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TITLE

THE ALL WRITE ROUND ROBIN AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE THE WRITING SKILLS AMONGST FIRST-YEAR OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO VILCABAMBA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR

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

AUTHOR

ANDREA ALEXANDRA BENÍTEZ CORREA

THESIS ADVISOR

LIC. MIRIAM EUCEVIA TROYA SÁNCHEZ MG. SC.

LOJA – ECUADOR
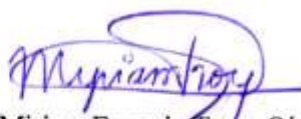
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CERTIFICATION

Lic. Miriam Eucevia Troya Sánchez, Mg. Sc.

THESIS ADVISOR

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To have directed and thoroughly revised this thesis work entitled: **THE ALL WRITE ROUND ROBIN AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE THE WRITING SKILLS AMONGST FIRST-YEAR OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO VILCABAMBA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR**, under the responsibility of Andrea Alexandra Benitez Correa, undergraduate student pursuing his Bachelor's degree in Science of Education: English Language Specialization. This work complies with the norms and requirements of Universidad Nacional de Loja, therefore I authorize its presentation and defense

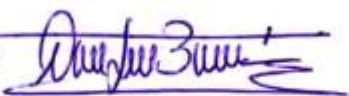Loja, October 2015

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THESIS ADVISOR

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Firma:

Cédula: 1105044646

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Firma:.................................

Autor: Andrea Alexandra Benítez Correa

Numero de cedula: 1105044646

Dirección: Loja- Vilcabamba, Las Palmas

Correo Electrónico: andy18benitez@outlook.com

Celular: 0988269675

DATOS COMPLEMENTARIOS

Director de Tesis: Lic. Mirian Eucevia Troya Sánchez Mg. Sc.

TRIBUNAL DE GRADO

PRESIDENTA	Dra. Carmen Enith Dávila Vega Mg. Sc
PRIMER VOCAL	Lcda. María Patricia Rodríguez Ludeña. Mg. Sc.
SEGUNDO VOCAL	Lcda. Diana del Cisne González Sarango. Mg. Sc.

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DEDICATION

I dedicate this thesis research to my grandparents, Miguel and Clotilde who with love and affection educated me in my childhood, thanks mom for staying awake with me, when l had exams.

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a.   TITLE

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b. RESUMEN

Esta investigación muestra el efecto de utilizar la estrategia de aprendizaje cooperativo llamada: todos a escribir alrededor de robín para mejorar las destrezas básicas de escritura de los estudiantes de primer año de bachillerato. Para realizar esta investigación se tomaron en cuenta algunos métodos, técnicas e instrumentos como: el método científico estudió la teoría, el descriptivo explicó y analizó el objetivo, el analítico-sintético analizó los resultados y el estadístico analizó resultados cualitativos. Así también, la técnica de observación sirvió para determinar el problema y por último los instrumentos utilizados fueron el pre-post cuestionario para obtener información del comportamiento de los estudiantes y el pre-post test para medir las destrezas de escritura de los estudiantes. Los resultados mostraron que después de utilizar la estrategia hubo un excelente mejoramiento en las destrezas de escritura y el comportamiento de los estudiantes, así, se comprueba su efectividad.

ABSTRACT

This research shows the effect of using the All Write Round Robin as a cooperative learning strategy to improve the basic writing skills of students of first-year of bachillerato. To carry out this investigation, the researcher considered some methods, techniques and instruments such as the scientific method that studied the theory, descriptive explained and analyzed the objective, analytical-synthetic analyzed the results and statistically analyzed qualitative results. Also, the observation technique was used to determine the problem and finally the instruments used were pre-post questionnaire to obtain information of the behavior of students and pre-posttest to measure writing skills of students. The results showed that after using the strategy there was a great improvement in writing skills and behavior of students as well, proving its effectiveness.

c.   INTRODUCTION

Nowadays the English language is one of the most important language around the world, but at the same time it becomes a little difficult for students to learn the four basic language skills, especially writing. It is one of the most important skills in the English language and it is also the most difficult for students to learn it. Because, in order to learn a good writing skills students should learn a number of grammar components which may become boring and frustrating for them.

Students find it difficult to develop their basic writing skills such as topic, sentence, mechanics, grammar, vocabulary, etc., because they did not have enough motivation or they are not learning with a correct strategy. For getting students' motivation and make it easy, teachers should apply The All Write Round Robin as a cooperative learning strategy. This strategy is based on cooperative learning method in which students are induced to work together.

In order to carry out this action research, the investigator took into account five specific objectives: to research the theoretical references about the All Write Round Robin as a cooperative learning strategy and its application on the ELF basic writing skills; to diagnose the issues that limits the development of the EFL basic writing skills; to design an intervention plan based on the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills; o apply the most suitable techniques of the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills; to

reflect upon the effectiveness that the All Write Round Robin as a cooperative learning strategy had improve the EFL basic writing skills.

The following general methods were applied among them, the descriptive method; the scientific method facilitated the study of the theoretical references, this is to identify the appropriate strategy and techniques to use with the students; the Descriptive method served to explain and analyze the object of the investigation; the analytic-synthetic method was used to analyze the obtained results; the statistic method was used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations (Kemmis & McTaggart, 2003).

This work is organized in five parts as follows: literature review, materials and methods, results, discussion, conclusions and recommendations. The literature review describes the two variables: writing skills and The All Write Round Robin as a cooperative learning strategy. Materials and methods detail the design of the investigation and the key points that were considered in the same. Results which are represented in tables and figures. Discussion that shows the major findings of the research. Conclusions and recommendations which describe what was found in the study and what can be done in the future to improve this issue.

d.   LITERATURE REVIEW

Writing skills

Taken into account that nowadays the English language is a fundamental tool around the world, even for native speakers or second language learners. In this way, it means that English language is present in almost everywhere and is considered as the principal tool of communication among cultures, races, countries, etc.

In English as a second language, it is important to develop the four basic skills writing, reading, listening and speaking in order to understand better the language. Therefore, for this reason the researcher will be focused on one of these principal skills, which is writing. In this case the researcher will investigate some theories about how to teach and learn writing skills.

Writing skills are an important part of communication. Good writing skills allow people to communicate the message clearly and easily to a far larger audience than through face-to-face or telephone conversations.

Writing skills develop significantly whilst at school because there are usually writing assignments to complete for every quimestre, unit or option. The spelling and vocabulary will also improve. In this section, you can read more about the writing process and how to go about getting top marks in all assignments (Allman, Freeman, Oewn, Pallow, & Shiotsu, 2000).

Writing should not sound like talking, necessarily, but it should have a personality that comes from the way you decide to approach a topic, to develop it with details, to say it your way. According to (Pires A. , 2009) "One of the main difficulties of learning a foreign language is finding situations to practice the language you are learning. Differently from situations which occur when you live where the language is spoken, in a foreign country you need to try to find ways of using the language outside the classroom".

In some cases the class exercises are not enough to build up strong basis for using L2 in real situations. That is when writing becomes a very useful tool. Some reasons for that are that writing itself can be done outside the classroom, thus allowing students more hours of contact with the language; the possibility of topics and audiences for writing go beyond the ones for speaking as the written productions of students may be used inside the classroom as a tool to communicate to others outside the classroom (Coady, 1997).

For these reasons, good writing skills are essential for effective communication. Learning to write well takes time and practice, next the steps for writing well.

Prewriting- Prewriting is closely related to the art of invention in classical rhetoric. "The objective of prewriting," according to Roger Caswell and Brenda Mahler, "is to prepare students for writing by allowing them to discover what they know and what else they need to know. Prewriting invites exploration and promotes the motivation to write" (Strategies for Teaching Writing, 2004).

Because various kinds of writing (note-taking, listing, freewriting, etc.) usually occur during this stage of the writing process, the term prewriting is somewhat misleading. A number of teachers and researchers prefer the term exploratory writing. (Carroll, 1990).

Drafting/Composing: drafting is an especially creative time when you are trying to discover thought and put it into words. Trying to edit/correct those words at the same time is an analytical step that directly inhibits the creative part (Carroll, 1990).

Revising: according to (William, 1946) revising is the stage in the writing process where the author reviews, alters, and amends her or his message, according to what has been written in the draft. Revision follows drafting and precedes editing. Usually a first draft is like a lump of clay that is going to be a bust--someone's head and face. But in the draft, the face's features are still vague and doughy, just beginning to emerge. The goal of the revising/shaping stage is whittle away at the clay until the features stand out in sharp relief.

Editing: The editing process can involve correction, condensation, organization, and many other modifications performed with an intention of producing a correct, consistent, accurate and complete work.

Writing a paragraph

According to (Byrne, 1991), "A paragraph is a group of sentences which all talk about one topic or subject or idea". Usually a paragraph can stand alone. In

this case, all the sentences will talk about only one topic. If a paragraph contains sentences which all discuss one idea, the paragraph is said to possess UNITY. By Null, (2011) "Unity means that there is only one idea in the paragraph. The sentences in the paragraph do not talk about any other ideas, only the main idea".

The main idea of the paragraph begins with a topic sentence. The topic sentence is usually the first sentence in the paragraph, but it does not have to be. Sometimes the topic sentence may be in the second, third, fourth or even the last sentence in the paragraph. A writer who pays attention to the topic sentence and write a good one will ensure that the paragraph possess unity. The concluding sentence is not only the last sentence in the paragraph, but it has another job: It sums up the main idea of the paragraph (Byrne, 1991).

Writing in EFL learning

Hyland (2002), describes writing practice in the language classroom under 5 main orientations:

- Content knowledge – of ideas and concepts in the topic area the text will address;

- System knowledge – of the syntax lexis and appropriate formal conventions needed;

- Process knowledge – of how to prepare and carry out a writing task;

- Genre knowledge – of communicative purposes of the genre and its value in particular contexts;

- Context knowledge – of readers' expectations, cultural preferences and related texts.

Hyland (2002), emphasizes the importance of all these characteristics in teaching writing and emphasizes that writing might not be dismembered into a set of cognitive or technical abilities. Learning to write in a second/foreign language comprises all the five types of knowledge explained above.

Contrasting to all features Hyland suggested for writing in the second language, the researcher may say the following features are to be developed in the students:

- Knowledge of the topics proposed;

- Language that students will need to carry on the task;

- The basic tools for producing this kind of writing and genre and structure knowledge necessary for the students to write it;

- The purpose of the writing piece, objectives that students may achieve through the writing production and the appropriate genre for this purpose;

- Knowledge and empathy towards the audience.

If writing tasks are carried out taking such features into consideration it is possible that it will help students improve their knowledge of the language as a whole. Furthermore, teaching all these features to students will consist on a great opportunity to use the other skills while preparing students for their writing activity (Richards & Rodgers, 2001).

Teaching writing is often about teaching grammar. If grammar comes up anywhere in EFL, it is in the writing classroom. Most EFL students will have some writing skills when you get them and they will often have an idea that their writing is quite good. Unfortunately, it will very often be quite poor (Weigle, 2002).

In fact, they often will have quite poor writing skills even at the sentence level. Therefore, you will need to take them back to sentence level and begin to teach them very basic structure and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors.

You may find resistance from your students when you take them back to basics. This can be done without demoralizing them or making them feel their skills are poor. Take the approach that we can make the good skills you already have even better by polishing up some good basic skills. (Camp, 2006)

Writing sub-skills

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills. In this case the researcher will explore some important sub-skills of writing.

Harmer, (2001) told that many languages have phonetic spelling, in other words, each letter represents a certain sound, however in English this is not the case. An English letter can have many different sounds.

For example, the letter c can be pronounced:

/k/ as in cat

/s/ as in nice

- Spelling of an English word depends very much on its linguistic origin. English is primarily derived from the Greek, Latin and Germanic languages and the diverse spelling of English reflects this (Byrne, 1991).

- Punctuation: according to Harmer, (1998) punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. Some punctuation conventions, such as the capitalization of names, months, and the pronoun I, are specific to only one or a few languages.

In English the following punctuation marks are used: Apostrophes, brackets or parentheses, colon, commas, dashes or hyphens, ellipsis, emoticons, exclamation mark, inverted commas or quotation marks, period or full stop, question mark, semicolon (Graham & Perin, 2007).

- Grammar: In most writing situations, special emphasis needs to be placed on grammar. In correcting written work this is a priority so that the meaning is clear and unambiguous (Angela & Locke, 2002).

- Topic: A topic is a noun phrase that expresses what a sentence is about, and to which the rest of the sentence is related as a comment (Hartmann, 1972)

- Sentence structure: A sentence is a group of words which expresses a complete thought. A sentence must contain a subject and a verb (although one may be implied) (Angela & Locke, 2002).

- Mechanics: refers to all the arbitrary "technical" stuff in writing: spelling, punctuation, use of numerals and other symbols, etc. These are conventions, and you just have to memorize them (Crystal, 2008)

- Vocabulary: The noun vocabulary (or vocab for short) refers to the words used in a language (Lewis, 1997)

Writing within the communicative language teaching

It focuses on the development of the productive skill of writing with reference to Bachman's (1990) communicative competence model at the Colegio de Bachillerato Vilcabamba in Vilcabamba. Moreover, it shows how the use of the cooperative learning blurs boundaries for learning the writing skills in a dynamic and funny way. Students encounter these multimodal texts in their real lives, and may be required to create them in their working lives, making paragraphs, essays, dialogues.

On the other hand, students have to be aware about the importance to learn how to express their ideas formally, clearly, precisely and accurately in order to be able to write sentences, paragraphs, and dialogues, in the English language. In addition, the researcher demonstrates how the knowledge of cooperative learning in communicative language teaching can be exploited, for example by writing a paragraph or a dialogue. Because the students are creating an authentic paragraph

from scratch, they are not only motivated to write but begin to recognize the usefulness and the need to develop the writing skills in their academic training (Frydrychova Klimova, 2011).

The All Write Round Robin as a Cooperative Learning Strategy

The All Write Round Robin is a strategy based on cooperative learning, in order to understand this strategy better the researcher investigated what cooperative learning is.

Cooperative learning

Cooperative learning can be defined as a variety of concepts and techniques for enhancing the value of student - student interaction (Kagan & Kagan, 2009). There are three basic ways students can interact with each other as they learn. They can compete to see who is "best," they can work individualistically toward a goal without paying attention to other students, or they can work cooperatively with a vested interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant (Jolliffe, 2007).

Research indicates that a vast majority of students in the United States view school as a competitive enterprise where one tries to do better than other students. This competitive expectation is already widespread when students enter school and grows stronger as they progress through school. Cooperation among students-who celebrate each other's successes, encourage each other to do homework, and learn to work together regardless of ethnic backgrounds or whether they are male

or female, bright or struggling, disabled or not, is still rare (Johnson & Johnson, Cooperative Learning Methods, 2000)

Keyser (2000) introduces cooperative learning as one variety of active learning which structures students into groups with defined roles for each student and a task for the group to accomplish.

The purpose of cooperative learning is to enhance cognitive and social skills via a set of known techniques. Interdependence, accountability, group formation, social skills, and structure are all built the sequence and communicated to the students in multiple ways (Jacobs, 1998).

Descriptors of cooperative learning

According to Dotson & Kagan, (1999) Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal Kagan, (1994). Students work together to learn and are responsible for their teammates' learning as well as their own. The basic elements are:

- Social skills – it is important because it facilitates successful cooperative learning and because it is an important educational outcome in its own right. To work together as a group, students need to engage in such interactive abilities as leadership, trust-building, conflict-management, constructive criticism, encouragement, compromise, negotiation, and clarifying (Kagan, 1994)

- Positive Interdependence - Positive interdependence occurs when there is a positive correlation among outcomes and when gains of individuals or teams are positively correlated (Johnson D. &., 1998)

- Individual Accountability - The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one cans "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well (Slavin, 1991)

- Equal Participation - The third PIES principle is Equal Participation. The Learning Together model does not address structuring the interaction among group members so there is equal participation. This is a major point of divergence. For example, teachers trained in the LT model might be (and often are) satisfied with having students discuss something in a group or as a pair. Those trained in the Kagan model are not satisfied with unstructured Group or Pair Discussion, in part because the Kagan model emphasizes Equal Participation. Usually during unstructured group or pair interaction, there is very unequal participation and those who would most benefit from the opportunity to verbalize their ideas, are least likely to verbalize! Leaving equalization of participation up to the students is wishful thinking and almost always results in unequal participation (Kagan & Kagan, 2009)

- Simultaneous Interaction - Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promoted interaction that members become personally committed to each other as well as to their mutual goals (Kagan S. , 1995).

Hundreds of studies have been undertaken to measure the success of cooperative learning as an instructional method regarding social skills, student learning, and achievement across all levels from primary grades through college. The general consensus is that cooperative learning can and usually does result in positive student outcomes in all domains; Johnson & T, (1999). However, very few studies have been published that specifically target the use of Spencer Kagan's Structures of Cooperative Learning Kagan S., (1994) as teaching methods to increase student achievement.

In order to carry out the use of cooperative learning the researcher has investigated some strategies which are appropriate for developing writing skills.

Some examples of cooperative learning strategies

The learning is a permanent change that occurs in the individual, and it is based on basic mental process, as well as the everyday experiences. In order to get the teaching-learning workable, it is essential to use didactic strategies, which are

all the activities that the teachers do in order to reach their objectives with the students.

The learning strategies are all the activities and mental process that student do for strengthening the learning, which should be previously design for the teacher. So, each activity purses a different proposal, therefore reach a different learning. Here we will give you some strategies in order to clarify what is a strategy.

Instant writing strategy: one way of building the writing habit is to use instant writing activities as often as possible with both children/teenagers and adults who are reluctant writers. Instant writing activities are those where students are asked to write immediately in respond to a teacher request. We can for example dictate half sentence for students to complete. We can ask to the students to write two sentences about a topic "right now". We can give them three words and tell them to put them into a sentence as quickly as possible (Socorro, Shavina, & Melisa, 2011).

Academic Literacy Mind Map: In this strategy, we move beyond the traditional sense of mind map to explore its use for activating student prior knowledge. After providing students with an opportunity to capture on a paper the pictures and words that they first associate with a topic, the teacher uses the resulting insights throughout the lesson, building on what students already know and guiding them to extend their existing understandings in ways that promote new content learning. The ultimate goals of this strategy are for students to layer information in such a way that they can visually make conceptions among ideas

and then use the resulting map to organize their final thoughts at the end of the lesson (Socorro, Shavina, & Melisa, 2011).

Those are examples of strategies, but now the researcher will give you a more detailed strategy which will be applied by the researcher in this action research.

All Write Round Robin Strategy

During this strategy, all students are accountable for thinking about a topic contributing to the group discussion. This is a great way to begin collaborative work. All students are responsible for thinking and brainstorming. They then share their ideas with their team. If this is used to activate a group project, the final product should reflect ideas from all group members. (Kagan & Kagan, Kagan Strategies, 1998)

All write round Robin is a strategy developed by Kagan Cooperative Learning which encourages social interaction and verbal processing of information. It might be that students respond to a question, offer an idea, or complete a steam offered by the teacher. All write round robin works like this: students are placed in groups of four, and the teacher offers a question or a sentence stem. The teacher then identifies which student will start the process, such as "student A" or the student with the brightest colored shirt. Students then respond to the question in a clockwise manner. All Write Round Robin allows a large percentage of students to process information at once and is aligned with brain research that informs educators that much learning occurs during social interaction (Slavin R. E., 1996).

In order to carry out this strategy in a classroom with the students the researcher needs to ask to the students some materials such as paper and some color pens.

Procedures:

- Verify each student has a piece of paper and pen or pencil

- If first time: explain that it is very important to listen to and follow the directions.

- Teacher gives a prompt or asks a question

- Teacher gives think time (students should not talk)

- Each student writes down their response or ideas to the question or the prompt

- Teacher explain who will start and how rotation will occur

- First student explain their answer/ideas for thirty seconds (time can vary depending on prompt)

- Explain that each student must talk for the entire time. Other group members can ask a question for clarification, but not should give their answer until it is their turn.

- Students rotate roles until each group member has shared their answers/ideas

Teacher can use many techniques when using All Write Round Robin Strategy. Here, we will explore some of those techniques. In order to teach creativity, one must teach creatively; that is, it will take a great deal of creative effort to bring out the most creative thinking in your classes. Of course, creativity

is not the only required element for creative instructors. They must also know their fields and know how to create an appropriate learning environment.

- Brainstorming**:** Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking (White & Arndt, 1991).

- Pass the chalk: Teacher brings to the classroom a soft toy for each team. A leader is elected and he/she selects a specific number to count the member of the team. Whoever has the toy writes an answer in the given paper (Reid, 2007)

- Empty outlines: Teacher gives each team phrases with blanks. Students take turns to fill in the blanks.

- Read Aloud Groups: After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers (Kagan & Kagan, 2004).

- Round Robin: This technique consists to give ideas orally. This technique can be used before write the answer in the paper. Each student of the team say his/her opinion and at the end the best answer is written.

- Quote minus One: Teacher provides a quote and asks students to guess what it can mean. After, they write the answers (Kibry & McDonald, 2009).

- Debate: Debate can be used in any classroom. It can be as detailed and formal as the Lincoln-Douglass structure used by debate teams, or as simple and informal as pairing students to research and discuss the pros and cons of an issue. As students identify, research, and argue about complex ideas, they hone their skills in critical thinking, organization, persuasion, public speaking, research, and teamwork. If the issue they debate is something that is important to their families, their communities, or themselves (Mandal, 2009).

- Jury Trial: Each member of the group has a role like lawyer, audience, judge, etc. teacher gives a controversial issue and each student writes his/her opinion taking into account its role (Jolliffe, 2007).

- Random Input: This technic can be used to generate ideas quickly and encourage thinking time. Turns for students writing can be done using this technique (Hedge, 2000).

All Write Round Robin as a Technique

The All Write Round Robin is a technique to ensure that all students have a voice and that students who might otherwise monopolize a conversation do not limit anyone else's opportunities to participate (Kagan & Kagan, 1998).

In The All Write Round Robin, students share their ideas in a group. Each participant has a turn to offer her or his answer. Nobody should interrupt the person who has the floor. Agreement, disagreement or surprise can only be communicated kinesthetically. Nobody can pass. If a participant's answer is similar to or the same as prior ones, the person has to start by acknowledging peers who had similar ideas (Kagan S. , 1995).

The Write Round Robin provides opportunities for noticing and hearing new language for English language learners. It gives opportunities for forced language output for all students. On the other hand, in this strategy there are some variations like these:

- Continuous Round Robin: all students write on own paper; go around team generating verbal list for all to write.

- Single Round Robin: each student add to discussion list once around.

- Timed Round Robin: each student add to discussion list once around, with time limited.

A good example of All Write Round Robin is when the teacher forms small groups and give each group member a paper and pencil. Each paper has a different but related question or topic on it (e.g., food at the supermarket, different food for

meals, types of food, where get the different foods). Students write a short answer about their question or topic and pass the paper to the next student. Continue until all students have written on all papers in their group. All students stay simultaneously engaged. This activity is a way to promote interaction among students through the written modality (Jordon, Carlile, & Stack, 2008).

e.   MATERIALS AND METHODS

Materials

In order to carry out this research work the researcher selected a group of students of first year of bachillerato at Colegio de Bachillerato Vilcabamba. Moreover, the use of different materials such as books, which were the principal tools for teaching; other materials were the copies about tests and questionnaires for gathering the information; another important material was the CD player which was used to listening to the audios which were on the book. Other materials were the flash cards, word charts, CD, pens, English dictionary, notebooks, etc., which were a complement for developing this research in the best way.

Research design

The present investigative work corresponds to Action Research, which has become more popular as a mode of research 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 post-graduate students assisted or guided by professional researchers, with the aim of improving strategies, practices and knowledge of the surroundings within they are related.

Action research is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life, Ferrance, (2000). Through repeated cycles of planning, observing, and reflecting, individuals and

groups engaged in action research can implement changes required for social improvement (Hine, 2013).

The action research cycle typically engages educators in a systematic examination of instruction or their practice (Ado, 2013), or an exploration of real problems experienced in schools and a possible course of action, Dinkelman (1997); Ferrance, (2000); McNiff, Lomax & Whitehead (1996). According to Ado (2013, p. 133), this cycle "rests on the beliefs that educators better serve their students when they examine and reflect upon their practice and when they specifically consider ways to address challenges that exist in their practice."

Action research offers many benefits for educators committed to a critical, investigative process of improving school practice, policy, or culture. First, action research can be used to fill the gap between theory and practice, (Johnson 2012) and helps practitioners develop new knowledge directly related to their classrooms, (Hensen 1996). Second, action research facilitates teacher empowerment, (Fueyo & Koorland1997). Teachers are empowered when they are able to collect their own data to use in making decisions about their schools and classrooms, (Book 1996); (Zeichner & Noffke 2001). Moreover, when teachers are allowed to take risks and make changes related to teaching and learning, student achievement is enhanced, (Marks & Louis 1997); and schools become more effective learning communities, (Detert, Louis & Schroeder 2001).

Methods

This study made a description of the data resulting from the application of an intervention plan. The following general methods were applied among the descriptive research.

The scientific method facilitated the study of the classroom rules applied to improve English classes' discipline. It will help in the observations done before and during the intervention. This one also assisted during the prediction of the possible solution; it assisted with gathering data to make relevant predictions and the analysis of it. The Descriptive method enabled to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through the questioners and observation. It was used also to make the interpretation of the data, the logical analysis and draw up the conclusions. The statistic method was used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations.

Techniques and instruments

This work used the research spiral cycles proposed by (Kemmis & McTaggart, 2003), since the process was likely to be more fluid. Open and responsive. It included planning, acting and observing, and reflecting suggests.

Tests

Tests allowed participants to perform cognitive tasks in relation to the basic writing skills. Additionally, tests yielded a numerical score by which the researcher calculated the mean to compare the pre-and posttest results.

Pretest –posttest

A researcher- made pretest provided a measure on the performance of writing skills before the participants (first year of bachillerato students at Colegio Vilcabamba High School) received a treatment or intervention plan designed in this researcher project. After the treatment or intervention plan, a posttest measured again the performance of the writing skills in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants being treated.

Questionnaire

A researcher-made questionnaire administered to the participants to answers questions related to their attitudes and feelings toward the All Write Round Robin as a cooperative learning strategy. Likewise the test, a pre and posttest questionnaire administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results

Observation

The emphasis during observation was on the natural environments as lived by the first year of bachillerato students at Colegio Vilcabamba High School during their English Classes. There were two types of observations as detailed bellow.

Nonparticipant Observation

In nonparticipant observation, the researcher was not involved in the situation being observed. He observed and recorded behaviors but did not interact or participate in the setting under study. The objective of this nonparticipant observation was to identify the issue for this action research project which was supported through the participant observation (Gay, Mills, Airasian, 2012)

Participant observation

In participant observation, the researcher became a part and a participant in the situation being observed. The researcher participated deliberately in the problematic situation by means of the All Write Round Robin as a cooperative learning strategy in order to improve the writing skills amongst the first year of Bachillerato students at Colegio Vilcabamba High School during 2014-2015 school year.

Observation sheet

Whether in participant and nonparticipant observation, the researcher needed an observation sheet to record the participants' behaviors shown on both variables: performance of the basic writing skills and the attitudes and feelings toward the All Write Round Robin as a cooperative based-strategy. This observation sheet was a self-developed instrument that described accurately and comprehensively all the relevant aspects of the situation. In other words, it contained the descriptors of the variables of the action research; the issue under treatment (basic writing skills), and the treatment itself (All Write Round Robin as a cooperative learning strategy).

Moreover, through the observation technique, the researcher could search out the issue on basic writing skills. And, the lack of use of cooperative learning, in English classes at Colegio de Bachillerato Vilcabamba.

Population

Eight students of first year of bachillerato among 19 to 21 years old, of "Colegio de Bachillerato Vilcabamba" were chosen as a population.

f. RESULTS

In this part, the researcher shows the results obtained from the following data collection sources: pre and post tests to measure the performance of the writing skills consisting of topic, sentences, mechanics, grammar and vocabulary. Pre and post questionnaire to measure the student's behavior related to their attitudes and feelings towards the All Write Round Robin as a cooperative learning strategy.

The data were supported by related results obtained throughout the statistical method which includes the means and percentage calculation of the total scores. Ultimately, the researcher took into account the five objectives of the investigation in order to analyze the data, because they supported and reflected emphatically the investigation.

Objective 1: To research the theoretical references about the All Write Round Robin as a cooperative learning strategy and its application on the ELF basic writing skills.

In order to accomplish the first objective the researcher, searched for a number of theoretical references of some authors about The All Write Round Robin as a cooperative learning strategy. As well, the investigator took the best theoretical references for supporting the research work.

Objective 3: To design an intervention plan based on the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015

For accomplishing this objective, the researcher design an intervention plan based on the All Write Round Robin as a cooperative learning strategy which was divided into eight lesson plans, each lesson plan was designed for developing the four basic language skills but principally writing skill. These plans were developed in eight weeks, with the students of first-year of bachillerato. (See annex on page. 102)

Objective 2: To diagnose the issues that limits the development of the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year.

Pre-test Results

    a. **Table 1**

Performance of First-year of Bachillerato Students' Writing Skills

Students' code	T1	SS2	M3	G4	V5	TOTAL 10
	/2	/3	/1	/1	/3	/10
CBVFB01	1.00	0.75	0.25	0.25	0.75	3.00
CBVFB02	1.00	0.75	0.50	0.50	0.75	3.50
CBVFB03	0.50	0.75	0.25	0.25	0.25	2.00
CBVFB04	1.00	0.75	0.50	0.25	0.75	3.25
CBVFB05	1.00	0.75	0.25	0.25	1.50	3.75
CBVFB06	1.00	0.75	0.25	0.25	0.75	3.00
CBVFB07	1.00	1.50	0.25	0.25	0.75	3.75
CBVFB08	0.50	1.50	0.50	0.25	1.50	4.25
Total Mean	0.88	0.94	0.34	0.28	0.88	3.31

    Note: Writing subskills. T= Topic. S= Sentences. M= Mechanics. G= Grammar. V= Vocabulary. CBV1B01: Colegio de Bachillerato Vilcabamba High School first of bachillerato First Student.

    b. **Analysis and Interpretation**

As shown in table one the total means of the performance of writing skills was 3.31 out of 10, which was below the expected level (see grading scale on page 144). It is important to consider that, the mean of sentence structure was 0.94/3 which is the highest score among the descriptors of the writing rubric (see the

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writing rubric on page 139), and the lowest score was 0.28/1 which is about grammar.

Consequently, it is evident that the students of first year of bachillerato have limitations to produce writing skills such as: topic, sentences structure, mechanics, grammar, and vocabulary in order to write a simple and brief paragraph. In addition, according to (Levinson, 1983), grammar is an important component for writing, this is priority because the meaning can be clear or unambiguous. And it is important to know that a good sentence must contain subject and verb.

Finally, the researcher point to this severe issue worried to conduct this action research in this single classroom.

Comparison of pre and post questionnaires results

Objective 4: To apply the most suitable techniques of the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015

Pre and post questionnaires were applied for the qualitative phase in which the researcher could measure the attitudes and behaviors of students according to cooperative learning.
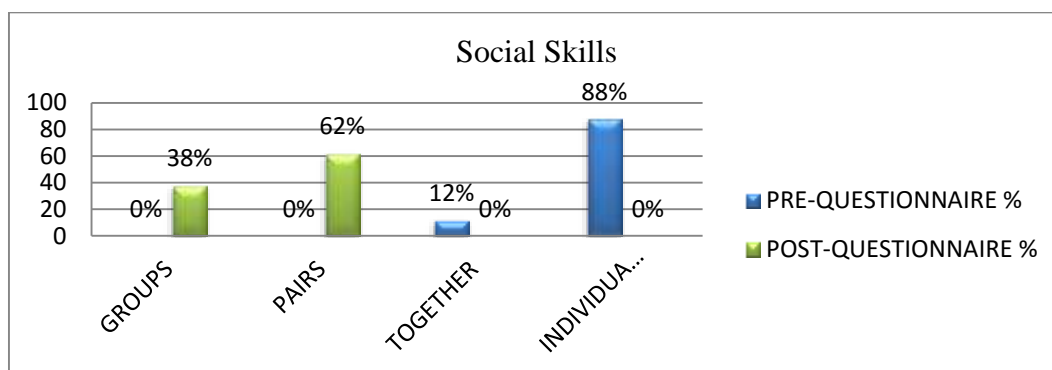
Question 1: How does the classroom activities in the English class are developing?

a. Table 2

Social Skills

	Pre questionnaire		Post questionnaire	
Frequency	**f**	**%**	**f**	**%**
Groups	0	0	3	38
Pairs	0	0	5	62
Together	2	12	0	0
Individually	6	88	0	0

b. Figure 1

c. Analysis and Interpretation

As shown in table 2, the researcher presents the collected data obtained from pre and post questionnaires applied to first-year of bachillerato students, which shaped the way in which cooperative learning strategies were put into practice. Before the researcher applied the intervention plan, a pre questionnaire was applied in which none of the students answered that they work in pairs, this percentage was non-acceptable (see grading scale p. 144). Moreover, a post questionnaire was administered after the intervention plan was carried out and the same indicator of a pre questionnaire increased from 0% to 62% of students which

is a proficient level according to the grading scale. Consequently, as mentioned in the objective the techniques of The All Write Round Robin strategy caused a positive effect because the students had the opportunity to work in pairs and in this way shared ideas and supported each other, in other words, social skills were involved.

Working in groups or in pairs show that the students develop social skills, which is one of the principles of cooperative learning. To work together as a group, students need to engage in such interactive abilities as leadership, trust-building, conflict-management, constructive criticism, encouragement, compromise, negotiation, and clarifying. Thus, if students have a high level on social skills they can reach a positive achievement, because they support each other and share ideas (Kagan, Kagan Cooperative Learning, 1994).
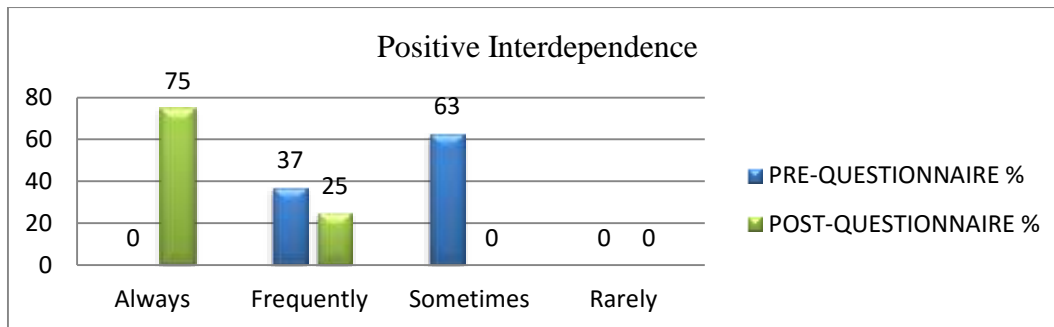
Statement 2: The group or pair activities in the English class are developed in a positive and respectful environment.

a. Table 3

Positive Interdependence

	Pre questionnaire		Post questionnaire	
Frequency	**f**	**%**	**F**	**%**
Always	0	0	6	75
Frequently	3	37	2	25
Sometimes	5	63	0	0
Rarely	0	0	0	0

b. Figure 2

In this figure, a bar chart titled "Positive Interdependence" shows responses for Always, Frequently, Sometimes, and Rarely comparing PRE-QUESTIONNAIRE % and POST-QUESTIONNAIRE %. Values: Always — Pre 0, Post 75; Frequently — Pre 37, Post 25; Sometimes — Pre 63, Post 0; Rarely — Pre 0, Post 0.

c. Analysis and Interpretation

In this table the researcher wanted to show if the group or pair activities were developed in a positive and respectful environment. So, as can be observed in Table 3, the first-year of bachillerato students responded to a pre questionnaire in which none of the students noticed that pair and group activities were always conducted in a positive and respectfully atmosphere. In this case this percentage was non-acceptable.

Otherwise, a post test was administered after the researcher carried out the intervention, in which the same indicator of the pre questionnaire increased from 0% to 75% of students, which is a proficient level. So, it means that, the techniques of The All Write Round Robin as a cooperative learning strategy caused a positive effect in classroom environment because they could work positively and respectfully during the given tasks.

Work in a positive and respectful environment means that positive interdependence is working and it occurs when there is a positive correlation among students and when gains of individuals or teams are positively correlated (Johnson & Johnson, 1975).
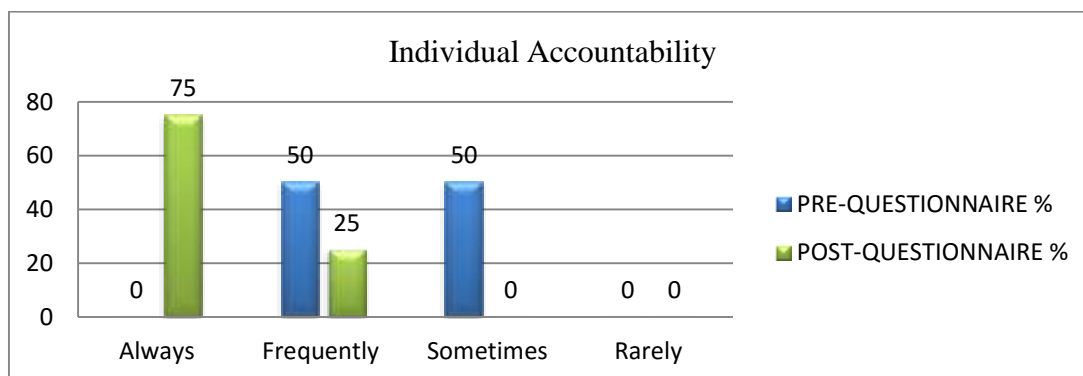
Statement 3: In the group activities in the English class all the members contribute to develop the teamwork.

a. Table 4

Individual Accountability

	Pre questionnaire		Post questionnaire	
Frequency	**f**	**%**	**F**	**%**
Always	0	0	3	38
Frequently	4	50	5	62
Sometimes	4	50	0	0
Rarely	0	0	0	0

b. Figure 3

c. Interpretation and Analysis

In table four, which is about the group activities in the English class and if all the members contribute to develop the teamwork. As can be noticed, when the researcher asked in the pre questionnaire to this indicator, 50% of students answered frequently, which is an acceptable level. After applying the intervention plan a post questionnaire was administered in which the same indicator from the pre questionnaire incremented from 50% to 62%, which was a proficient level. Therefore, this percentage showed a high level of working and learning cooperatively, that is the techniques of The All Write Round Robin as a

cooperative learning strategy produced a positive impact on the contribution to develop the teamwork.

The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one cans "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether the group is successful in achieving them, and individual members are successful in achieving them as well (Slavin, Student team learning: A plactical guide to Cooperative Learning, 1991).

Question 4: When you work in group or in pairs in the English class the participation is equitable?

a. **Table 5**

Equal Participation

	Pre questionnaire		Post questionnaire	
Frequency	**f**	**%**	**f**	**%**
Always	0	0	4	50
Frequently	1	12	4	50
Sometimes	7	88	0	0
Rarely	0	0	0	0

b. **Figure 4**
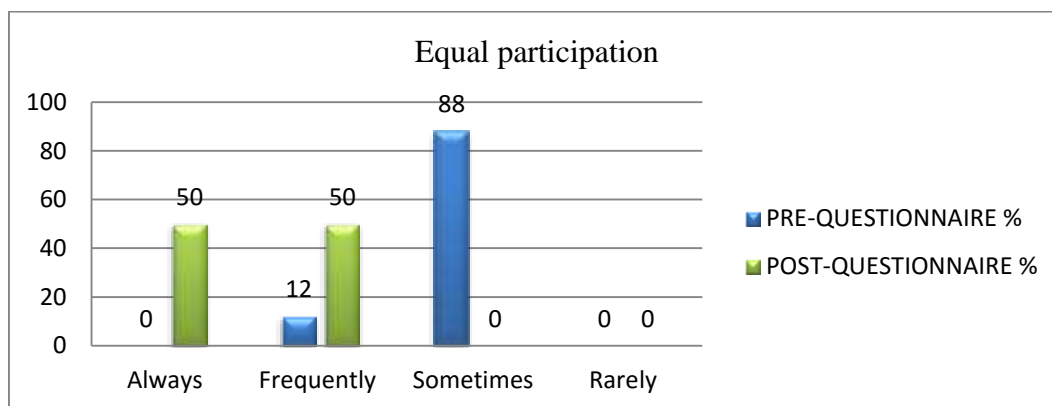
c. Analysis and interpretation

In table eight the researcher shows how important the Equal Participation is, in order to get students encouraged to work cooperatively. In this table students answered to a question which is about the equitable participation in a group. When the researcher applied the pre questionnaire she realized that none of students answered always, while in the post questionnaire the 50% of students answered always, which is above the expected level. Those percentages are very significant in order to show that the techniques of The All Write Round Robin as a cooperative learning strategy works in a good way.

It is important that the students have an equal participation when they work in pairs or in groups. Equal Participation is learning together or interact among group members so there is equal participation. This is a major point of divergence. For example, teachers trained in the LT model might be (and often are) satisfied with having students discuss something in a group or as a pair. Those trained in the Kagan model are not satisfied with unstructured Group or Pair Discussion, in part because the Kagan model emphasizes Equal Participation. Usually during unstructured group or pair interaction, there is very unequal participation and those who would most benefit from the opportunity to verbalize their ideas, are least likely to verbalize leaving equalization of participation up to the students is wishful thinking and almost always results in unequal participation (Kagan, Kagan, & Kagan, 1997).
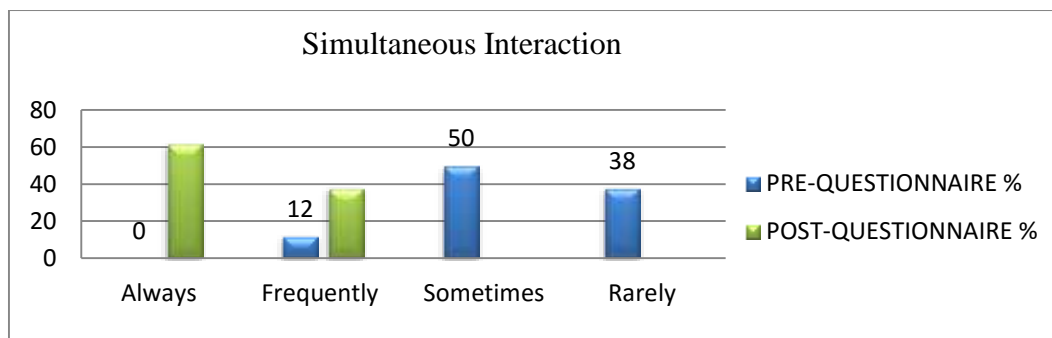
Question 5. When you work in group or in pairs you learn more than when work individually?

a. Table 6

Simultaneous Interaction

	Pre questionnaire		Post questionnaire	
Frequency	**f**	**%**	**f**	**%**
Always	0	0	5	62
Frequently	1	12	3	35
Sometimes	4	50	0	0
Rarely	3	38	0	0

b. Figure 5

c. Analysis and interpretation

As seen in table six, the researcher presents the results obtained from pre and post questionnaires, which shows in the pre questionnaire none of the students, perceived that they always learn more when work in groups or in pairs than when they work individually. But, after the researcher carried out the intervention plan the 62% of students answered that they always learn more when work in groups or in pairs than when they work individually, which was up the expected level. In other words, the techniques applied for The All Write Round Robin as a

cooperative learning strategy had a great impact because most of the students could learn more when they were working in pairs or in groups.

Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning that is to say simultaneous interaction. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promoted interaction that members become personally committed to each other as well as to their mutual goals (Kagan & Kagan, 1995).

Post test results

Objective 5: To reflect upon the effectiveness that the All Write Round Robin as a cooperative learning strategy had improve the EFL basic writing skills amongst first-bachillerato students at College of Bachillerato Vilcabamba. Academic period 2014-2015

    a. **Table 7**

Performance of First-year of Bachillerato Students' Writing Skills

Student'code	T1	S2	M3	G4	V5	TOTAL 10
	/2	/3	/1	/1	/3	/10
CBV01	1,50	2,25	0,75	0,75	2,25	7,50
CBV02	1,50	2,50	0,75	0,75	2,25	7,75
CBV03	1,00	2,25	0,75	0,75	2,25	7,00
CBV04	1,50	2,25	0,75	0,75	1,50	6,75
CBV05	2,00	2,25	0,75	0,75	3,00	8,75
CBV06	1,50	2,25	0,75	0,50	2,25	7,25
CBV07	1,50	2,25	0,75	0,50	2,25	7,25
CBV08	1,50	2,25	0,75	0,50	2,25	7,25
TOTAL MEAN	1,50	2,28	0,75	0,66	2,25	7,44

Note: Writing subskills. T= Topic. SS= Sentences structure. M= Mechanics. G= Grammar. V= Vocabulary. CBV1B01: Colegio de Bachillerato Vilcabamba High School first of bachillerato First Student.

b. Analysis and interpretation

As shown in table six, the mean for the writing skill Sentence Structure got the highest score (2.28/3), and the writing skill Grammar got the lowest mean. Besides, the total score mean was 7.44 out of 10, which was above the average. Moreover, the pretest means presented a strong indicator, first-year of bachillerato students could be able to accomplish the given task with enough details and minor irrelevances. Additionally, students were able to support the topic with clear and appropriate mechanics and vocabulary.

On the other hand, writing is not only a practice of grammar, but in most writing situations, special emphasis needs to be placed on grammar. In correcting written work this is a priority so that the meaning is clear and unambiguous (TELF, 1998).

Comparison of pre and post-tests results

a. Table 8

Pretest and Posttest Means Summary

Descriptors	Pre-test	Post-test
Topic	0,88	1,50
Sentence	0,94	2,28
Mechanics	0,34	0,75
Grammar	0,28	0,66
Vocabulary	0,88	2,25
General Mean	3,31	7,44

b. Figure 5

As shown in table eight, the researcher presents the means obtained from pre and post tests, with which was answered the objective five, the effectiveness of the All Write Round Robin as a cooperative learning strategy to improve the EFL basic writing skills. As can be seen in this table, the Sentence structure writing skill got the highest score means (2.28/3), but, Grammar got the lowest score (0.66/1). However, there was a significant increase in the total mean from 3.31 to 7.44 which was above the average. It means, the techniques applied for the All Write Round Robin as a cooperative learning strategy had a high level of effectiveness for improving the writing skills of students of first year of bachillerato and allowed to work cooperatively.

According to Henley (2000), Learning Together Model, introduced in 1987 by Johnson and Johnson, refers to having a team of four or five students working on a group project. He also states that this model provides group members with the

b. Figure 5

c. Analysis and Interpretation

As shown in table eight, the researcher presents the means obtained from pre and post tests, with which was answered the objective five, the effectiveness of the All Write Round Robin as a cooperative learning strategy to improve the EFL basic writing skills. As can be seen in this table, the Sentence structure writing skill got the highest score means (2.28/3), but, Grammar got the lowest score (0.66/1). However, there was a significant increase in the total mean from 3.31 to 7.44 which was above the average. It means, the techniques applied for the All Write Round Robin as a cooperative learning strategy had a high level of effectiveness for improving the writing skills of students of first year of bachillerato and allowed to work cooperatively.

According to Henley (2000), Learning Together Model, introduced in 1987 by Johnson and Johnson, refers to having a team of four or five students working on a group project. He also states that this model provides group members with the

opportunity for interaction, negotiation, discussion, consultation, and reflection on

how team members contributed to the achievement of common goal.

g. DICUSSION

Based on the results of the research, the improvement of the English writing skills through the All Write Round Robin as a cooperative learning strategy had a positive impact on the development of students writing skills. This impact is showed in the results of the pre and post tests and pre and post questionnaires, administered to eight students of first year of Bachillerato, group A at the "Colegio de Bachillerato Vilcabamba", which indicated the relevant change that students acquired on writing skill after the intervention plan.

One of the most significant findings to emerge from this study, was that the researcher found through the non-participant observation and the pre-test the lack of writing skills which affects for reaching the A2 level in the CEFR Reference levels in the Ecuadorian educational system (Ministry of Education 2012). This is why; the researcher concerned to this issue began to elaborate an intervention plan in which a cooperative learning strategy was applied for improving the writing skills. Once the researcher finished the intervention a post-test was administered which showed a significant improvement from 3.31/10 to 7.44/10 on writing skills.

Another relevant finding in this research work, was that the investigator diagnosed the absence of cooperative learning in the English classes after a pre questionnaire were administered. For this reason, researcher pointed out to find the adequate strategy and techniques for working cooperatively. The researcher look for a number of cooperative learning strategies, but one was chosen, this was the All Write Round Robin. This strategy was applied in the intervention plan,

which permitted students to work cooperatively. Thus, they could support each other and share their ideas in groups or in pairs; it had a strong impact on the students because they increase their achievement on writing skills.

An important factor that the researcher found was that the All Write Round Robin is a useful cooperative learning strategy. Even though, when the researcher started to applied the intervention plan, it was difficult to change the way students used to work. Moreover, when students worked in groups or in pairs, they wanted to talk about other topics, fortunately the used strategy had the appropriate techniques to make students work in the assigned task. The combination of the strategy with its techniques helped to reach the main objective.

The findings in this report show at least three limitations. First, students were not in the level they belong to. Another important limitation was the short time that the researcher had for applying the intervention plan. Finally, the researcher was not a professional, all these factors affected to reach the objective as the expected way.

h.   CONCLUSIONS

- The issue that limited the development of students´ writing skills was the use of an inappropriate strategy and the techniques of cooperative learning. It was reflected at the moment that students were asked to write a brief and simple paragraph in their English classes, because, they did not feel confident and comfortable doing it.

- The techniques of All Write Round Robin strategy were the most suitable to improve writing skills. Because, students increased their cooperative learning during the performance of the activities, and consequently they were able to write a simple paragraph without mistakes using correct grammar and vocabulary, and they were able to realize the mistakes they had made.

- The All Write Round Robin was an effective strategy, because the results showed that the implication of it as a cooperative learning strategy was meaningful to improve basic writing skills; consequently students at the end of the intervention plan demonstrated they were more attracted and cooperative in the English classes, which helped to improve their writing skills through the use of this strategy.

i.   RECOMMENDATIONS

- Teachers should be aware of the limitations that students present at the beginning of the academic period; therefore, these allow them to identify the students' weaknesses in order to create an action plan that works appropriately on the students' needs. It helps to motivate students to learn and participate more, and create a comfortable environment while they learn English basic writing skills.

- Teachers should implement new strategies and techniques that allow them to make tasks easier and more comprehensible, the tasks should be given to the students based on the students' needs, age and level of English. Besides, it is important to consider suitable processes and resources to develop writing skill during the English Language learning. On the other hand, teachers should monitor when students work in pairs or in groups in order to achieve students' work development.

- Teachers should definitely use the All Write Round Robin as a cooperative learning strategy because of the effectiveness of it. This is an effective strategy because it facilitates to work on a variety of vocabulary production, through cooperative work. It means, students work in groups or in pairs in order to support each other and share their ideas for improving writing skills.

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k.   ANNEXES

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

THEME

THE ALL WRITE ROUND ROBIN AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE THE WRITING SKILLS AMONGST FIRST-YEAR OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO VILCABAMBA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR

Thesis project as a previous requirement to obtain the Bachelor´s Degree in Sciences of Education, English Language Specialization

AUTHOR

ANDREA ALEXANDRA BENÍTEZ CORREA

LOJA – ECUADOR

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a.   THEME

THE ALL WRITE ROUND ROBIN AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE THE WRITING SKILLS AMONGST FIRST-YEAR OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO VILCABAMBA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

This research work will be developed at "Colegio de Bachillerato Vilcabamba" high school which was created in 1959 by Dr. Victoria Herrera, who has been its main authority since the foundation of this institution until know. It is located in "Vilcabamba" in the city of Loja. This high school offers from Eight Year of Basic Education to Third Year of Bachillerato.

Currently, this is school is conformed thirty four teachers, and it is important to mention that only four of them are English teachers. On the other hand, the numbers of students that are educated in this institution are sixty hundred twenty.

In order to carry out this research work, the researcher has considered taking into account the First Year of Bachillerato, which involves eight students who are between 19 and 21 years old.

Current situation of the research problem

Currently, the teaching-learning process of the English language faces a lot of problems in the educational institutions in our country; these troubles are usually related to the way of teaching, and most of the times teachers do not know how to apply the different strategies.

One of the difficulties in the learning of the English language is the fact that students do not have good writing skills that allows them to have an effective communication. Therefore, in order to determine the incidence on the learning of the English language writing, the researcher carried out an observation to the group of students chosen to develop the present action research; this observation

allowed finding out that the students of the First Year of Bachillerato have a very low level of writing skills which does not permit them to develop the basic writing skills such as spelling, punctuation, grammar among others.

The observation permitted to know that the causes for the problem found are different; one of these causes that do not allow the improving of the English Language writing skills are the fact that teachers do not know how to apply the different strategies; and the other identified caused was that the teacher uses traditional teaching methods and she does not apply suitable techniques and activities to get students learn the writing skills in an enjoyable and efficient way.

In addition, the students have become passive agents because they are not motivated to participate in class; and both, teacher and students usually use their mother tongue to communicate in class.

Research Problem

How does the All Write Round Robin as a cooperative learning strategy improve the basic writing skills amongst first year of bachillerato students at Colegio de Bachillerato Vicabamba during the academic period 2014-2015?

Delimitation of the Research

Temporal.

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

Spatial.

This project will be carried out at The "Colegio de Bachillerato Vilcabamba" High School.

Observation Units

The researcher and the students of First Year of bachillerato at "Colegio de Bachillerato Vicabamba" high school.

Sub-problems

- What theoretical references about the All Write Round Robin as cooperative learning strategy are adequate for improving the ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year?

- What are the issues that limit the development of the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year?

- What are the phases of the intervention plan that help the current issues to achieve the satisfactory outcome on developing the ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year?

- Which All Write Round Robin techniques as a cooperative learning strategy are implemented to improve ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year?

- How does the All Write Round Robin as a cooperative learning strategy reduce the difficult to develop the ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year?

c.   JUSTIFICATION

Nowadays, English is an international language and one of the most important and most useful; people around the world need English in diverse human activities, such as: business, education, technology, medicine, etc. Therefore, the necessity of learning this language has been increased, that is why it has been compulsory to include the teaching of the English language in the Ecuadorian Educational System.

One of the main factors that have an incidence on the use of English language for communicative purposes is the fact of being able to develop the basic writing skills, for this reason, educators should look for new alternative methods and strategies for teaching writing efficiently; one of this ways could be the application of All Write Round Robin as a cooperative learning strategy. All Write Round Robin is a strategy, in which all students are accountable for thinking about a topic contributing to the group discussion. This is a great way to begin collaborative work. All students are responsible for thinking and brainstorming. They have to share their ideas with their team. If this is used to activate a group project, the final product should reflect ideas from all group members. For the facts mentioned above, the researcher has considered relevant to carry out this research work entitled: "THE ALL WRITE ROUND ROBIN AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE THE WRITING SKILLS AMONGST FIRST-YEAR OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO VILCABAMBA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR" and its appropriate techniques and activities

for improving writing skills of the students of First Year of Bachillerato at "Colegio de Bachillerato Vilcabamba" high school, academic period 2014- 2015; this research is also significant because it is focused on the use a didactic material in order to overcome another difficulty of the English language teaching that students have to face when they learn English. The researcher is focused on doing this research work that can be used to solve a problem embraced in the developing of the English language. In the educational context the present research work will help students to improve their writing skills because the researcher will use different types of techniques and activities.

In fact, the researcher will attempt to use a set of techniques and activities related to different kind of topics regarded the textbook that is utilized by the students to improve the students' writing skills.

d.   OBJECTIVES

General

To improve the basic writing skills through the All Write Round Robin as a cooperative learning strategy amongst First-Year of Bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015.

Specifics

- To research the theoretical references about the All Write Round Robin as a cooperative learning strategy and its application on the ELF basic writing skills.

- To diagnose the issues that limits the development of the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year.

- To design an intervention plan based on the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015

- To apply the most suitable techniques of the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015

- To reflect upon the effectiveness that the All Write Round Robin as a cooperative learning strategy had improve the EFL basic writing skills

amongst first-bachillerato students at Colegio de Bachillerato Vicabamba.

Academic period 2014-2015

e.   THEORETICAL FRAMEWORK

Writing skills

Taken into account, that nowadays the English language is a fundamental tool around the world, even for native speakers or L2 learners. In this way, it means that English language is present in almost everyone and is considered as the principal tool of communication among cultures, races, countries, etc.

Therefore, in our country Ecuador, the education is one of the most important factors, for this reason the authorities taking into account the importance of learning English, they have adopted the most know guide for developing the English teaching.

After, the researcher observed to the students of first year of Bachillerato at Colegio de Bachillerato Vilcabamba, realized that in this group there was lack of language skills, especially in writing skills, which affects for reaching the A2 level in the CEFR Reference levels in the Ecuadorian educational system. For that reason, the researcher worked deeply in this skill using All Write Round Robin as cooperative learning strategy which is based on communicative competence method.

According to the Ministry of Education (2012) our country has adopted the CEF (Common European Framework) guide, in which communicative competence method is the best way to teach English, being that, this guide satisfies all the learners' needs in this field. However, educators can judiciously select the text types and activities they consider most appropriate to meet the needs of their specific groups of learners.

Communicative competence is a wide approach, in which the language teaching starts from a theory of language as a communication. This approach is the result of a hard study of many linguists, sociolinguistics and writers such as Hymes (1972), Chomsky (1965), Halliday (1970), Widdowson (1978), Brumfit and Johnson, Savignon, etc. So, in which the term competence is the most general concept for the capabilities of a person, in other words the term competence depend of both knowledge and use.

Thinking in English as a L2, it is important to develop the four basic skills such as writing, reading, listening and speaking in order to understand better the language. Therefore, for this reason the researcher will be focused on one of these principal skills, writing. In this case the researcher will investigate some theories about how to teach and learn writing skills.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations

You will find that your writing skills develop significantly whilst at school because there are usually writing assignments to complete for every quimestre or unit or option. Your spelling and vocabulary will also improve. In this section, you can read more about the writing process and how to go about getting top marks in all your assignments.

Writing should not sound like talking, necessarily, but it should have a personality that comes from the way you decide to approach a topic, to develop it with details, to say it your way.

According to Pires, (2010) "One of the main difficulties of learning a foreign language is finding situations to practice the language you are learning. Differently from situations which occur when you live where the language is spoken, in a foreign country you need to try to find ways of using the language outside the classroom". In some cases, the class exercises are not enough to build up strong basis for using L2 in real situations. That is when writing becomes a very useful tool. Some reasons for that are that writing itself can be done outside the classroom, thus allowing students more hours of contact with the language; the possibility of topics and audiences for writing go beyond the ones for speaking as the written productions of students may be used inside the classroom as a tool to communicate to others outside the classroom.

For these reasons, good writing skills are essential for effective communication. Learning to write well takes time and practice. Be sure to leave yourself enough time for all of these steps.

Prewriting- Normally when asked what they do during the prewriting stage (which is everything you do to get ready to write) students respond: jot down notes/ideas and organize them. There are two problems with this answer:

1. It doesn't come close to employing the variety of subskills available in this stage.

2. It results in the writer attempting to perform a creative step (jot thoughts) and an analytical step (organize) at the same time. Those two acts, which take place in opposite hemispheres of the brain, are best kept separate.

In reality, organizing should be the last phase of the prewriting step. It should come only after your creativity has been unleashed by using such invention and discovery skills as freewriting, looping, clustering, and brainstorming, asking the reporter's questions and talking.

Drafting/Composing: drafting is an especially creative time when you are trying to discover thought and put it into words. Trying to edit/correct those words at the same time is an analytical step that directly inhibits the creative part.

Revising: according to William Struck (1946) revising is the stage in the writing process where the author reviews, alters, and amends her or his message, according to what has been written in the draft. Revision follows drafting and precedes editing.

Usually a first draft is like a lump of clay that is going to be a bust--someone's head and face. But in the draft, the face's features are still vague and doughy, just beginning to emerge. The goal of the revising/shaping stage is whittle away at the clay until the features stand out in sharp relief.

Editing: The editing process can involve correction, condensation, organization, and many other modifications performed with an intention of producing a correct, consistent, accurate and complete work.

Write a paragraph

According to Null, (2011). "A paragraph is a group of sentences which all talk about one topic or subject or idea". Usually a paragraph can stand alone. In this case, all the sentences will talk about only one topic. If a paragraph contains sentences which all discuss one idea, the paragraph is said to possess UNITY. By

Null, (2011) "Unity means that there is only one idea in the paragraph. The sentences in the paragraph do not talk about any other ideas, only the main idea".

The main idea of the paragraph begins with a topic sentence. The topic sentence is usually the first sentence in the paragraph, but it does not have to be. Sometimes the topic sentence may be in the second, third, fourth or even the last sentence in the paragraph. A writer who pays attention to the topic sentence and write a good one will ensure that the paragraph possess unity. The concluding sentence is not only the last sentence in the paragraph, but it has another job: It sums up the main idea of the paragraph.

A good paragraph is one which contains unity and coherence. The ideas are presented in the topic sentence and summed up in the concluding sentence.

Writing in EFL learning

Hyland (2003, p.27) describes writing practice in the language classroom under 5 main orientations:

- Content knowledge – of ideas and concepts in the topic area the text will address;

- System knowledge – of the syntax lexis and appropriate formal conventions needed;

- Process knowledge – of how to prepare and carry out a writing task;

- Genre knowledge – of communicative purposes of the genre and its value in particular contexts;

- Context knowledge – of readers' expectations, cultural preferences and related texts.

Hyland (2003) emphasizes the importance of all these characteristics in teaching writing and emphasizes that writing might not be dismembered into a set of cognitive or technical abilities. Learning to write in a second/foreign language comprises all the five types of knowledge explained above.

Contrasting to all features Hyland suggested for writing in the L2, the researcher may say the following features are to be developed in the students:

- Knowledge of the topics proposed;

- Language that students will need to carry on the task;

- The basic tools for producing this kind of writing and genre and structure knowledge necessary for the students to write it;

- The purpose of the writing piece, objectives that students may achieve through the writing production and the appropriate genre for this purpose;

- Knowledge and empathy towards the audience.

If writing tasks are carried out taking such features into consideration it is possible that it will help students improve their knowledge of the language as a whole. Furthermore, teaching all these features to students will consist on a great opportunity to use the other skills while preparing students for their writing activity

Teaching writing is often about teaching grammar. If grammar comes up anywhere in EFL, it is in the writing classroom. Most EFL students will have some writing skills when you get them and they will often have an idea that their writing is quite good. Unfortunately, it will very often be quite poor.

In fact, they often will have quite poor writing skills even at the sentence level. Therefore, you will need to take them back to sentence level and begin to teach them very basic structure and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors.

You may find resistance from your students when you take them back to basics. This can be done without demoralizing them or making them feel their skills are poor. Take the approach that we can make the good skills you already have even better by polishing up some good basic skills. (Camp, 2006)

Writing sub-skills

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills. In this case the researcher will explore some important sub-skills of writing.

Spelling: is the order in which letters are put to make up words.

Harmer, (2000) told that many languages have phonetic spelling, in other words, each letter represents a certain sound, however in English this is not the case. An English letter can have many different sounds.

For example, the letter c can be pronounced:

/k/ as in cat

/s/ as in nice

The spelling of an English word depends very much on its linguistic origin. English is primarily derived from the Greek, Latin and Germanic languages and the diverse spelling of English reflects this.

Punctuation: according to Harmer, (1998) punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. Some punctuation conventions, such as the capitalization of names, months, and the pronoun *I*, are specific to only one or a few languages.

In English the following punctuation marks are used: Apostrophes, brackets or parentheses, colon, commas, dashes or hyphens, ellipsis, emoticons, exclamation mark, inverted commas or quotation marks, period or full stop, question mark, semicolon.

Grammar: In most writing situations, special emphasis needs to be placed on grammar. In correcting written work this is a priority so that the meaning is clear and unambiguous. (TELF, 1998)

Writing within the communicative language teaching

It focuses on the development of the productive skill of writing with reference to Bachman's (1990) communicative competence model at the Colegio de Bachillerato Vilcabamba in Vilcabamba. Moreover, it shows how the use of the cooperative learning blurs boundaries for learning the writing skills in a dynamic and funny way. Students encounter these multimodal texts in their real lives, and may be required to create them in their working lives, making paragraphs, essays, dialogues. On the other hand, students have to be aware about the importance to learn how to express their ideas formally, clearly, precisely and accurately in order to be able to write sentences, paragraphs, and dialogues, in the English language. In addition, the researcher demonstrates how the knowledge of of

cooperative learning in communicative language teaching can be exploited, for example by writing a paragraph or a dialogue. Because the students are creating an authentic paragraph from scratch, they are not only motivated to write but begin to recognize the usefulness and the need to develop the writing skills in their academic training. (Klimova, 2011)

Cooperative learning and EFL language teaching

Cooperative learning

Cooperative learning can be defined as a variety of concepts and techniques for enhancing the value of student - student interaction (Tan, 1999).

There are three basic ways students can interact with each other as they learn. They can compete to see who is "best," they can work individualistically toward a goal without paying attention to other students, or they can work cooperatively with a vested interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant. Research indicates that a vast majority of students in the United States view school as a competitive enterprise where one tries to do better than other students. This competitive expectation is already widespread when students enter school and grows stronger as they progress through school. Cooperation among students-who celebrate each other's successes, encourage each other to do homework, and learn to work together regardless of ethnic backgrounds or whether they are male or female, bright or struggling, disabled or not, is still rare. (T. & Johnson, 1994)

Keyser (Keyser M. W., 2000) introduces cooperative learning as one variety of active learning which structures students into groups with defined roles for each student and a task for the group to accomplish.

The purpose of cooperative learning is to enhance cognitive and social skills via a set of known techniques. Interdependence, accountability, group formation, social skills, and structure are all built the sequence and communicated to the students in multiple ways.

Descriptors of cooperative learning

According to Dotson & Kagan, (2001) Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal Kagan, (1994). Students work together to learn and are responsible for their teammates' learning as well as their own. The basic elements are:

Positive Interdependence - occurs when gains of individuals or teams are positively correlated.

Social skills - Merely because students are placed in groups and expected to use appropriate social and group skills does not mean students will automatically use these skills. To work together as a group, students need to engage in such interactive abilities as leadership, trust-building, conflict-management, constructive criticism, encouragement, compromise, negotiation, and clarifying. Teachers may need to describe the expected social interaction behaviors and attitudes of students and to assign particular students specific roles to ensure that they consciously work on these behaviors in their groups.

Group Processing - Students are given a means for analyzing their group for how well the group has learned, and whether or not collaborative skills are being used.

Individual Accountability - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.

Equal Participation - occurs when each member of the group is afforded equal shares of responsibility and input.

Simultaneous Interaction - occurs when class time is designed to allow many student interactions during the period.

Hundreds of studies have been undertaken to measure the success of cooperative learning as an instructional method regarding social skills, student learning, and achievement across all levels from primary grades through college. The general consensus is that cooperative learning can and usually does result in positive student outcomes in all domains; Johnson & T, (1999). However, very few studies have been published that specifically target the use of Spencer Kagan's Structures of Cooperative Learning Kagan S., (1994) as teaching methods to increase student achievement.

Research on merits and demerits of cooperative learning

Numerous studies indicate that compared to competitive or individualistic learning experiences, cooperative learning is more effective in promoting intrinsic motivation and task achievement, generating higher order thinking skills, improving attitudes toward the subject, developing academic peer norms,

heightening self-esteem, increasing time on task, creating caring and altruistic relationships, and lowering anxiety and prejudice. (Ghaith & Yaghi, 1998)

By thinking and writing in a group, we are likelier to develop our ideas more fully and more creatively. Peter Elbow explains, "Two heads are better than one because two heads can make conflicting material integrate better than one head can". It's why brainstorming works. However, sometimes conflict arises from group members' failure to meet schedules, or to complete their share of the work. Personality conflicts, although less common, are also problematic. Brumberger (1999) mentions that collaborative writing does not seem to consistently result in a better product, nor does it necessarily result in visibly improved writing skills.

Heterogeneous grouping

According to cooperative - learning research outside the L2 field, structured forms of teacher – assigned heterogeneous grouping can enhance relations among classmates, promote learner to learner tutoring, increase tolerance, decrease prejudice, and promote cross cultural understanding; Kagan, (1985) although such grouping involves increased thought, effort, and energy on the part of the teacher. Heterogeneous grouping can be done on the basis of language proficiency, language background, ethnicity, gender, or other factors. Similarly, Brumberger (1999) states that learners are grouped into heterogeneous groups in order to enhance social skills and other non - cognitive outcomes such as inter - ethnic relationships, self -esteem, liking of school and so forth. It is true that less profitable interaction is found within peer groups, sometimes because of the participant's lack of trust in the accuracy, sincerity, and specificity of the

comments of the peers (Zhang 1995). Certainly the often promoted affective advantages of peer response over teacher response (less threatening, less authoritarian, friendlier, more supportive, and so on) have not been immediately recognized by students, nor indeed supported by research. In several studies, peer feedback has been judged by the participants as less helpful than the teacher's feedback, and in one case even less useful than a native speaker friend or grammar book (Leki, 1991).

Good groups and bad groups

In a good group, your idea will be received with the understanding that it's necessarily preliminary and tentative, and you won't have to worry about being punished for it. In a bad group, you'll quickly realize that your major task is to turn your associates into a good group.

In this group good ideas are rewarded. Members look forward to participating because their ideas are respected. Everybody pitches in, and everybody wins. "Group IQ" is higher in a good group. Group IQ is a product not only of the sum of the group's intelligence but the sum of the group's social skills. Intelligence without social skills - or social skills without intelligence - handicaps a group severely (Goleman, 1996). Brumberger (1999) states that comments often focused on group members are: "hard to work with", "control freak", and "unreliable" were typical comments in groups that had problems; and" helpful" , "dependable" , "enthusiastic" , and "good attitude" were common in more successful groups.

Good group members constantly remember that their own personal interest is interdependent with the interests of other members: "One for all" not "All for "one".

High-achieving students VS Low-achieving students

There is more conflicting evidence in the literature regarding whether cooperative learning is equally beneficial to students at all levels of prior achievement. Some maintain that High-achievers would benefit most from cooperative learning because they provide frequent elaborated explanations. Johnson (1985) asserts that the learning of high - achieving students usually benefited and never suffered when they were grouped with lower - achieving peers. However, Ghaith (2001) argued against the use of cooperative learning with gifted students based on the assumption that the high achievers could be held back by having to ensure the learning of their low - achieving team mates. Consequently, the researcher proposes that cooperative learning could be beneficial for the low -achieving learners who make learning gains at the expense of the high achievers. In a different investigation by Li and Adamson (1992) gifted secondary students tended to like individualistic learning (and sometimes competitive learning). However, Johnson (1985) asserts that the learning of high - achieving students usually benefited and never suffered when they were grouped with lower - achieving peers.

Application of social constructivism to collaborative learning in the L2 classroom

The purpose of cooperative learning is to enhance cognitive and social skills via a set of known techniques. Interdependence, accountability, group formation, social skills, and structure are all built the sequence and communicated to the students in multiple ways. Lev Vygotsky, a Russian psychologist, contributed significantly to social constructivist epistemology. Like Dewey, Vygotsky recognized that ideas have social origins; they are constructed through communication with others. He also introduced the concept of the Zone of Proximal Development (ZPD), that is, the realm of potential learning that each learner could reach within a given developmental span under optimal circumstances and with the best possible support from the teacher and others in the environment (The modern language journal, 1997).

For Vygotsky (1986), the teacher acts as a facilitator or guide and the provider of assistance. Teachers perform a great service to students by providing any and all forms of assistance that might help students develop their language and cultural skills.

Nevertheless, the use of cooperative learning strategies for developing the writing skills are not enough, because there are some factors that affect it.

Factors that affect cooperative writing

Jacobs (1988) believes many factors can affect cooperation; they include the grading system used, students' previous educational experiences, types of intrinsic

and extrinsic motivation among students' friendships between students, and social norms.

He also maintains that another step in the preparation of the class for cooperative learning was to talk about some of the skills necessary to productive group functioning. These include making sure everyone participate; paying attention when others speak; pointing out good points in compositions, not only mistakes; and criticizing the draft, but not the person who has written it.

Process Writing

According to Rao (2007), Instead of focusing on teaching students how to produce correct writing products, university EFL teachers should adopt a process – based approach, providing their students with opportunities to interact with each other. This is particularly important when learners lack ideas and information for a writing task. Since peer help and cooperation are of paramount importance in the use of brainstorming strategy, strategy training should emphasize team work.

Spacks (1998) suggest a process – centered course around text – based or data – based tasks in which written language acts as a medium of learning something else. Students should learn general inquiry strategies, rhetorical principles, tasks that can transfer to other course work.

Responding to writing

Writing is a complex and multifaceted activity. When we assess writing, we engage in another complex and multifaceted activity. Different techniques can be used in correction process. We can correct errors; code errors; locate errors; indicate the number of errors. Holistic scoring is used in this research.

Collaborative writing

Ferris (1994) believes that "inadequate content", "poor organization and "stylistic inappropriateness" are weaknesses of student writers. Therefore, it is assumed that the students can improve their writing by working in groups.

In this research, it is believed that confident student writers can give confidence to those who lack self-confidence. In this regard Zimmet (2000) expresses that:

Collaborative work and small group discussion seem to give even the shyest students enough security to participate more frequently.

She also shows how collaboration helped take their thinking further than it might otherwise have gone.

Kirkland and Saunders (1991) maintain that the activities in collaborative writing can begin orally and progress to collaborative written exercises in which students supply topic sentences and main idea sentences. Such activities typically begin with concrete material and move to more abstract content. They also state that as we work on super ordination, modeling or demonstrating our own thinking process aloud for students can be very helpful in clarifying our expectations in terms of cognitive and meta-cognitive operations. (Shiri, 2013)

In order to carry out the use of cooperative learning the researcher has investigated some strategies which are appropriate for developing writing skills.

Some examples of cooperative learning strategies

The learning is a permanent change that occurs in the individual, and it is based on basic mental process, as well as the everyday experiences. In order to get the

teaching-learning workable, it is essential to use didactic strategies, which are all the activities that the teachers do in order to reach their objectives with the students.

The learning strategies are all the activities and mental process that student do for strengthening the learning, which should be previously design for the teacher. So, each activity purses a different proposal, therefore reach a different learning. Here we will give you some strategies in order to clarify what is a strategy.

Instant writing strategy: one way of building the writing habit is to use instant writing activities as often as possible with both children/teenagers and adults who are reluctant writers. Instant writing activities are those where students are asked to write immediately in respond to a teacher request. We can for example dictate half sentence for students to complete. We can ask to the students to write two sentences about a topic "right now". We can give them three words and tell them to put them into a sentence as quickly as possible. (Herrera, Kavimandan, & Holmes, 2011)

Academic Literacy Mind Map: In this strategy, we move beyond the traditional sense of mind map to explore its use for activating student prior knowledge. After providing students with an opportunity to capture on a paper the pictures and words that they first associate with a topic, the teacher uses the resulting insights throughout the lesson, building on what students already know and guiding them to extend their existing understandings in ways that promote new content learning. The ultimate goals of this strategy are for students to layer information in such a way that they can visually make conceptions among ideas and then use the

resulting map to organize their final thoughts at the end of the lesson. (Herrera &

Kavimandan, 2011)

Those are examples of strategies, but now the researcher will give you a more

detailed strategy which will be applied by the researcher.

All Write Round Robin Strategy

It is a cooperative learning strategy which has been chose by the researcher for

applying in her research work.

During this strategy, all students are accountable for thinking about a topic

contributing to the group discussion. This is a great way to begin collaborative

work. All students are responsible for thinking and brainstorming. They then

share their ideas with their team. If this is used to activate a group project, the

final product should reflect ides from all group members. (Kagan & Kagan,

Kagan Strategies, 1998)

Preparation: each student needs a paper and a writing instrument.

Procedures:

Verify each student has a piece of paper and pen or pencil

If first time: explain that it is very important to listen to and follow the

directions.

Teacher gives a prompt or asks a question

Teacher gives think time (students should not talk)

Each student writes down their response or ideas to the question or the prompt

Teacher explain who will start and how rotation will occur

First student explain their answer/ideas for thirty seconds (time can vary depending on prompt)

Explain that each student must talk for the entire time. Other group members can ask a question for clarification, but not should give their answer until it is their turn.

Students rotate roles until each group member has shared their answers/ideas

Teacher can use many techniques when using All Write Round Robin Strategy. Here, we will explore some of those techniques.

Techniques

In order to teach creativity, one must teach creatively; that is, it will take a great deal of creative effort to bring out the most creative thinking in your classes. Of course, creativity is not the only required element for creative instructors. They must also know their fields and know how to create an appropriate learning environment. When will it be most important for you to offer direct instruction? When is discovery most important? What are your expectations and how can you best communicate them?

Brainstorming: It is a process to generate ideas about a topic. All Write Round Robin Strategy use this technique when students participate to write many ideas in the given paper.

Pass the chalk: Teacher brings to the classroom a soft toy for each team. A leader is elected and he/she selects a specific number to count the member of the team. Whoever has the toy writes an answer in the given paper.

Empty outlines: Teacher gives each team phrases with blanks. Students take turns to fill in the blanks.

Read aloud: Teacher asks the students to read all the answers give in All Write Round Robin Strategy and asks to the rest of the students to pay special attention to the answer of their classmates.

Round Robin: This technique consists to give ideas orally. This technique can be use before write the answer in the paper. Each student of the team say his/her opinion and at the end the best answer is written.

Quote minus One: Teacher provides a quote and asks students to guess what it can mean. After, they write the answers.

Debate: Debating is a discussion in a group with opposite arguments. Students can debate their opinions to make a consensus before writing the answer.

Jury Trial: Each member of the group has a role like lawyer, audience, judge, etc. teacher gives a controversial issue and each student writes his/her opinion taking into account its role.

Random Input

This technic can be used to generate ideas quickly and encourage thinking time. Turns for students writing can be done using this technique.

To conclude, this theoretical framework intends to show through different theories the importance of the all write round robin as a cooperative learning strategy for improving the first year of bachillerato students' writing skills focusing on spelling, word selection, vocabulary, central idea, elaboration and final product at the Colegio the Bachillerato Vilcabamba.

f.   METHODOLOGY

Design of the research

The present investigative work corresponds to Action Research, which has become more popular as a mode of research 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 post-graduate 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 English language writing through the application of All Write Round Robin Strategy as a cooperative language strategy.

Besides, 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 different techniques and activities for teaching writing.

Methods, techniques and instruments

Methods

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied among the descriptive research.

The scientific method will facilitate the study of the classroom rules applied to improve English classes' discipline. It will help in the observations done before

and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners and observation. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations.

This work will use the research spiral cycles proposed by (Kemmis & McTaggart, 2003), since the process is likely to be more fluid. Open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Kashy, 2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-

planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (Aweh, Kemmis, & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

Techniques and instruments

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 question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests

Tests will allow participants to perform cognitive tasks in relation to the basic writing skills. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre-and posttest results.

Pretest –posttest

A researcher- made pretest will provide a measure on the performance of writing skills before the participants (first year of bachillerato students at Colegio Vilcabamba High School) receive a treatment or intervention plan designed in this researcher project. After the treatment or intervention plan, a posttest will measure again the performance of the writing skills in order to make a pretest-posttest comparison 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 answers questions related to their attitudes and feelings toward the All Write Round Robin as a cooperative learning strategy. Likewise the test, a pre and posttest 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 the natural environments as lived by the first year of bachillerato students at Colegio Vilcabamba High School during their English Classes. There will be two types of observations as detailed bellow.

Nonparticipant Observation

In nonparticipant 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 nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012)

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 All Write Round Robin as a cooperative learning strategy in order to improve the writing skills amongst the first year of Bachillerato students at Colegio Vilcabamba High School during 2014-2015 school year.

Observation sheet

Whether in participant and nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on both variables: performance of the basic writing skills and the attitudes and feelings toward the All Write Round Robin 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 (basic writing skills), and the treatment itself (All Write Round Robin as a cooperative learning strategy)

Procedures

The process of this action research work will include the following stages:

First of all, the problematic was detected in advance through the observation, where the researcher could realize that the students do not have a satisfactory level of the English language writing because some writing strategies such as All Write Round Robin Strategy are applying in an incorrect way.

After that, the researcher investigated the techniques and activities that can be applied using All Write Round Robin Strategy; this allowed the researcher to have enough information to plan the teaching techniques and activities that will be developed through the working plan.

The intervention plan will start with the application of the questionnaire and the test, which will allow finding out the techniques and activities carried out with didactic resources by the teacher and to identify the level of writing that the students have. These results will also help the researcher to reflect about the best teaching practices, the motivation, the evaluation process and the attitude that a teacher should have in order to catch students' attention, and in this case, to get students develop a good range of writing.

Then, the teacher will apply the most suitable techniques and activities with All Write Round Robin Strategy in order to improve the English language writing of the students, this process will be done with the help of other didactic resources and teaching aids that provide a good classroom environment, motivation and taking advantage of time at maximum.

Once finished the teaching activities, a second questionnaire and test will be applied in order to verify if the techniques and activities with the use of All Write

Round Robin Strategy have improved the English language writing of the students.

After the intervention plan, the researcher will analyze the data collected; it will allow her to verify the set goals have been achieved and to draw the conclusions of the intervention program.

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.

Tabulation

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

Organization

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. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

Description

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.

Population Sample

All the students of the First Year of Bachillerato of the "Colegio de bachillerato Vilcabamba" High School have been chosen as a sample. They receive five periods of English class per week; each class is about 35 minutes. They are nine students among 19 to 20 years old.

Intervention plan

Week one

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	Are there any chips left?
LEARNING OUTCOMES	**Listening** We will listen to the dialogue. We will listen to our classmates when they read the dialogue. **Speaking** We will read aloud the dialogue to improve pronunciation. We will dramatize the dialogue. **Writing** We will individually create vocabulary cards about the dialogue. We will write a similar but, small dialogue. **Key Vocabulary**: Ice cream, chips, soda, bread, eggs, milk, juice, cheese; some, any, how much, how many; one loaf, two dozen, one gallon, two quarts, a pound.
INSTRUCTIONAL FOCUS	**Activation** • I am building a lesson based on food for various meals. • To get started, I will have students activate their prior knowledge related to some food (bacon, bread, butter, cereal, coffee, eggs, ham, jelly, juice), quantifiers (some, any, how much, how many) and some other words related to the food (one loaf, two dozen, one gallon, two quarts, a pound.). As a whole class, they will have to remember the food for various meals that they already learned in previous classes. This is warm-up activity in which students have to say I went to a trip and I buy an egg, the next student has to say I went on a trip and I buy an egg and a cup of coffee, the next has to say I went on a trip and I buy an egg, a cup of coffee and some bread, this activity continue in this way until finish with all students. This will last 4 or 5 minutes. The students will be placed in a circle. • During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** • After the warm-up activity, I will present flash cards of the new vocabulary in context. ICE CREAM: (noun) a sweet frozen food that is made from milk and sugar CHIPS: (noun) a long thin piece of potato that has been cooked in oil = French fry AmE. SODA: (noun) water containing bubbles that you mix with other drinks BREAD: (noun) a common food made by baking a mixture of flour and water EGGS: (noun) an egg from a chicken, used as food MILK: (noun) a whitish liquid produced by female animals and humans to feed their babies JUICE: (noun) the liquid from fruit or vegetables CHEESE: (noun) a solid white or yellow food made from milk LOAF: (noun) bread that has been baked in one large piece

QUARTER: (noun) one of four equal parts that you can divide something into
GALLON: (noun) a unit for measuring liquid
POUND: (noun) a unit for measuring weight
DOZEN: (noun) a group of 12 things

- As students are learning the new vocabulary, they individually have to write the meaning of each word on their notebook. In order to make this activity fun, students will draw a picture of each vocabulary word and next to the picture write the

(Noun) an egg from a chicken, used as food

- After students have finished taking their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word. For finding a classmate I will apply the technique Pick a Word, Any Word to switch positions. I will make some pieces of paper with the name of food, so there will be two pieces of papers with the same name. I will put the pieces of paper into a box and ask to students to take one piece of paper. Then the students have to find the other pair.
- While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information.
- Once they have agreed on a definition for each kind of food they have to go back to their own seats.

Affirming
- Once the students have gone back to their positions, they have to work with a new partner who is next to them.
- At this time, I will hand out some sheets of papers with pictures about the vocabulary and some sheets of papers with the meaning of the vocabulary words;
- Each rectangle has a picture of food or measures.
- The new partners should follow these steps to work with the pictures that they have, using guess my word technique:
- One student will be letter A and take a sheet of pictures and the other will be letter B takes a sheet of meanings.
- They shouldn't show each other the papers.
- Student B starts reading a meaning of any word and student A has to guess the correct word for the meaning. For example, if he or she takes this meaning, *it is a common food made by baking a mixture of flour and water*. So, student A has to say *cheese.*
- Students continuing do it until they say all the meanings.
- Then students have to switch roles. Student A has the meanings and student B has the pictures.
- Partners continue this process, until they guess all words.
- The student who takes less time for guessing will win.
- I will be observing my students during the activity to provide information either about the instructions or about the content.
- Once the pairs have done the activity, I will assess the whole class by asking them to guess some vocabulary words.
- At this point, they won't have to see the pictures they created on their notebook, and they won't see the pictures that were created for *guess my word* activity either.
- As homework, we will write a sentence with food that you must like.

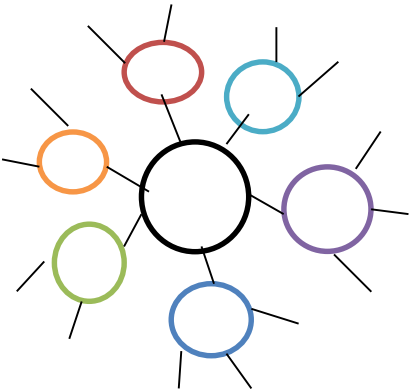|	
	Write at least three sentences. • To finish the lesson, we will review again the learning outcomes
CLASSROOM RESOURCES	Template Visual and audio aids: Flash cards and CD player Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013) Rubric
DATA COLLECTION	Data source 1: Observation 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.

Week two

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	Talk about things your mom or dad asks you to do and what your reactions are.
LEARNING OUTCOMES	**Listening** We will listen to the audiotape about useful expressions. We will listen to our partners when they read the useful expressions. **Speaking** We will dramatize a short dialogue using the new expressions. We will read aloud to a partner to improve pronunciation. **Writing** We will individually list on the notebook the new useful expressions. We will create a simple short paragraph using the new expressions. **Key Vocabulary:** Why me?; …by the way; whoa!; what else?; let's go; would you like…?; I'm starving; of course; go to the store; sure; oh yeah
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on common useful expressions at home. ♦ To get started, I will have students activate their prior knowledge related to food for meals (ice cream, chips, soda, bread, eggs, milk, juice, cheese), measures (loaf, gallon, pound, quarts, dozen) and some quantifiers (some, many, any). As a whole class, they will have to remember the name of the food that they already learned in previous classes. This is warm-up activity in which teacher will brings a soft toy. So, students have to pass the toy while teacher says pass, pass, pass, stop; when I will say stop, the toy will stop. The student who has the toy at that time has to say the word that I will show in a picture to him or her. Once, the student speaks up, I will prompt the other students to say the word again. Then I will start to say again, pass, pass, pass, pass, stop; to do the same with some other students. This will take 4 or 5 minutes. The students will be placed in five columns so that the toy will be passed column by column. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** After the warm-up activity, I will present pictures of the new expressions in context. WHY ME?: used when you cannot understand why you have been chosen to do something difficult or why something bad has happened to you. …BY THE WAY: use for saying that a remark is not relevant to the main subject of your conversation. WHOA!: (informal) used for telling someone to do or to say something more slowly WHAT ELSE?: something more to say or add for the conversation LET'S GO: used for suggesting that you and one or more other people should go to do something WOULD YOU LIKE…?: used for offering something to someone or inviting them to do something

	I'M STARVING: the need to eat some food OF COURSE: used for saying 'yes' very definitely, in answer to a question GO TO THE STORE: go to an specific place in order to buy something SURE: certain that something is real, true, or correct OH YEAH: Used to indicate agreement, often sarcastically ♦ As students are learning the new vocabulary, they individually have to list the new expressions and its meaning. ♦ After students have listening and taking notes of each new expression, they have to share their ideas with partners to share their personal backgrounds for each new expression. In this case students will group of three. To group the students I will use the *pick a letter* technique. I will carry some plastic letters and ask to the students to pick one, then, they have to look for partners which have the same letter. ♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information. ♦ After they have shared their information I will ask them to return to their seats. **Affirming** ♦ Once the students have gone back to their positions, they have to work as a whole class. ♦ At this time, students paraphrase the new useful expressions, teacher will write the new expression with its paraphrase. ♦ Once students are sure about new terms, they will work in pairs, according to the attendance. ♦ The new partners should follow these steps to work: ♦ Students have to use the notes that they already take. ♦ Write a simple and short real conversation using the new useful expressions. ♦ After they finished writing the conversation, they have to dramatize it. ♦ I will make a raffle for given the order in which students participate. ♦ I will be checking my students during the activity to provide information either about the instructions or about the content. ♦ As homework, we will memorize the new useful expressions.
CLASSROOM RESOURCES	Template Visual and audio aids: pictures Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013)
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly Data collection source: sub-test 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.

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

Week three

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	Foods at the supermarket
LEARNING OUTCOMES	**Listening** We will listen to the audio record about the new vocabulary. We will listen to our peers when they repeat the pronunciation of the new vocabulary. **Speaking** We will repeat the new vocabulary. We will read aloud the new vocabulary to improve pronunciation. **Writing** We will individually create vocabulary cards about food at the supermarket We will write the definitions of the words from the vocabulary. We will create a graphic organizer to classify food. **Key Vocabulary:** Doughnut, muffin, cookie, cheese, yogurt, nuts, mushroom, lettuce, beans, peas, cucumber, potato, carrots, anion, tomato, lemon, peach, melon, olive oil.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on foods at the supermarket. ♦ I will introduce the Content and Language objectives for the lesson on construction paper. ♦ To get started, I will have students activate their prior knowledge related to food (Doughnut, muffin, cookie, cheese, yogurt, nuts, mushroom, lettuce, beans, peas, cucumber, potato, carrots, anion, tomato, lemon, peach, melon, olive oil), quantifiers (some, any, many), useful expressions. As a whole class, they will have to remember the name of the foods that they already learned in previous classes. This is warm-up activity in which students have to put away everything. Then, they have to stand up and look for a partner in order to remember about the useful expressions that they already learn. They will only take one minute for remembering. So after that, I will ask to a student to tell me a number and according to the attendance they have to pass and write a useful expression on the board. The rest of the class has to give the definition of the expression. So, I will do the same until we have all the expression on the board. This will last 4 or 5 minutes. In order to carry out this activity. First, students have to walk around the class, and then they will be placed in their own seats. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** After the warm-up activity, I will present some cardboards of the new vocabulary in context. DOUGHNUT: a small cake shaped like a ring or a ball MUFFIN: a small sweet cake that often has fruit inside it COOKIE: a sweet biscuit CHEESE: a solid white or yellow food made from milk YOGURT: a thick white food that is made from milk
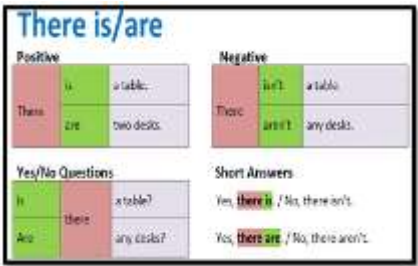
	NUTS: a large seed that you can eat, that usually grows in a hard brown shell MUSHROOM: a fungus with a round top and short stem LETTUCE: a round green vegetable whose leaves you eat without cooking them BEANS: a seed, or the pod containing seeds, of various climbing plants, eaten as a vegetable PEAS: peas are small round green vegetables CUCUMBER: a long round vegetable with a dark green skin that you do not cook POTATO: a round vegetable with a pale brown or yellow skin that grows under the ground CARROTS: a long thin orange vegetable that grows under the ground ONION: a round white vegetable that has a thin brown skin and a very strong smell TOMATO: a soft round red fruit eaten in salads or cooked like a vegetable LEMON: a yellow fruit that tastes sour PEACH: a round fruit with soft yellow and red skin and a large seed inside MELON: a large round fruit with yellow, orange, or green skin and a lot of flat seeds OLIVE OIL: a yellow or green oil, made by pressing olives ♦ As students are learning the new vocabulary, they individually have to take notes of the new terms in the cards that they listen. On one side of a card they will have to draw the foods for example: *lemon* It is a yellow fruit that tastes sour ♦ After students have finished taking their notes for each new key word, they have to share their ideas in small groups. To form the groups I will use the technique Birds of a Feather, to switch positions. I will give to the students a small piece of paper with a picture of any food. Students have to find the other students with the same category of food. For example: fruit (orange, peach, and banana), vegetables (beans, onion, and tomato), etc. Once they found the category of food, they have to sit in a specific place. ♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information. ♦ After, they finished sharing the information; they will go back to their seats. **Affirming** ♦ Once the students have gone back to their positions, they have to work with a new partner who is next to them. ♦ At this time, I will hand out a sheet of paper with a structure of a graphic organizer about food.

	◆ The new partners should follow these steps to work with the cards that they already created and the graphic organizer.
	◆ Lay the finished cards on the table with the vocabulary words facing up.
	◆ Students have to complete the graphic using the new vocabulary.
	◆ Next, students will compare their answers with the whole class in order to check if they are right or wrong.
	◆ Finally, each pair has to read their graphic organizer of food category.
	◆ I will be checking the students' pronunciation in order to correct them.
	◆ As homework, we will write a sentence using one word of each category of food.
	◆ To finish the lesson, we will review again the learning outcomes
CLASSROOM RESOURCES	Pictures Visual and audio aids: cardboards Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013)
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.

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Week four

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year*?*
TOPIC	Let's buy at the supermarket
LEARNING OUTCOMES	**Speaking** We will list what we can buy at the supermarket. We will read aloud the list of things that we will buy. **Writing** We will in pairs create a cooking recipe. We will write the steps for preparing the recipe. **Key Vocabulary:** How much...?; how many…?
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on foods at the supermarket. ♦ To get started, I will have students activate their prior knowledge related to food (Doughnut, muffin, cookie, cheese, yogurt, nuts, mushroom, lettuce, beans, peas, cucumber, potato, carrots, anion, tomato, lemon, peach, melon, olive oil). As a whole class, they will have to remember the name of the food that they already learned in previous classes. This is warm-up activity in which each student will be assigned a name of a food. Then, I will say all fruit stand up, all vegetables touch your head, all dairy food touch your feet, all bakery products get down on knees. So, the students who don't know to which group belong are going to lose. ♦ This will last 4 or 5 minutes. The students will be placed in a circle shape. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** ♦ After the warm-up activity, I will present a grammar chart of "there is and there are with some and any". ♦ As students are learning the new grammar rules, they have to make a chart in which they will take notes about "there is and there are with some and any" grammar rules and some examples. ♦ After students have finished taking their notes for "there is and there are with some and any" grammar rules, they have to share their ideas in small groups. For grouping students I will apply *My favorite color* strategy, in which I will carry a box with some color papers. I will ask to the students to take their favorite color. After that, I will say them; join in groups of students that have the same color and share your notes with your classmates.

	♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information.
	♦ Once they have agreed on a definition for each extreme sport they have to go back to their own seats.
	Affirming
	♦ Once the students have gone back to their positions, they have to work with a new partner who is next to them.
	♦ At this time, I will ask to the students to create a cooking recipe.
	♦ In order to create the recipe they have to follow the next steps:
	   ❖ Write the name of the recipe
	   ❖ Write the ingredients you need.
	   ❖ Write the steps for coking the recipe
	   ❖ Explain how to make the recipe.
	
	Name: fabulous fruit salad
	Ingredients:
	✓ Two red apples
	✓ Some grapes
	✓ Two bananas
	✓ Three peaches
	✓ A litter of yogurt
	Steps:
	1. Wash all fruits.
	2. Chop all the fruit
	3. In a large bowl mix all fruits with yogurt.
	
	♦ I will be observing my students during the activity to provide information either about the instructions or about the content.
	♦ Once the pairs have done the recipe, I will assess them when they explain us how to make the recipe.
	♦ As homework, we will write ten sentences with "there is" and ten sentences with "there are".
	♦ To finish the lesson, we will review again the learning outcomes

CLASSROOM RESOURCES	Grammar crart Visual and audio aids: CD player Student's notebook Student's textbook: (Abbs, Barker, Freebairn, & Wilson, 2013)
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.

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Week five

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	What do you have for making diner?
LEARNING OUTCOMES	**Speaking** We will give examples using questions with "how much and how many". We will perform a dialogue about "What do you have for making diner?" **Writing** We will prepare a short conversation about "What do you have for making diner?" We will write some examples using questions with "how much and how many". **Key Vocabulary:** How much…? And how many…?
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on the most common food. ♦ To get started, I will have students activate their prior knowledge related to grammar (there is and there are with same and any). As a whole class, they will have to remember the grammar rules that they already learned in previous classes. This is warm-up activity in which students have to pass a ball while I will say *tingo, tingo, tingo, tingo, tango*. When I say *tango* the ball should stop. The student who has the ball is going to count how many different objects there are in the classroom. We will repeat the activity three times. This will last 3 or 5 minutes. The students will be placed in five columns so that the ball will be passed column by column. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** ♦ After the warm-up activity, I will present a grammar chart of the use of "how much…? And how many…?". ♦ As students are learning the new grammar rules, they individually have to take notes of the new grammar rules on a chart and some examples. ♦ After students have finished recording their notes for grammar rules, they have to share their ideas with a partner to share

	their personal backgrounds for grammar rules for using "how much…? And how many…?". To find a partner I will apply the technique Simon says, to switch positions. I will say simon says: stand up; simon says: stretch your arms and legs; Simon says, switch positions; Simon says, sit down; simon says, work with your classmate who is closer to you. ♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information. ♦ Once they have agreed on a definition for each extreme sport they have to go back to their own seats. **Affirming** ♦ Once the students have gone back to their positions, they have to work with a new partner who is next to them. ♦ At this time, they will write some examples using "how much and how many? ♦ After, they write the examples, they have to read the examples. ♦ Next, they have to work with another partner. For group the students I will apply *Puzzle Pieces* technique, in which I will carry some pictures of food, cut in two parts. The students will receive the half of each picture. Then, they have to look for the other part of the picture and work with this partner. ♦ Now, according what they have learned the have to create a short dialogue using "how much…? And how many…?" ♦ Once they have finished preparing the dialogue, they have to perform the dialogue as a real conversation. ♦ I will be observing my students during the activity to provide information either about the instructions or about the content. ♦ As homework, we will write ten examples using "how much..? and how many…?" ♦ To finish the lesson, we will review again the learning outcomes
CLASSROOM RESOURCES	Template Visual and audio aids: grammar chart Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013).
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.

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Week six

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	How many eggs are there?
LEARNING OUTCOMES	**Speaking** We will ask and answer questions with how much and how many. We will read aloud to a partner to improve pronunciation. **Writing** We will individually create a short paragraph using expressions of quantity. We will write questions with how much and how many. **Key Vocabulary:** How much, how many, a lot of, a little, a few, much, many.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on grammar (questions with how much and how many). ♦ To get started, I will have students activate their prior knowledge related to there is and there are with some and any (affirmative and negative statements, yes/no questions). As a whole class, they will have to remember the grammar about there are and there is, that they already learned in previous classes. This is a warm-up activity in which students have to do what they listen not what they see. For example: I will say, touch your head and I will touch my legs, so, they have to do what they listen not what they see. This will last 3 or 5 minutes. The students will be placed in a circle in order to carry out the activity. ♦ During this warm up stage, I will assess the students' general knowledge which will allow me to know my students' diverse linguistic background. **Connection** ♦ After the warm-up activity, I will present a word chart of the new grammar context. ♦ As students are learning the new grammar rules, they individually have to take notes of the new grammar rules on their notebooks. So they will draw a chart about new grammar rules about questions with how much and how many. ♦ After students have finished recording their notes about grammar rules of questions with how much and how many, they have to share their ideas with a partner to share their personal backgrounds about how much and how many. To find a partner I will apply the technique Simon says, to switch positions. I will say

	simon says: stand up; simon says: stretch your arms and legs; Simon says, switch positions; Simon says, sit down; simon says, work with your classmate who is closer to you.
	♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information.
	Once they have agreed on a definition about new grammar rules they have to go back to their own seats.
	Affirming
	♦ Once the students have gone back to their positions, they have to work with a new partner who is next to them.
	♦ At this time, students will create a dialogue using the new grammar rules. For example:
	A: how much money do you have?
	B: just a little. But I think it's enough. We don't need much money to go camping.
	A: yeah I'm sure we're OK. I have a few dollars too. What about food? How much food is there?
	B: Food is not a problem. We have a lot of.
	A: Goo. And water? How many bottles do we have?
	B: A lot. We have fifteen bottles.
	♦ Once they have finished creating the dialogue, so they have to read aloud the dialogue in order to listen the dialogue everybody.
	♦ While the couple of students are reading the dialogue, the rest of the students have to take note about each dialogue in order to correct the mistakes.
	♦ After, the dialogue is corrected; students will memorize the dialogue for performing it.
	I will be observing my students during the activity to provide information either about the instructions or about the content.
	♦ So, I will make a ruffle for get a couple starting.
	♦ As homework, we will write five questions with answers using how much and how many.
	To finish the lesson, we will review again the learning outcomes
CLASSROOM RESOURCES	Visual and audio aids: word chart Student's notebook Student's textbook Ingrid, English Book level 3, First Edition 2008, Pearson Education Inc. Rubric
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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Week seven

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	Let's know Thailand's Floating Markets
LEARNING OUTCOMES	**Listening** We will listen a reading about Thailand's Floating Markets. We will listen to our peers when they read aloud the reading. **Speaking** We will discuss the new terms in the reading. We will answer some questions about reading. We will read aloud to a partner to improve pronunciation. **Writing** We will individually write a briefly summary about reading.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on a reading about Thailand's Floating Markets. ♦ To get started, I will have students discuss about some markets they know in our city. As a whole class, they will talk about any market they already know or hear. This is a musical warm-up activity in which students have to pass a ball as they listen to music. I will stop the music for the students to stop passing the ball. When the music stops, the ball will stop, too. The student who has the ball at that time has to talk about a market that she or he have already known or see. Then I will play the music again, to do the same with some other students. This will last 3 or 5 minutes. The students will be placed in five columns so that the ball will be passed column by column. ♦ During this warm up stage, I will also assess the students' general knowledge which will allow me to know my students' diverse linguistic background. **Connection** ♦ After the warm-up activity, I will present a reading about Thailand's Floating Markets. ♦ First we will start listening the audio tape about reading of Thailand's Floating Markets. ♦ While students listen to the reading they will take notes about pronunciation. ♦ Then, we will apply the technique *popcorn*, for making the reading activity, in which I will name a student to read the reading, so he or she is going to read until a comma or period. So at this time he or she is going to say popcorn and name a classmate. For example: popcorn Maria. And Maria will continue reading. ♦ While they are reading they have also to take notes about new vocabulary in the reading. ♦ After that we will discuss the new terms as a whole class in order to clarify and understand the reading. ♦ Students will take notes on their notebooks about new vocabulary. ♦ Next, they will read the new word with its meaning. **Affirming**

	♦ Once the students have read the new word with its meaning, they have to work with a partner who is next to them, so one student is going to be A and the other is going to be B ♦ At this time, student A will read the reading and the student B will listen in order to correct the pronunciation; then they will exchange the role. ♦ Once they complete this task they have to discuss with the partner what they understand about the reading. ♦ After they discuss they will write a short summary about the reading. ♦ So, they already have the definition of the new terms, now they will write a sentence with each term. ♦ Then, they will take turns for read their sentences. ♦ Each rectangle of the grid has a picture of an extreme sport. ♦ The new partners should follow these steps to work with the cards that they already created plus the Pic-tac-tell grid: ♦ Once the pairs have done the assigned task, I will assess the whole class by asking them some questions about the reading. At this point, they won't have to see their notes they take before. ♦ As homework, we will create other sentences with the new vocabulary and memorize the new terms. And write a summary about the reading using their own words. To finish the lesson, we will review again the learning outcomes
CLASSROOM RESOURCES	Visual and audio aids: CD player Student's notebook Student's textbook Ingrid, English Book level 3, First Edition 2008, Pearson Education Inc. Rubric
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly Data collection source: sub-test on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

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Week eight

RESEARCH PROBLEM	How does the All Write Round Robin as cooperative learning strategy improve the writing skills amongst first year of bachillerato students at Colegio De Bachillerato Vilcabamba High school during the 2014-2015 school year?
TOPIC	The interesting markers
LEARNING OUTCOMES	**Listening** Students will listen the vocabulary pronunciation. **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write short sentences using the words from the vocabulary. **Reading** Students will read some sentences from themselves. **Key Vocabulary:** Floating markets, markets, sellers, boat.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a speaking lesson based on words related with sale activities and products. ♦ I will introduce the content and Language objectives for the lesson orally. ♦ To get started, I will have students activate their prior knowledge related to some words related to vegetables and fruits etc. As a whole class, they will have to remember the words related to food and countable and uncountable nouns that they already learned in previous classes. Now as a warm up student will play a game that consists of one person tells a short story about themselves or someone they know or heard about. Usually it is something interesting and funny. It can be a true story, or something that they can create. This will last 5 minutes. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** After the warm-up activity, I will present students some flashcards with photos of floating markets from Thailand the students, and new words from the text. They individually have to take notes of the new vocabulary on their notebooks. So they will write some definitions for the words learnt. After students have finished recording their notes about the new vocabulary, they have to share their ideas with a partner to share

	their personal backgrounds about what they think about it. To find a partner I will apply the technique Simon says, to switch positions. I will say Simon says: the people names that begin with an A stand up and get together, the people with letter B get together and so on.
	♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information.
	Once they have agreed on a definition about new grammar rules they have to go back to their own seats.
	Affirming
	♦ Once the students have gone back to their positions, they have to work with a new partner who is next to them.
	♦ At this time, students will have to write some statements about the picture, they can be real or unreal, and make some questions about it.
	♦ Once they have finished writing the statements, they have to read them aloud in order to listen to the sentences and information about the description of the pictures.
	♦ While the groups of students are sharing their information, the rest of the students have to take notes about each group order to add more information or correct mistakes.
	♦ While the students are working I will be observing my students during the activity to provide information either about the instructions or about the content.
	♦ So, I will make a ruffle for get a group starting.
	♦ As homework, we will cut and paste a picture of a type of market and describe it, with few questions and answers.
	To finish the lesson, we will review again the learning outcomes
CLASSROOM RESOURCES	Visual; Flashcards Student's notebook Student's textbook Ingrid, English Book level 3, First Edition 2008, Pearson Education Inc. Rubric
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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g. TIMELINE

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

h. BUDGET AND FINANCING

Organization and management of the research

Resources

Human

- The researcher

- The students of first year of Bachillerato parallel A of the Colegio de Bachillerato Vilcabamba.

Material

- Silent card shuffle

- Student's book

- Student's notebook

- Pen

- Copies

Technical

- Computer

- Speakers

- Projector

Budget

Resources	Cost
Internet	$ 40.00
Print of reports	$ 30.00
Print of the project	$ 20.00
Print of the final report and thesis	$ 150.00
Unexpected expenses	$ 50.00
Total	$ 290.00

The financing of the expenses derived from the present research work will be assumed by the research author.

All the expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Annex 1. Observation sheet

OBSERVATION SHEET		
Observation #: Topic: Objective of the session: (What will students be able to do/know at the end of this session)	Date/Time: Class size: Participants: First year of bachillerato	Location: Duration of the observation (start/end times): Observer Involvement: Participant/Nonparticipant

Dependent variable: basic writing skills		
Descriptors	Yes	No
Topic		
Sentences		
Mechanics		
Grammar		
Vocabulary		

Independent variable: The All Write Round Robin as a cooperative learning strategy					
Rating scale: 4=always 3=usually 2=sometimes 1=rarely 0=not observed					
Descriptors					
All students clearly understand which groups they belong to for both parts of the All Write Round Robin					
All students have opportunities to learn with and from their 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					

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 foods for various meals. Answer yourself the following questions to include in your paragraph. What foods are the most popular in your country? Which one is your favorite food? How often do you eat your favorite food? How often do you go to the supermarket for foods? What kind of foods do you buy at the supermarket? Etc.

Duration of the task: 30 minutes

Length of the paragraph: 6 – 10 lines

FOODS FOR VARIOUS MEALS

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Thanks

Students' code: ……………………………………….. Date: ………………………………………….

RUBRIC TO EVALUATE WRITING					
CRITERIA	Advanced 4	Developing 3	Competent 2	Beginning 1	POINTS
Topic	All ideas are consistently focused on the topic.	Some ideas are focused on the topic.	Most of the ideas loss of focus on the topic.	Several ideas unfocused on the topic	
Sentences	No sentences errors, variety in length and type. Uses purposeful and varied sentence structures	Complete sentences, no run-ons or fragments some variety in length and type. Uses correct and varied sentence structures	Complete sentences; few run-on sentences. Uses some correct but repetitive sentence structures	Mostly complete sentences; some fragments or run-on. Uses little to no correct sentence structure	
Mechanics	Correct punctuation and spelling, throughout variety used. Easy to read.	Minor errors in punctuation and spelling. Well-formed letters.	Few punctuation, and spelling errors. Mostly legible.	Several punctuation, spelling errors. Hard to read.	
Grammar	No errors in agreement, number, tense.	Few errors in agreement, number, tense.	Some errors in agreement, number, tense.	Many errors in agreement, number, tense.	
Vocabulary	Uses new key words easily, and the right vocabulary for the topic.	Uses new related words correctly.	Attempts to use new key words in the paragraph	Limited basic vocabulary	
				TOTAL	

Annex. Pre and Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE : PRE TEST / POST QUESTIONNAIRE

Student's code: ………………………………… **Date**: …………………………………

1. **How does the classroom activities in the English class are developing?**

4 Groups   ( )

3 Pairs   ( )

2 Sometimes   ( )

1 Individually   ( )

2. **How often do you work in groups or in pairs in the English class?**

4 Always   ( )

3 Frequently   ( )

2 Sometimes   ( )

1 Rarely   ( )

3. **The group or pair activities in the English class are developed in a positive and respectful environment?**

4 Always   ( )

3 Frequently   ( )

2 Sometimes   ( )

1 Rarely   ( )

4. In the group activities in the English class all the members contribute to develop the teamwork?

4 Always   ( )

3 Frequently   ( )

2 Sometimes   ( )

1 Rarely   ( )

5. When you work in group or in pairs in the English class the participation is equitable?

4 Always   ( )

3 Frequently   ( )

2 Sometimes   ( )

1 Rarely   ( )

6. When you work in group or in pairs you learn more than when work individually?

4 Always   ( )

3 Frequently   ( )

2 Sometimes   ( )

1 Rarely   ( )

Annex 4. Research Matrix

Theme: THE ALL WRITE ROUND ROBIN AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE THE WRITING SKILLS AMONGST FIRST-YEAR OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO VILCABAMBA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR

Problem	Objectives	Literature e Review	Methodological Design	Techniques and Instruments
General How does the All Write Round Robin as a cooperative learning strategy improve the basic writing skills amongst first year of bachillerato students at Colegio de Bachillerato Vicabamba during the academic period 2014-2015? **Specific** - What theoretical references about the All Write Round Robin as cooperative learning strategy are adequate for improving the ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year? - What are the issues that limit the development of the EFL basic writing skills amongst first-bachillerato students at	**General** To improve the EFL basic writing skills though the All Write Round Robin as a cooperative learning strategy improve the EFL basic writing skills amongst First Year of Bachillerato students at "Colegio de Bachillerato Vicabamba". Academic period 2014-2015. **Specific** - To research the theoretical references about the All Write Round Robin as a cooperative learning strategy and its application on the ELF basic writing skills. - To diagnose the issues that limits the development of the EFL	**Writing Skills** - Writing skills - Write a paragraph - Writing in EFL learning - Writing sub-skills - Writing within the communicative language teaching - Cooperative learning and EFL language teaching - Cooperative learning - Descriptors of cooperative learning - Research on merits and demerits of cooperative learning	**Preliminary investigation** -Observing the English classes. -Stating the background of the problem. -Describing current situation. -Locating and reviewing the literature. -Creating a methodological framework for research. -Designing an intervention plan. **Intervention and**	- Observation Sheet (Participant and Nonparticipant Observation) -Pre and Posttest -Pre and Post Questionnaire. -Subtests.

Colegio de Bachillerato Vicabamba during the 2014-2015 school year? - What are the phases of the intervention plan that help the current issues to achieve the satisfactory outcome on developing the ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year? - Which All Write Round Robin techniques as a cooperative learning strategy are implemented to improve ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year? - How does the All Write Round Robin as a cooperative learning strategy reduce the difficult to develop the ELF basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year?	basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba during the 2014-2015 school year. - To design an intervention plan based on the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015 - To apply the most suitable techniques of the All Write Round Robin as a cooperative learning strategy in order to improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015 - To reflect upon the effectiveness that the All Write Round Robin as a cooperative learning strategy had improve the EFL basic writing skills amongst first-bachillerato students at Colegio de Bachillerato Vicabamba. Academic period 2014-2015	- Heterogeneous grouping - Good groups and bad groups - High-achieving students VS Low-achieving students - Application of social constructivism to collaborative learning in the L2 classroom - Factors that affect cooperative writing - Some examples of cooperative learning strategies - All Write Round Robin Strategy - Techniques	**Observation** -Administering tests and questionnaires. -Observing and monitoring students` performance according to the intervention plan. **Presenting of research findings** -Reflecting, analyzing and answering the proposed inquiries. -Organizing the final report.	

- **GRADING SCALES**

  Basic writing skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
4	Failing

  All Write Round Robin as a cooperative learning strategy

Quantitative score range	Qualitative score range
81-100	Exceptional
61-80	Proficient
41-60	Acceptable
21-40	Limited
01-20	Non acceptable

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