautiful bedroom.
 - **Kitchen.** We cook and eat in the kitchen.
 - **Dining room.** On weekends we eat in the dining room.
 - **Living room.** We watch TV and relax in the living room.
 - **Garden.** The place in the yard that has plants is called the garden.
- ◆ As students are learning the new vocabulary, they individually have to infer the meaning of in context.
 - ◆ Teacher makes a mind map with the parts of the house, on the board.



- ◆ After teacher uses “my clipboard” strategy. Students have to select six vocabulary words from the mind map and they write sentences with new vocabulary.



- ◆ Then students have to make a discussion and they compare their own clipboard with another partner to share their personal backgrounds for each new vocabulary word.
- ◆ While they are sharing, teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion.

	<p>If they are wrong, teacher helps them to get the correct information.</p> <p>Affirming</p> <ul style="list-style-type: none"> ◆ Teacher gives a card with the part of the house. The students have to look for the same name and get together. ◆ In pairs, students have to write sentences with the new vocabulary in context. ◆ Each pair have to read two sentences in front of the class. ◆ Teacher observes students during the activity to provide information either about the instructions or about the content. ◆ Finally, teacher gives a worksheet. Students have to complete the worksheet using the vocabulary already learnt.
CLASSROOM RESOURCES	<p>My clipboard Worksheet Flash cards with vocabulary. Student's notebook Student's textbook- <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i></p>
DATA COLLECTION	<p>Data source 1: Observation checklist Data source 2: Students' writing samples, weekly</p>
SUPPORT	<p>Coaching and guidance from our university professor.</p>
TIME	<p>Week two</p>

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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MY CLIPBOARD

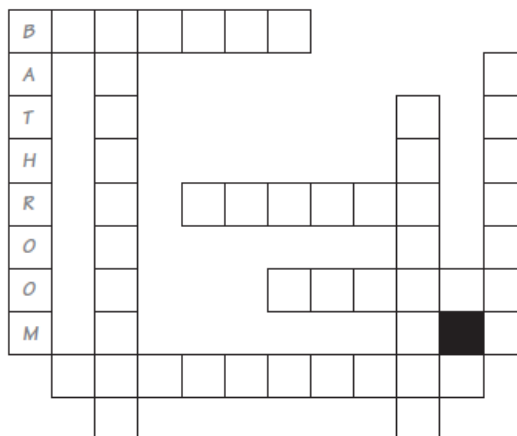
WORD	SENTENCE

WORKSHEET

Unscramble the letters. Write the names of the parts of a house.

- | | |
|---------------|-----------------|
| 1. thromboa | <i>bathroom</i> |
| 2. glinvimoro | _____ |
| 3. chikent | _____ |
| 4. eargag | _____ |
| 5. swanstroid | _____ |
| 6. nergad | _____ |
| 7. rastis | _____ |
| 8. strapusl | _____ |
| 9. gindinromo | _____ |
| 10. modrobe | _____ |

Write the words from Exercise 1 in the puzzle. Which two words do not fit? Write them on the lines below.



WEEK THREE

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>
TOPIC	Unit 4: Describe what is happening right now.
LEARNING OUTCOMES	<p>Listening Students will be able to listening the interview for a specific information.</p> <p>Speaking Students will be able to pronounce the verbs in present continuous.</p> <p>Writing Students will be able to write sentences using the verbs of present continuous using affirmative statements. Students will be able to write messages about weekend plans.</p>
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on the present continuous. ◆ To get started, teacher have students activate their prior knowledge related simple present tense. As a whole class, they have to remember the present tense verbs (stop, smile, walk, work, talk, play) that they already learnt in previous classes. This is a warm-up activity, teacher make a game “Simon says”. Teacher says: Simon says: stand up; Simon says: stretch your arms and legs; Simon says, switch positions; Simon says, sit down; when teacher doesn’t say Simon says, and student makes any movement, he or she have to says the verbs in simple present tense . ◆ During this warm-up stage, teacher also assesses the students’ prior knowledge which allow me to know my students’ diverse linguistic background. <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher present a wall-chart with affirmative and negative statements of present continuous.

	<table border="1" data-bbox="804 338 1197 501"> <tr><td>Affirmative statements</td></tr> <tr><td>I'm studying.</td></tr> <tr><td>You're studying.</td></tr> <tr><td>He's playing.</td></tr> <tr><td>We're studying</td></tr> </table> <ul style="list-style-type: none"> ◆ As students are learning the present continuous in context. ◆ Then students make a bingo game. Teacher gives a bingo card that there are the new vocabulary about present continuous verbs. Teacher say the verb and students have to recognize them and they put a tick of the verb that they hear. ◆ After students in groups of six have to make a discussion in order to understand the grammar structure of present continuous. ◆ Then students have to do affirmative statements on their notebook. Teacher select one student of each group though guess a number from 1 to 6. Teacher write a number and student that guess the number have to write a sentences on the board. ◆ While they are writing, Teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion. If they are wrong, teacher helps them to get the correct information. <p>Affirming</p> <ul style="list-style-type: none"> ◆ Students individually have to make a “heart activity”. They have to draw a heart in a sheet of paper. The heart is divided in two parts. In one part they write affirmative sentences. The other part students will use with negative statements in the next class. ◆ Students make groups of three and they share their heart activity. ◆ Teacher observe students during the activity to provide information either about the instructions or about the content. 	Affirmative statements	I'm studying.	You're studying.	He's playing.	We're studying
Affirmative statements						
I'm studying.						
You're studying.						
He's playing.						
We're studying						
CLASSROOM RESOURCES	Heart activity Bingo card					

	Student's notebook Student's textbook. <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i>
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly.
SUPPORT	Coaching and guidance from our university professor.

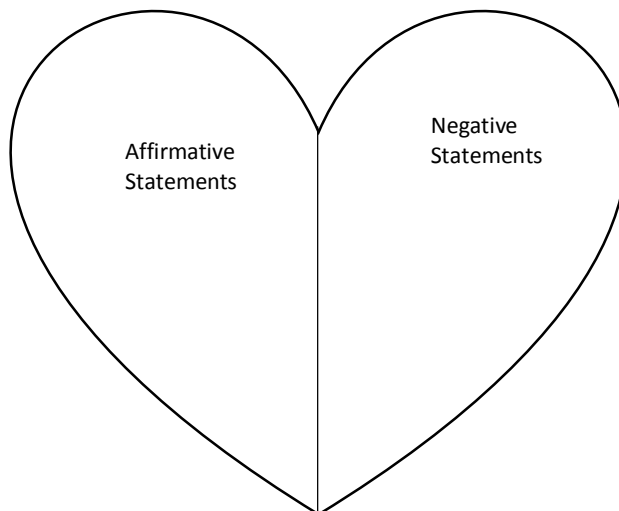
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BINGO CARD

Studying	Playing	Cutting	Eating	Looking
Hearing	Trying	Running	Cooking	Telling
Writing	Working	Traveling	Telling	Sharing
Crying	Reading	Answering	Talking	Speaking
Explaining	Presented	Cleaning	Watching	Arriving

Heart activity



WEEK FOUR

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>
TOPIC	Unit 4: What is happening right now?
LEARNING OUTCOMES	<p>Speaking Students will be able say negative sentences using present continuous.</p> <p>Writing Students will be able to write negative sentences using present continuous. Student will be able to write a message using weekend plans.</p>
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on the vocabulary related to present continuous. ◆ To get started, teacher has students activate their prior knowledge related to affirmative statements. As a whole class, they have to remember the affirmative sentences using present continuous. E.g. (I am speaking). <i>Numbered Heads Together</i> is a warm-up. Teacher asks students about affirmative sentences. Then he/she asks students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question Recognize correct responses and elaborate through rich discussions. <p>During this warm up stage, teacher also assesses the students' prior knowledge which allows to know students' diverse linguistic background</p> <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher presents a wall-chart with negative sentences.

	<table border="1" data-bbox="804 300 1195 468"> <tr><td>Negative statements</td></tr> <tr><td>I'm not studying.</td></tr> <tr><td>You're not studying.</td></tr> <tr><td>He's not playing.</td></tr> <tr><td>We're not studying</td></tr> </table> <ul style="list-style-type: none"> ◆ After teacher uses “heart activity” in order to put the affirmative sentence wrote before in negative way. ◆ They make groups of five students and they have to make many sentences using present continuous on the heart activity. ◆ Each group have to share their activity with other groups and make a discussion. ◆ While they are sharing, teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion. If they are wrong, teacher helps them to get the correct information. <p>Affirming</p> <ul style="list-style-type: none"> ◆ Students make pairs, and they have to write on their notebook sentences using present continuous. ◆ Each pair have to write their sentences on the board, then teacher and students check sentences. ◆ Teacher observes students during the activity to provide information either about the instructions or about the content. 	Negative statements	I'm not studying.	You're not studying.	He's not playing.	We're not studying
Negative statements						
I'm not studying.						
You're not studying.						
He's not playing.						
We're not studying						
CLASSROOM RESOURCES	Heart activity Wall-chart Student's notebook Student's textbook: <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i>					
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly					
SUPPORT	Coaching and guidance from our university professor.					

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

WEEK FIVE

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy develop the writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year?</i>
TOPIC	Unit 4: Describe what is happening right now.
LEARNING OUTCOMES	<p>Speaking Students will be able to say sentences in present continuous.</p> <p>Writing Students will be able to make yes / no questions and short answers using present continuous.</p>
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on present continuous used in yes/no questions. ◆ To get started, teacher have students activate their prior knowledge related to present continuous. As a whole class, they have to remember the affirmative and negative statements of present continuous that they already learned in previous classes. This is a warm-up activity in which students make two rounds, they think quickly on affirmative and negative sentences and then they write on the board this statements. The group that have more sentences is the winner. ◆ During this warm-up stage, teacher also assesses the students’ prior knowledge which allow me to know my students’ diverse linguistic background. <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher present a wall-chart with yes / no questions of present continuous.

Present Continuous	
Yes / no questions	Short answers
Am I studying?	Yes, you are . No, you're not
Are you studying?	Yes, I am . No, I'm not .
Is he studying?	Yes, he is . No, he's not .
Are we studying?	Yes, we/you are . No, we're/you're not .

- ◆ As students are learning present continuous verbs in context.
- ◆ After students will make a brainstorming in which students have to write sentences using present continuous and they have to change this sentences in a questions.
- ◆ In group of three students have to tell a questions using present continuous and all the class have to participate with an idea or suggestion.
- ◆ While they are sharing, teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion. If they are wrong, teacher helps them to get the correct information.

Affirming

- ◆ In pairs, students have to complete the exercices in the students'book using yes / no questions.
- ◆ Students have to develop a worksheet about yes / no questions.
- ◆ Then they make groups of four and share their answers.

	<ul style="list-style-type: none"> ♦ Teacher is observing his/her students during the activity to provide information either about the instructions or about the content.
CLASSROOM RESOURCES	Wall-chart Worksheet. Student's notebook Student's textbook. <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i>
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

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WORKSHEET

Complete the questions and the short answers. Use the cues in parentheses.

1. Q: *Did* Greg **call** his parents? (*call*)

A: Yes, **he did**.

2. Q: _____ the students _____ for the test? (*study*)

A: No, they _____.

3. Q: _____ Tricia _____ the movie she watched last night? (*like*)

A: Yes, _____

4. Q: _____ the Taveras twins _____ in the soccer game? (*play*)

A: Yes, _____.

5. Q: _____ Sonya _____ at the mall yesterday? (*shop*)

A: No, _____.

WEEK SIX

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>														
TOPIC	Unit 4: Describe what is happening right now.														
LEARNING OUTCOMES	<p>Speaking Students will able to say information questions.</p> <p>Writing Students will be able to write sentences using information questions of present continuous.</p>														
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on the informative questions of present continuous. ◆ To get started, teacher has students activate their prior knowledge related of yes / no questions of present continuous. As a whole class, they have to remember yes / no questions that they already learned in previous classes. This is a warm-up activity, teacher gives a different pieces of paper, in ones includes yes / no questions and others the short answer. Then students have to find the correct question and answer. ◆ During this warm-up stage, teacher also assesses the students' prior knowledge which allow me to know my students' diverse linguistic background. <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher presents a wall-chart with informative questions of present continuous. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Information questions</th> <th style="text-align: center;">Short answers</th> <th style="text-align: center;">Long answers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">What are you doing?</td> <td style="text-align: center;">Studying.</td> <td style="text-align: center;">I'm studying.</td> </tr> <tr> <td style="text-align: center;">What's she/he doing?</td> <td style="text-align: center;">Watching TV</td> <td style="text-align: center;">She's/He's watching TV.</td> </tr> <tr> <td style="text-align: center;">What are they doing?</td> <td style="text-align: center;">Doing homework.</td> <td style="text-align: center;">They're doing homework.</td> </tr> </tbody> </table>			Information questions	Short answers	Long answers	What are you doing ?	Studying.	I'm studying .	What's she/he doing ?	Watching TV	She's/He's watching TV.	What are they doing ?	Doing homework.	They're doing homework.
Information questions	Short answers	Long answers													
What are you doing ?	Studying.	I'm studying .													
What's she/he doing ?	Watching TV	She's/He's watching TV.													
What are they doing ?	Doing homework.	They're doing homework.													

	<ul style="list-style-type: none"> ◆ As students are learning the present continuous in context. ◆ After students make a class discussion. Each student give his / her own opinion about how is the structure of interrogative questions. ◆ Then students make a game “tingo-tango”. Teacher gives a balloon, student have to pass the balloon to next classmate while teacher repeat tingo, tingo, tingo and when teacher say tango, stop the balloon, the student that has the balloon has to say a grammar structure or an informative question using present continuous. ◆ Then students have to do information questions with long answer and short answers. After that they share with a partner. ◆ While they are sharing, teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion. If they are wrong, teacher helps them to get the correct information. <p>Affirming</p> <ul style="list-style-type: none"> ◆ Students will have to develop a worksheet about informative questions. ◆ Then they will make groups of four and share their answers. After that they will present their work through a short presentation. ◆ Teacher observes students during the activity to provide information either about the instructions or about the content.
<p style="text-align: center;">CLASSROOM RESOURCES</p>	<p>Wall-chart Worksheet. Student’s notebook</p> <p>Student’s textbook <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i></p>
<p style="text-align: center;">DATA COLLECTION</p>	<p>Data source 1: Observation checklist Data source 2: Students’ writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly</p>

SUPPORT	Coaching and guidance from our university professor.
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WORKSHEET

Complete the information questions.

1. Q: When *did* Carlos *stop by*?

A: He stopped by this afternoon.

2. Q: Where _____ you _____ video games yesterday?

A: We played video games at Maritza's house yesterday.

3. Q: Who _____ she _____ on the phone this morning?

A: She talked to her brother on the phone this morning.

4. Q: Why _____ the students _____ to Paris?

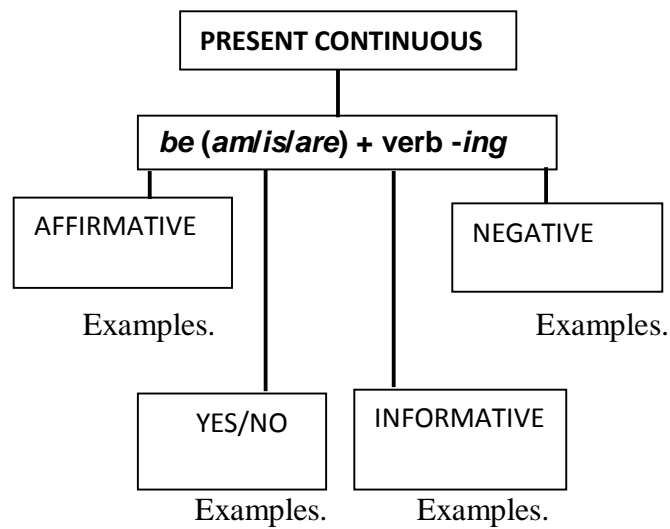
A: The students traveled to Paris to study art.

5. Q: Who _____ my new CD at the party?

A: Ramón played your new CD at the party.

WEEK SEVEN

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>
TOPIC	Unit 4: Describe what is happening right now.
LEARNING OUTCOMES	<p>Speaking Students will be able to say sentences in present continuous. Students will be able to express weekend plans.</p> <p>Writing Students will be able to make a short paragraph using present continuous.</p>
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on present continuous. ◆ To get started, teacher have students activate their prior knowledge related to present continuous. As a whole class, they have to remember the affirmative, negative statements, yes/no questions and information questions of present continuous that they already learned in previous classes. This is a warm-up activity in which students make two rounds, they think quickly on the grammar structures of present continuous and then they write on the board. ◆ During this warm-up stage, teacher also assesses the students' prior knowledge which allow me to know my students' diverse linguistic background. <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher present a concept map in a wall-chart with affirmative and negative statements, yes / no questions and information questions of present continuous.



- ◆ As students are learning present continuous verbs in context.
- ◆ After students will make a brainstorming in which students have to write sentences using present continuous and they have to change this sentences in a negative sentence, yes no question and information questions.
- ◆ Teacher will use a “Tri-fold strategy” in which students have to organize affirmative sentences, negative sentences, yes no questions and informative questions like this.



- ◆ Then, students have to share their tri.-fold and make a discussion amongst students.

	<ul style="list-style-type: none"> ◆ While they are sharing, teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion. If they are wrong, teacher helps them to get the correct information. <p>Affirming</p> <ul style="list-style-type: none"> ◆ In pairs, students have to complete the exercises in the students' book using present continuous. ◆ Then they make groups of four and share their answers. ◆ Teacher is observing his/her students during the activity to provide information either about the instructions or about the content.
CLASSROOM RESOURCES	Wall-chart Worksheet. Student's notebook Student's textbook. <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i>
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

Adapted from D'Ann Rawlinson & Mary Little. (2004). *Improving Student Learning through Classroom Action Research*. Daytona Beach: Project CENTRAL.

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WEEK EIGHT

RESEARCH PROBLEM	<i>How does the Mapping as cooperative learning strategy to develop the writing skills amongst ninth-grade students at Unidad Educativa Marieta de Veintimilla during the 2014-2015 school year?</i>
TOPIC	Unit 4: What is happening right now?
LEARNING OUTCOMES	<p>Writing Students will be able to write the post-test in order to know if the student improve their writing skills. Students will be able to scan the main idea of the reading on page 40.</p>
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> ◆ Teacher builds a lesson based on present continuous. ◆ To get started, teacher has students activate their prior knowledge related to present continuous. As a whole class, they have to remember the affirmative, negative statements, yes/no questions and information questions of present continuous that they already learned in previous classes. ◆ Teacher make a dynamic “pass pass stop” in order to remember the present continuous. Teacher give a balloon, the students have to pass the balloon to other classmate while the teacher says pass, pass, stop. The student that have the balloon when the teacher says stop, he/she have to say something about present continuous. <p>During this warm up stage, teacher also assesses the students’ prior knowledge which allows to know students’ diverse linguistic background.</p> <p>Connection</p> <ul style="list-style-type: none"> ◆ After the warm-up activity, teacher presents a post- test and post-questionnaire with some questions. ◆ Students have to develop the post-test and post-questionnaire.

	<ul style="list-style-type: none"> ◆ After teacher uses “Writearound” strategy in which teacher gives a sentences and each student has to complete those according the reading “Intelligent homes of the future” ◆ Then, they make groups of five students, they have to scan the main idea and supporting details of the reading. After that they have to share with other groups. <p>While they are sharing, teacher monitor them to check if they are right or wrong. In the case they are right, teacher affirms their discussion. If they are wrong, teacher helps them to get the correct information.</p> <p>Affirming</p> <ul style="list-style-type: none"> ◆ Students make pairs, and they have to make a webbing map where they include the main idea and some supporting details of the reading “Intelligent homes of the future” ◆ Each pair have to share their webbing map in front of the class. <p>Teacher observes students during the activity to provide information either about the instructions or about the content.</p>
CLASSROOM RESOURCES	webbing map Post-test Post-questionnaire Student’s notebook Student’s textbook: <i>Abbs, B., Barker, C., Freebairn, I., & Wilson, J. (2013). English Level 2.</i>
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students’ writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

Adapted from D’Ann Rawlinson & Mary Little. (2004). *Improving Student Learning through Classroom Action Research*. Daytona Beach: Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). *Crossing the vocabulary bridge*. New York: Teacher college press.

99. **TIMELINE**

PHASES	ACTIVITIES	2015												2016						
		FEB	MAR	APRIL	MAY	JUN	JUL	AUGUST	SEP	OCT	NOV	DIC	JAN	FEB	MAR					
Project	Presentation																			
	Correction																			
	Approval																			
	Appointment of the Thesis Advisor																			
Intervention	Validation of Data Collection Instruments																			
	Act and Observe																			
	Data Organization and Tabulation																			
Thesis Process	Interpreting and Reflecting																			
	Writing up and Reporting																			
	Thesis Review and Certification																			
	Graduation Application Procedures																			
	Private Review of the Thesis																			
	Corrections																			
	Public Presentation																			

h. BUDGET AND FINANCING

Resources

The human resources involve in the present research work will be:

The researcher: Mirian Carmen Sánchez Azuero.

Teacher: Dra. Mirian Troya Sánchez.

The ninth grade students at Unidad Educativa Marieta de Veintimilla. Academic period 2014-2015.

Books and e-books

Journals

Dictionary

Copies

Computer

Internet

Pen drive

Budget

RESOURCES	COST
Internet	\$ 100.00
Print of reports	\$ 100.00
Print of Project	\$ 200.00
Books	\$ 50.00
Copies	\$ 50.00
Unexpected expenses	\$ 50.00
TOTAL	\$ 550.00

The present research work will be financed by the researcher.

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ANNEXES

Annex 1. Observation sheet

UNIVERSIDAD NACIONAL DE LOJA ENGLISH LANGUAGE DEPARTMENT

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date: Class size: Participants: Ninth-grade students	Location: Duration of the observation (start/end times): Observer Involvement: Participant / Non participant			
Independent variable: mapping as a cooperative learning strategy.					
Rating scale: 4 = always 3 = usually 2 = sometimes 1 = rarely 0 = not observed					
Descriptors					
All students clearly understand which group they belong to before the activity					
All students have opportunities to learn with and from peers					
All students take advantage of the given time to make or prepare their responses/report for the group's					
Students ask their teacher/classmates for clarification to assist their peers during the performance of the academic activities					
Students listen to one another					
Students question to one another					
Assume personal responsibility being involved in the group					
Students disagree politely					
Shy pupils contribute to group work					
Students help other with the work when needed					
Students work well with other group members					
Students share ideas and opinions with the group					
Students consistently stay focused on the task and what needs to be done					
Students enjoy writing and respond favorably to written activities					

DEPENDENT VARIABLE: BASIC WRITING SKILLS				
CATEGORIES		Below the expected level 1	At expected level 2	Above the expected level 3
Mechanics	Students provide well-organized and complete sentences.			
	Students use capital letters at the beginning of each paragraph.			
	Students wrote proper nouns with capital letters.			
	Students separate sentences using a period, colon or semi-colon.			
	Students use question marks in interrogative questions.			
	Spelling is accurate			
	Students use appropriate word order and vocabulary			
Gramm	Written ideas follow a logical sequence			
	Sentences contained correct grammar structure.			
	Students used verbs in the correct form			
	Tenses in sentences are well applied			
Style	No errors			
	Students use meaningful vocabulary.			
	Written work is understandable, coherent and uses meaningful expressions.			
	Written work is legible			
	Redundant words are avoid.			

Annex 2. Pre and Posttest



UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code: _____

Date: _____

Instructions:

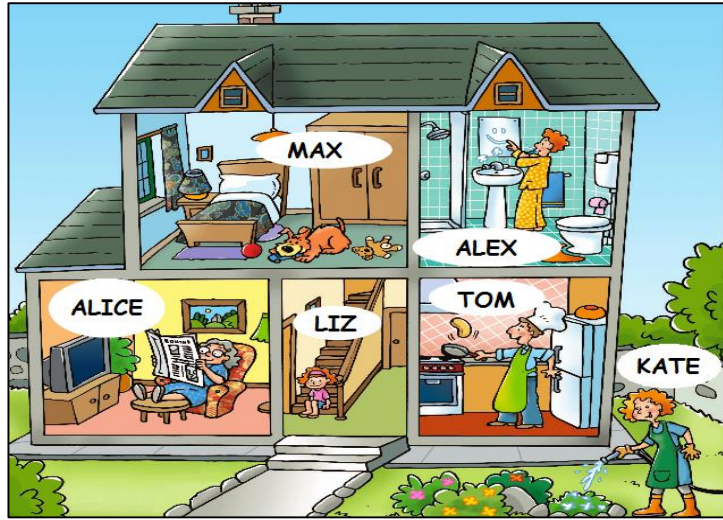
Write a brief paragraph about what is happening in Alex's House and tell where their relatives are. Briefly describe the home and answer yourself the following questions to include in your paragraph. What are Max, Alex, Alice, Liz, Tom and Kate doing? And where are they? As a conclusion write about what is your favorite place in your house. Why is it your favorite place? What is in that room? What can you do there? etc.

Write the sentences in a logical order, taking into account the appropriate punctuation, personal pronouns, tense of the verbs, word order and spelling.

Duration of the task: 30 minutes

Length of the paragraph: 6 – 10 lines

Alex's House



Thank you.

RUBRIC FOR THE PRE – POST TEST

Student's code: _____

Date: _____

Dimension	1 = Weak	2= Moderately Weak	3 = Average	4 = Strong	Total
Purpose/Task	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	
Organization	The topic is not introduced in an expected way.	Introduce the topic in a non-clear way.	Introduce the topic in a fairly way	Introduce the topic in a clear and interesting way	
Vocabulary	Includes limited vocabulary and /or most vocabulary is inaccurate or unrelated to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes a variety of vocabulary related to the topic.	Includes a wide variety of vocabulary that expands the topic but there may be minor inaccuracies	

Structure/Conventions	Tense	Verbs do not agree with one another and there is little to no fluidity within writing because of verb tense confusion.	Little to no verb agreement. Fluidity of writing is affected by verb tenses.	Some verb tenses agree and fluidity is slightly affected by verb tenses.	No verb disagreement. Fluidity of writing is not affected by verb tenses.	
	Word Order	The sentences don't make sense at all.	Few sentences follow the logical and word sequential order	Some sentences do not follow a logical word order.	The facts are presented in a sequential word order	
	Punctuation	The paragraph is not clear, and very difficult to understand, not punctuation is presented.	The paragraph is not clear, sometimes difficult to understand, only with few punctuation	The paragraph is somewhat neatly handwriting . With some punctuation.	The paragraph is neatly handwriting, with most of the appropriate punctuation	
TOTAL SCORE						

Annex 3. Pre and Post Questionnaire



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
DATA COLLECTION SOURCE: QUESTIONNAIRE

As student of the English Language Career of the Universidad Nacional de Loja, I would be very grateful if you can answer the following questionnaire in a clear and honest way. The information obtained will be used for the development of the research work.

Student's Code: _____

Date: _____

1. English class activities are developed in groups and pairs.

- 4. Always ()
- 3. Often ()
- 2. Sometimes ()
- 1. Rarely ()

2. How important is it to you to complete activities during English class?

- | | | |
|----------------|-----|----------------------|
| Work in groups | () | 4 Very Important |
| Work in pairs | () | 3 Important |
| Work alone | () | 2 Somewhat Important |
| Work together | () | 1 No Important |

3. The group or pair activities are conducted in a positive and respectful environment.

- | | |
|--------------|-----|
| 4. Always | () |
| 3. Often | () |
| 2. Sometimes | () |
| 1. Rarely | () |

4. Having good relationships and positive interactions are essential for groupwork.

- | | |
|-------------------------------|-----|
| 4. Strongly Agree | () |
| 3. Agree | () |
| 2. Neither agree nor disagree | () |
| 1. Disagree | () |

5. How satisfying is it for you to work in groups?

- | | |
|--------------------------|-----|
| 4. Very satisfactory | () |
| 3. Satisfactory | () |
| 2. Somewhat satisfactory | () |
| 1. Unsatisfactory | () |

6. In group activities, all members contribute to the development of collective work.

4. Always ()

3. Often ()

2. Sometimes ()

1. Rarely ()

THANK YOU FOR YOUR PARTICIPATION

Annex 4. Research Matrix

Theme: The mapping as a cooperative learning strategy to develop writing skills amongst ninth grade students at Unidad

Educativa Marieta de Veintimilla. Academic period 2014-2015

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General How does the mapping as a cooperative learning strategy improve the EFL writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla”, 2014-2015 academic period?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about the mapping as a cooperative learning strategy are adequate 	<p>General</p> <ul style="list-style-type: none"> • To develop writing skills through the mapping as a cooperative learning strategy amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year. 	<p>Writing Skills</p> <ul style="list-style-type: none"> - Definition. - Writing in English Foreign Language Learning. - The stages of learning process of English foreign language writing. 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> - Observing the English classes. - Stating the background of the problem. - Describing current situation. - Locating and reviewing the literature. - Creating and methodological framework for research. 	<ul style="list-style-type: none"> - Observation sheet (Participant and Nonparticipant observation). - Pre and Post-test. - Pre and Post questionnaire. - Subtests.

<p>for developing the EFL writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of the EFL writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the EFL writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year? • Which mapping techniques as a 	<p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about the mapping as a cooperative learning strategy and its application on the EFL writing skills. • To diagnose the issues that limit the development of the EFL writing skills amongst ninth grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year. • To design an intervention plan based on the mapping as a cooperative learning strategy in order to develop writing skills amongst ninth-grade students at Unidad Educativa “Marieta de 	<p>The mapping as a Cooperative Learning Strategy</p> <ul style="list-style-type: none"> - The cooperative learning as a communicative language strategy. - Indicators of cooperative learning. Interpersonal and small groups’ skills. Face to face interaction. Positive interdependence. Individual and group accountability. Group processing. - Current strategies as a cooperative learning. - Mapping as a current cooperative learning strategy. - Mapping techniques. 	<ul style="list-style-type: none"> - Designing and intervention plan. <p>Intervention and observation</p> <ul style="list-style-type: none"> - Administering tests and questionnaires. - Observing and monitoring students’ performance according to the intervention plan. <p>Presentation of research findings</p> <ul style="list-style-type: none"> - Reflecting, analyzing and answering the proposed inquiries. - Organizing the final report. 	
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<p>cooperative learning strategies are implemented to develop basic writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year?</p> <ul style="list-style-type: none"> • How does the mapping as a cooperative learning strategy reduce the difficulty to develop EFL writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during 2014-2015 school year? 	<p>Veintimilla” during the 2014-2015 school year.</p> <ul style="list-style-type: none"> • To apply the most suitable techniques of the mapping as a cooperative learning strategy in order to develop basic writing skills amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year. • To reflect upon the effectiveness that the mapping as a cooperative leaning strategy had amongst ninth-grade students at Unidad Educativa “Marieta de Veintimilla” during the 2014-2015 school year. 			
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ANNEX 2

Writing skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
6	Below average
4	Failing

Mapping as a cooperative learning

Quantitative score range	Qualitative score range
100	Above the expected level
90	Between the expected level
70-80	At the expected level
50-60	Below the expected level
40	Under the expected level

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