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ENGLISH LANGUAGE DEPARTMENT

TITLE

**THE WRITING AROUND AS A COOPERATIVE LEARNING
STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS
AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO
HIGH SCHOOL. ACADEMIC PERIOD 2014 – 2015**

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CERTIFICATION

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That the present thesis entitled **THE WRITING AROUND AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO HIGH SCHOOL. ACADEMIC PERIOD 2014 – 2015** under the responsibility of the undergraduate student Rosa Cecivel Vines Vines, has been thoroughly revised. Therefore, I authorize its presentation for the corresponding legal purposes.

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THE AUTHOR

DEDICATION

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a. TITLE

**THE WRITING AROUND AS A COOPERATIVE LEARNING STRATEGY
TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH-GRADE
STUDENTS AT PIO JARAMILLO HIGH SCHOOL. ACADEMIC PERIOD
2014 – 2015**

b. RESUMEN

La presente investigación está centrada en “Writing Around” como estrategia del aprendizaje cooperativo para desarrollar las habilidades básicas de escribir en inglés como lengua extranjera en los estudiantes de décimo año en el colegio Pio Jaramillo en el periodo académico 2014-2015, con una población de 30 estudiantes del décimo grado. Un plan de intervención llevado a cabo en ocho semanas usando “Writing Around” como estrategia del aprendizaje cooperativo. Los métodos utilizados fueron el científico, descriptivo, analítico y estadístico los que resultaron de gran ayuda en esta investigación, se utilizaron técnicas como pruebas y cuestionarios. Se utilizaron hojas de observación para verificar el progreso de los estudiantes. Los resultados de post prueba mostraron el mejoramiento de los estudiantes usando la estrategia “Writing Around”. Las respuestas al cuestionario obtenidas confirmaron la influencia positiva que esta estrategia tuvo en el desarrollo de la escritura de los estudiantes. Por lo anterior se podría concluir que los estudiantes pueden reducir sus dificultades trabajando cooperativamente. Una alternativa pertinente para futuras investigaciones es que trabajen con estrategias basadas en el aprendizaje cooperativo.

ABSTRACT

The present investigation was focused on Writing Around as a cooperative learning strategy to develop EFL basic writing skills amongst tenth-grade students at Pio Jaramillo high school. Academic period 2014-2015 with a population of 30 tenth grade students. An intervention plan established for eight weeks using the Writing Around. The methods used were: scientific, descriptive, analytic, and statistic, which were useful in this research. The techniques used were tests and questionnaires. Observation sheets were used to evidence the students' progress. The posttest results showed the improvement of writing skills using the Writing Around strategy, and the answers gotten with the post questionnaire confirmed the influence that this strategy had on students' writing development. It might be concluded that students could reduce their difficulties on writing skills working with strategies that belong to cooperative learning method. A recommendation for future researchers is to insert cooperative leaning strategies to develop students' writing.

c. INTRODUCTION

This research was focused on the use of Writing Around as a cooperative learning strategy to develop English Foreign Language basic writing skills amongst tenth grade students at Pio Jaramillo high school. The mayor issue found in this target population was writing skills, students did not have enough interest to improve these skills. It might was due that they did not feel comfortable working in their daily routines.

One of the main reasons for this action research was to help students to increase their writing skills throughout the Writing Around strategy based on cooperative learning. Also this work research presented this strategy in order to seek viable alternatives to decrease the deficiencies, improve writing skills and motivate students to work cooperatively among them in the school before mentioned.

This investigation was presented to improve the English Foreign Language basic writing skills through the Writing Around as a cooperative learning strategy. To accomplish this aim, it was investigated the theoretical references about the Writing Around as a cooperative learning strategy and its application. After that it was diagnosed the issues that limit the development of basic writing skills and based on this, it was designed and apply an intervention plan focused on the Writing Around as a cooperative learning strategy using the more suitable techniques based on this strategy. At the end of this intervention plan phase, the investigator reflected upon the

effectiveness that the Writing Around as cooperative learning had with the tenth grade students.

The present work was based on action research which is a process that teacher could use in the classrooms to address instructional questions and challenges. Therefore the researcher used the following four types of methods to get an empiric information: scientific method which was useful to select the essential information to literature review; descriptive method was helpful to describe the different stages of the investigation; analytic method was used to analyze the results obtained in the field work and to derive the respective conclusions according to the results and the last one was statistic method which was useful to make the quantitative and qualitative statistical analysis of the data obtained from the questionnaires and tests.

In order to gather the necessary information to carry out this research work, the researcher applied three techniques: test which involved two instruments a pretest and posttest. Both were administered to measure the performance of students' writing skills ; questionnaires (pre and post questionnaires) were applied to collect students' answers about the cooperative learning at the beginning and at the end of the intervention and an observation sheet which was a self-developed instrument that described accurately and comprehensively all the relevant aspects of the situation.

This research had two variables which were writing skills; the issue found in the target population and the Writing Around which was the strategy used to solve this problem, the variable writing skills was established on definitions, subskills, kind

of writing and the steps of writing, while the writing around strategy was based on definitions, principles of cooperative learning, techniques, materials used on it, and phases. All this information was an essential to carry out the investigation.

It is necessary to mention that this action research was structured followed way: abstract which summaries what the thesis was about, the introduction it gave a brief idea about the research, the literature review it had the more suitable information about the two main variable, materials and methods which presented the methods and materials used in this research work, the results which showed the findings before and after of the application of the intervention plan, discussion which showed the weaknesses and strengths of the action research, the conclusions and recommendations and bibliography it was based with the literature reviews' authors, and the last part the annexes these parts contained the researcher project and the grade scale.

d. LITERATURE REVIEW

Basic Writing

For real communication in language learning is important to students develop the receptive skills (listening, reading) and productive skills (speaking and writing). However in many school students have a lack of interest to increase their skills, based on this theory, the researcher made an observation during one week amongst tenth grade students at Pio Jaramillo high school and she found that one of the most trouble with this group of students was the deficiency that they have in developing writing skills and it is one the main reason that this work is concentrated on increase writing skills in these students because according to Common European Framework (2001) by the end of tenth grade, students will have reached the communicative competence for A2.1 proficiency level. Thus this research pretends to help students before mentioned through the writing around strategy to accomplish this required level by National Curriculum Guidelines.

“In Basic Writing students can be categorized in two ways: 1) students coming straight from high school, who did not develop a basic competency in formal written English before graduation and who placed below average on a college writing placement test, and 2) non-traditional students who are older than average college freshman and who are coming to college for the first time in order to further their

education in the hopes of gaining the skills necessary for better employment and earning more money” (Shaughnessy, 1973)

Basic writing students are usually characterized by a lack of understanding of the rules of formal written English which may manifest itself in non-traditional syntax, grammar, spelling, punctuation, usage, mechanics, organization, and clarity (Shaughnessy 1973).

Writing Skills

Writing skills are ability to convey ideas and feelings as written material from one person to another person in the most effective manner. Good writing skill is one of the keys of a manager’s success.

Wayne, (2010) describes writing as one of the most important skills students learn in school, it is crucial to English Language Learning students ‘academic success because it is one of the principal mean by which they display their knowledge and competence in the academic subject. It also encourages self- reflexing allowed students to develop their personal reactions. According to this author all students face the additional challenge of developing their writing to grade-level expectation, English language learning skills face additional challenging for learning to write before they are proficient speakers to English.

Ferris, (2007) points out that English language learning students learn to write may need more of everything in terms of procedures, contents, practice and feedback than native English-speaking students; they note that unlike native students:

- Begin with interact of target language and for developing knowledge of written English as a second language, they need a simultaneously acquiring language and composition skills.
- May produce sentence level errors influenced by their primary language.
- May have little or no experience with peer response; and
- May have little or no experience using outside sources, paraphrasing, and quoting.

Writing is a skill that needs to practice at all times. By all accounts, writing means much more than using orthographic symbols. It is an act of discovery, of communication, of joy. It connects people to work, to culture, to society, to existing knowledge, and to the meanings of their lives. Without it, poor communication will occur as far as written communication is concerned. It is the act of putting sentences together in connected discourse, but the main focus is on basic communicability.

Purpose of Writing

Wayne, (2010) points out some reasons: people write to inform, to entertain, to persuade, and to describe various things in their daily life. A business executive writes a memo to inform his subordinates of changes in a business proposal. A teacher writes a story to entertain her students. A newspaper columnist writes to persuade his readers of the benefits of a political change.

Three factors must be considered when writing: the subject, the purpose, and the audience. One of the biggest problems facing many writers is deciding what to

write about. Much of the time, the subject is determined for students by the teacher or professor. The purpose of writing has an influence on the style and format used. The style of writing is to inform readers of the advantages of recycling will be much different than the style used for describing an amusing summer vacation story for English writing class (Wayne, 2010).

The audience that is being written to will also influence the style that is used. Remember that different audiences have different expectations and the writing style should reflect this. In college classes the audience is most likely the professor. For a businessman, the audience may be a colleague, a competitor, a customer, or government official. In these cases the style of writing should be very formal and exact. Slang, idiomatic expressions, and inappropriate vocabulary should never be used. On the other hand, if writing a short story for an English creative writing class, the style used will be much less formal. The use of slang, idioms, questionable vocabulary, and grammatical correctness may be welcomed to maintain the readers interested and enhance the entertainment value of the assignment (Wayne, 2010).

Kinds of Writing

Good writing skills come from practice and knowledge. There are different types of writing including expository, narrative, descriptive, persuasive and creative. Formats of every writing style vary from each other. Once people decide what they are going to write and for whom, people are going to write then they can start writing. For Everson, (2010) Different types of writing are discussed below in detail

- Expository Writing - where the writing serves to explain, or inform.
- Descriptive Writing - writing that serves to show, describe.
- Narrative Writing - tells a story.
- Persuasive Writing - arguing for or against an issue.
- Creative Writing - interestingly, creative writing is a vague term, but it includes (while isn't limited to) fiction (across the genres), poetry, drama, screenwriting, autobiographies and more.

According to Everson, (2010) another way to divide the kinds of writing is from a target audience, or purpose point of view. So there can be:

- Academic writing - includes sentences, paragraphs, reports, etc.
- Professional Writing - writing for academic or scientific journals, these have to follow a standardized form.
- Business writing - includes technical writing, business plan writing, resume writing, letter writing and others one like:
 - Copywriting - writing marketing text, grant writing
 - Journalists, columnists, article writers (staff or freelance) - these writers focus on a certain subject
 - Non-fiction book writers
 - Fiction - novelists, screenwriters, playwrights, short stories writers, etc.
 - Poets.

Taking into account the kind of writing of Everson, (2010) the tenth grade students at Pio Jaramillo high school are going to focus on the academic writing, they are going to develop their grammar structure sentences, give report about task and write short paragraphs.

Writing Sub skills.

Measurable sub-skills of second language (L2) essay writing in analytic approaches have been extensively researched to the present day. The language skill of writing is often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills. Learners developing the skill of writing need to have the sub-skill of being able to recognize contracted forms in connected speech (Brown 2010).

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of words. This may mean using forms that express the right tenses or case of genre.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.

- Make the text coherent, so that other people can follow the development of the ideas.

Micro skill

In writing, there are some aspects that have to be considered. Brown (2011) has summarized all those aspects into macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

- Create graphemes and orthographic pattern in English.
- Produce a suitable vocabulary with a range of words and appropriate use of them.
- Use an acceptable grammar system. (i.e. correct plural, tenses, rules etc.)
- Convey explicit meaning in different grammatical ways.
- Use coherent strategies in writing skills.
- Use topic for learners notice what the paragraph must be about (Brown, 2011).

Macro skill.

Macro skill in a second language is a complicated process, which may be similar to writing in first mother language in some manners.

- Use a rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicate functions of written texts to form and purpose.

- Convey links and connections between events, and communicate such relations as main ideas.
- Distinguish between literal and implied meaning when writing.
- Correctly convey culturally references in the context of the written text.
- Develop writing strategies such as writing with fluency, using synonyms, etc (Brown, 2011).

Steps of writing skills

Writing skills as another important skill in English Second Language has learning steps to achieve an important writing process, Wayne (2010) enlist the following one:

Pre-writing. Students get their ideas together; determine the purpose of the writing, and identify who the audience will be. They decide what the main idea will be and what supporting details they want to include. With or without the support of the teacher, they can use the following strategies to prepare to write:

- Talking over their ideas with peers or with teacher.
- Drawing pictures.
- Brainstorming to create a list of things they can write about details to include on the main idea.
- Closing their eyes to visualize what they want to write about.
- Using graphic organizers.
- Creating an outline for organizing the text.

Teacher can also provide experience for students to write about, such as a story that is read aloud, a video watched in class, and so on (Wayne, 2010).

Drafting. It is not easy for students to move from planning to actual writing. However, students need to transform plans into temporary text at some point. In the drafting stage, students concentrate on getting ideas on paper without worrying about grammatical and mechanical errors. Instructors should focus on more global issues (*topic, organization, and evidence*) while ignoring surface problems (*spelling, punctuation, and wordiness*) because the surface problems can be dealt with in subsequent drafts (Wayne, 2010).

Revising. Students should decide how to improve their writing by looking at their writing from a different point of view. Teachers as guides or facilitators, they have to provide students with specific directions for revision “through self-correction, peer-correction, and instructor initiated comments”. Students may decide to add more details to support the main idea or feel the need to remove some sentences that distract from their main idea and the purpose for writing. In the revising stage, students reread their first drafts, get feedback from peers, and revise them (Wayne, 2010)

Editing. Students focus on editing checking spelling, grammar, punctuation, structure sentence and vocabulary. Students first do their best to find their errors and correct them by themselves. They can get help of their classmates to correct their writing also teachers should indicate grammatical mechanical errors and can suggest further word

choices and transitional words to improve clarity and coherence of writing. Correcting students' writing in this stage raises two issues: how to correct and what and how much to correct. Teachers should take care about students' errors. Editing is the last process just before their final product; students should more rigorously attend to rectifying local errors (Wayne, 2010).

Sharing. Most of the time, the reader of students' writing is their teacher, but gradually they should learn to write to other students and to genuine readers outside of the classroom. Although writing to show what students know is a vital element in the writing classroom, writing classrooms should seek genuine communication through written texts. Some authors like Tompkins and Kendall illustrate that having students share their completed works with audiences such as peers, friends, families, or community, teachers can promote real communication between writers and readers in the process writing classrooms since students can have real audiences who can meaningfully respond to their writing and develop confidence as authors (Wayne, 2010).

Cooperative learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (Johnson, 2000).

Stephen, (2010) point out that “cooperative learning is more than just putting students in groups and giving them something to do, cooperative learning is a technique and tool which teachers use to encourage mutual helpfulness in the groups and the active participation of all members”.

For Kagan, (2001) “Cooperative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.

According to Kagan, (2001) the groups in the cooperative learning should be:

- Generally speaking the smaller group, the more each member talks and the less chance there is that someone will be left out. If the time is short, smaller groups can usually do activities quickly, in cooperative learning two or three people in a group is the best.
- Larger groups are good because they provide more people for doing big task, increase the variety of people in terms of skills, personalities, backgrounds and so on, and reduce the number for the teacher monitor.

There are some important strategies based on cooperative learning that help students to improve their learning especially their skills one of them is writing around which is describe below.

Writing around as a current cooperative learning strategy

Development writing skills through cooperative learning is one of the most common useful tools, because it encourages students to learn among them, making easier and enjoyable the student's learning. Cooperative learning shows a range of suitable strategies to use in order to develop, increase or improve students' writing skill, so this investigation is going to describe the strategy called writing around.

According to Holtsman, (2013) writing around is a strategy to engage students in silent conversation. It helps students share their opinions, debate or discuss. It also fosters critical thinking because they have to consider other opinions.

Writing-around is exceptionally powerful writing-to-learn activities whose efficiency and student accountability make them fabulous alternatives to whole-class discussions. Students write their own responses to a topic, and then pass their papers to other students. Students then read and respond in writing to the previous responses, thereby creating a "string of conversation as the papers circulate around the table." Unlike whole-class discussion, writing-around and silent discussions engage each student in conversation.

The writing around strategy consists on group and pair activities which students can read think and connect ideas. Students can participate in one as a pre-reading activity. The phases used in the writing skills are: as first a photo, an image or a topic can be put in the center of a piece of chart paper. Secondly every student uses a different color marker and takes turns to write around to the image or topic. Then students can write what they think the photo or topic about, their questions,

their inferences or doubts. After that teacher encourages students to respond to what other people wrote by elaborating on their writing and taking turns as well, students move around the table or rotate the chart to read what another reader has written and respond. As the last phase the words that students can use in order to give their point of view about others' written are: I agree with... I disagree with...One question I have is...I think... (Holtsman, 2013).

The purpose of writing around

The purpose of writing around is to engage students in a silent conversation. While we eagerly want students to share their opinions or debate things they have read or discussed in class out loud, this strategy takes a slightly more inclusive approach. Also it develops students writing ability by asking them to both think critically and constructively respond to different students' opinions.

Another purpose of the writing around is to further students' comprehension and understanding of the selection by writing an extended response to a story or instructions. The strategy also helps to conducting good responses for the reading activities. The students are given an open-ended writing assignment where they are asked to write a response related to specific topic. Students use a modified writing process in writing their response to the prompt, in which they discuss their ideas with their group, drafted a version the response, and revised their writing based upon their group's feedback (Robert, 2003).

The techniques used in the writing around strategy are important to motivate students to increase their writing skills the most common are: pass and stop, Simon says, heart breaks, hot seat, write in limit time, and so on. Also the sources play a suitable role on this strategy because through them it was possible to accomplish with the activities planned based on writing around, the materials use are: a chart, paper, pencil, market, and sometimes colorful pictures.

The writing around is based on the principle of cooperative learning which helped the researcher to carry out her investigation by using them, they are:

Positive interdependence it involves this strategy when the leader may structure positive interdependence by establishing *mutual goals* (maximize own and each other's productivity), *joint rewards* (if all group members achieve above the criteria, each will receive bonus points), *shared resources* (members have different expertise), and assigned roles (summarizer, encourager of participation, elaborator) (Kagan 2001).

Individual accountability involves each student: In writing around strategy each member of the group is responsible for part of the task; so all group members completing their tasks goals. Assessing the quality and quantity of each member's contributions and giving the results to the group and the individual (Kagan, 2001)

Equal Participation: all students receive the same chances and incentives to be involved in class. Kagan's Approach uses careful task design, rewards, and accountability procedures to encourage equal participation.

Simultaneous interaction: it means that team members engaged each other's productivity by supporting opinions, giving points of view, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. They talk of each aspect of the tasks they are working to complete the assignment and achieve the group's goals (Kagan 2001).

Social skills: it is including listening, taking turns, conflict resolution skills, leadership skills, and teamwork skills. Even students come more polite and considerate with others (Jacobs, 2005).

Daniels (2007) mentions some problems and solutions that teacher can use if she/he finds trouble using writing around as a cooperative learning strategy; unprepared Students. As long as every student has shared the experience to be discussed the strategy works well and is face-paced. However, if students have not participated in the experience, teacher will need to devise a plan for those students who are unprepared. That can be accomplished by:

- Holding them out of the write-around so they can catch up on the work and so no group will be saddled with a blank writer taking turns at their table.
- Let unprepared students participate in the write-around by sharing whatever they do know for their first entry and then writing insightful and intelligent questions about other students' entries when they receive them (Daniels, 2007)

Daniels (2007) defines the text on text variation of a write-around as “what happens when you have several kids annotate the same copy of a text at the same

time, jotting down their responses in the margins. Quite naturally, students start reading other people's comments and want to give their classmates a written high five, ask a clarifying question, or throw down a tough challenge". Essentially, it is important to take a copy of a piece of text, affix it to a large piece of butcher paper or sticky note poster, and provide different colored markers for students. Students work in small groups to literally "write around" the text and engage in their annotations and responses to each other as they compose; each student uses a different colored pen so it is easy to distinguish each student's written responses.

Writing around is used to help students to share their ideas or opinions in any useful material as the following way; Objective during the sports class, the student will describe details using his or her ideas about four sports one at a time, by first speaking and then writing down the details in small group compositions. Group size: 4 students randomly put together, or grouped heterogeneously, depending on the situation. Tasks: Through a cooperative goal, students will do the following; 1. Each member in the group will listen to what is the instruction, work on it and then jot down the words or sentences which come to his or her mind; 2. Each student will write his or her perceptions about the corresponding sports in his or her group work. After the leader of the group must read all the written ideas, while the rest of the members listen with attention and correct any mistake, then they will share their work with whole the class, they could use charts, or poster to present it. This task will develop with a time limit given by the teacher (Ann, 2006).

The writing around strategy based on cooperative learning has the purpose to help students of tenth grade at Pio Jaramillo high school to develop writing skills working in groups, sharing opinions, ideas or thoughts, among them. Students randomly put together and discuss about any topic and develop critically thinking and constructively respond to different opinions.

e. MATERIALS AND METHODS

Materials

The resources that were useful to carry out this investigation were books and electronic book which were main sources that the researcher used for the literature review, the laptop was necessary in the process of the enquiry work; the printed materials facilitated to carry out efficiently the activities planned; internet connection provided the useful information to the researcher to search contents that were involved in her investigation and the human resources which were students from tenth grade who were the participants in the research.

Research Design

Action research is a process that teachers can use in their classrooms to address instructional questions and challenges. Within this process, teachers and schools may choose to focus their study on one student, a small group of students, a class or several classes, or a whole school. Conducting action research provides educators with an avenue to reflect on one's own teaching practices and engage in self-directed learning, with the ultimate goal of improving student learning. In order for students to reach optimal learning, teachers must continuously build upon their knowledge of student learning and intentionally study the instructional practices they are implementing in the classroom (Ferrance, 2000).

The benefits that action research gives to teacher and students, which are the both parts involved in the investigation are: to help teachers grow and create confidence in their work, to learn about themselves, their students and colleagues, to increase knowledge about institutional strategies, , to take decision in the right way at the right time, dynamic activities and suitable materials to use in a class, to develop new experiences and take advantages of them to improve their teaching and students through the action research have the opportunities to build their own knowledge, to develop critical thinking, to be active learners, and to learn about the teachers and among them.

Action research approach was implemented by the individual teacher for studying and addressing a practical problem or issue within a single classroom, for improving the educational setting (10th grade) and University encouraged the teacher candidate to get involved in real-life teaching practices

The steps of action research are:

Preliminary investigation which has observing the English classes, stating the background of the problem, describing current situation, locating and reviewing the literature, creating a methodological framework for research and designing an intervention plan. Intervention and observation that refers for administering tests and questionnaires, observing and monitoring students' performance according to the intervention plan. Presentation of research findings which includes reflecting, analyzing and answering the proposed inquires and organizing the final report.

Methods

The researcher applied the following methods in order to get empiric information and clearly result:

Scientific method: it helped the researcher in the observation done, before and during the intervention. It supported to make anticipation of possible solutions, and also it was useful to select the empiric information to literature review.

Descriptive method: It was useful to explain and analyze the object of the investigation. It facilitated in the description of the different stages of the study and the kind of resources used by the researcher.

Analytic method: It was useful to analyze the results obtained in the field work and to derive the respective conclusion according to the results, which the Writing Around as a cooperative learning strategy had on the participant students of the research.

Statistic method: It was used to make the quantitative and qualitative statistical analysis of the data obtained from the questionnaires and tests.

Techniques and instruments

In order to gather the necessary information to carry out this research work, the researcher applied the following research techniques and instruments for collecting data: The observation sheet, test and questionnaire;

Tests: this technique allowed participants to perform cognitive tasks in relation to the basic writing skills.

Pretest-Posttest: both instruments were applied in this action research; a pre-test was applied at the beginning, and at the end was applied a post-test of the intervention plan. The pre-test provided a measure on the performance of writing skills before the participants receive a treatment through the intervention plan designed in this research project. After the 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: this technique was applied through face-to-face pre and post questionnaires. A questionnaire instrument of wh questions was applied to collect students' answers about the cooperative learning in 10th grade year at the beginning and at the end of the intervention. This allowed the students to provide a wide range of responses. The questionnaires were conducted in class so that researcher gave a clear explanation to students and clarify all questions raised.

Observation: The emphasis during observation was on understanding the natural environment as lived by the tenth-grade students at Pio Jaramillo High school during their English classes. This observation sheet was a self-developed instrument that described accurately and comprehensively all the relevant aspects of the situation. There were two types of observations as detailed below:

Nonparticipants Observation: the researcher was not involved in the situation being observed. She observed and recorded behaviors but did not interact in the setting under study. The objective of this nonparticipant observation was to identify

the issue for this research project which was supported through the participant observation.

Participant observation: the researcher converted a part and a participant in the situation being observed. The researcher participated deliberately in the problematic situation by means of the writing around as a cooperative learning strategy in order to develop the writing skills amongst the tenth-grade, at Pio Jaramillo High school during 2014-2015 school year; 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 writing around as a cooperative-based strategy.

Population

The work research was carried out at Pio Jaramillo Alvarado high school. It is a public school. This high school is located at Bolivar and Lourdes streets (San Sebastian-Loja). It was selected by researcher because its authorities let her to carry out this work and they were always available to help her.

The research participants of this research were 30 tenth graders students who according to Common European Framework at the end of their academic year they must reach the level of proficiency of A2.1. For that this investigation has the objective to help them to achieve this required level. Based on the observation made the researcher and their teacher selected them for this investigation, with the purpose to motive them to improve their writing skills. They usually use for their daily English their students' textbook and CDs. The researcher noticed through the

respective observation made that these are not enough materials to develop students' abilities, for that in this action researcher she adopted more materials like; flashcards, charts, posters, and especially the strategy called writing around which is based on the cooperative learning and help students to increase their writing skills and work among them.

f. RESULTS

In this section the data received from questionnaires and tests are presented in the tables. A logical analysis is done after each table. Two types of data collection sources were used: quantitative- measures the cognitive-writing skills which was the issue observed in the tenth- grade students; qualitative- describes the attitudes of the Writing Around as cooperative learning- based strategy. Conversely both data sources were simultaneously collected in order to know the effect of the Writing Around as a cooperative- based strategy in the progress and improvement of writing skills- tenth grade.

The next part shows the results acquired from the following data collection sources: 1) pre- test and post-test to gauge knowledge about the performance of writing skills which is based on topic; main ideas, sentences; mechanics; punctuation, spelling; grammar; structures, sentences order; vocabulary; according to the topic. 2) Pre and Post questionnaire to measure the students' behavior and feelings towards the Writing Around as a cooperative learning strategy. Finally, this researcher was based on 5 objectives but the data were analyzed in accordance with 3 of the 5 research objectives of the current work because they reinforced and reflected emphatically the investigation.

Objective 1: To research the theoretical references about the writing around as a cooperative learning strategy and its application on the EFL basic writing skills.

The researcher searched for empiric information to write the suitable literature review based on the two variables: the writing skills as the main problem found on the target population and Writing Around strategy based on the cooperative learning as a possible solution to the issue found.

Objective 3: To design an intervention plan based on the writing around as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth grade students at Pio Jaramillo High school during 2014- 2015 school year. The researcher designed an intervention plan (see annexes pages 102-126) which was based on 8 weeks; 8 macro plans and 22 micro plans, during that time the students improved their writing skills using useful techniques based on the cooperative learning.

The 2, 4 and 5 objectives are explained below with the corresponding tables' results.

Objective 2: To diagnose the issues that limit the development of the EFL basic writing skills amongst tenth grade students at Pio Jaramillo High school during 2014- 2015 school year.

Table 1.

a. Pre-test: Score and Performance of Student's Writing Skills

Cod.	T	2/2	S	3/3	M	1/1	G	1/1	V	3/3	TOTAL 10/10
PJ10A01		2,00		2,25		0,50		0,50		0,75	6,00
PJ10A02		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A03		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A04		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A05		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A06		1,00		1,50		0,25		0,25		0,75	3,75
PJ10A07		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A08		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A09		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A10		1,00		0,75		0,50		0,25		0,75	3,25
PJ10A11		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A12		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A13		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A14		1,50		1,50		0,50		0,50		0,75	4,75
PJ10A15		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A16		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A17		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A18		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A19		1,00		1,50		0,25		0,25		0,75	3,75
PJ10A20		1,50		1,50		0,50		0,50		1,50	5,50
PJ10A21		1,50		0,75		0,25		0,25		0,75	3,50
PJ10A22		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A23		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A24		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A25		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A26		1,50		1,50		0,25		0,50		1,50	5,25
PJ10A27		1,00		0,75		0,25		0,25		0,75	3,00
PJ10A28		0,50		0,75		0,25		0,25		0,75	2,50
PJ10A29		0,50		1,50		0,25		0,25		0,75	3,25
PJ10A30		1,50		0,75		0,50		0,25		0,75	3,75
MEAN		0,98		0,95		0,29		0,28		0,80	3,31

Note. Writing Subskills: T=topic, S= sentence, M= mechanic, G= grammar, and V: vocabulary, PJ1001 "Pio Jaramillo" High School, tenth- grade, "A" first student.

b. Interpretation and analysis.

A pre-test was applied to measure a foregoing knowledge that tenth grade students had in writing skills. As observed from table 1, on one hand the highest score was on Topic (0. 98/2); but on the other hand the lowest score was on vocabulary (0. 80/3). Lastly, the total mean of the performance of writing skills was 3. 33 out of 10, which were below the average level according to the grade scale (see on annexes 2 page: 133). Furthermore, it was showed that there was a clearly trouble in writing skills amongst tenth- grade students to produce a written text, or paragraphs with sentences related to the topic, with useful vocabulary, with right grammar structures and with helpful mechanics.

Based on Brown's (2011) point of view Sub-skills (topic sentences, grammar, mechanics and vocabulary) play a relevant role in the progress of writing skills learning, thus Topic is helpful for students because through it learners could notice what the paragraph must be about. In other words the topic makes the text coherent, so people can follow the development of the ideas. Otherwise vocabulary supports learners to produce a range of suitable words and appropriate use of them in a context.

As mention before writing skills was a thoughtful trouble which concerned the researcher to conduct this action research in a single classroom, with the objective to solve this issue and facilitate students to increase their writing skills.

Objective 4: To apply the most suitable techniques of writing around as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth grade students at Pio Jaramillo High school during 2014- 2015 school year.

Pre & Post Questionnaire

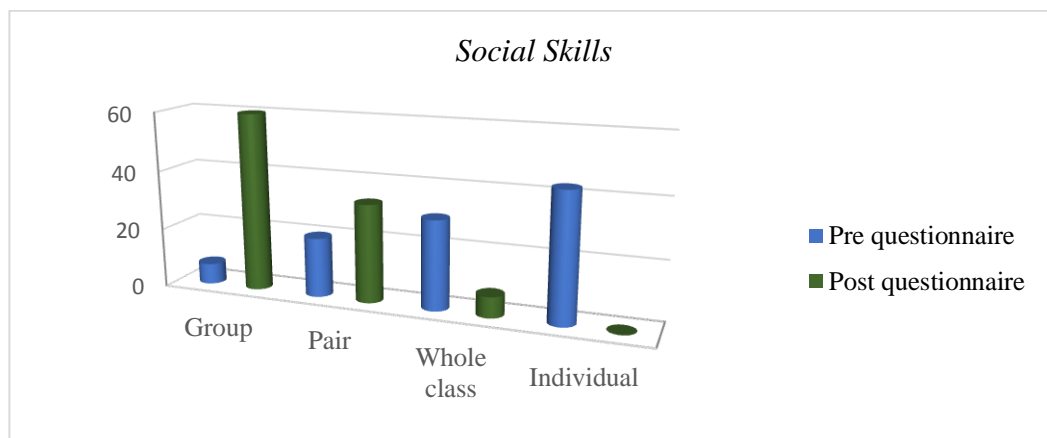
Table 2.

Question 1: How are the activities carried out in English class?

a. Frequency of Social Skills as a Cooperative Learning Principle

	Pre questionnaire		Post questionnaire	
	f	%	F	%
Group	2	7	18	60
Pair	6	20	10	33
Whole class	9	30	2	7
Individual	13	43	0	0

b. Figure



c. Interpretation and Analysis.

The result in the table 2 shows the progress of cooperative learning in tenth grade students. During the pre- intervention plan phase, the 7% of research participants responded that they always carried out the class activities in groups or pairs. This percentage is below to moderate level according to the grading scale (see on annexes 2 page 130). As a result, after intervention-plan stage was completed, students answered to a posttest questionnaire, and the same indicator (group) of the pre questionnaire increased from 7% to 60%, which was a moderate level. That means that the techniques used for working cooperatively with the Writing Around strategy had a great influence in the development of social skills with tenth-grade students. It demonstrated their capacity to carry out a group work successfully, and their comfortability working cooperatively.

When the activities are carried out in the class in group or pair (cooperatively) reveals that students could increase a long list of social skills, including listening, taking turns, conflict resolution skills, leadership skills, and teamwork skills. Even students come more polite and considerate with others (Jacobs, 2005).

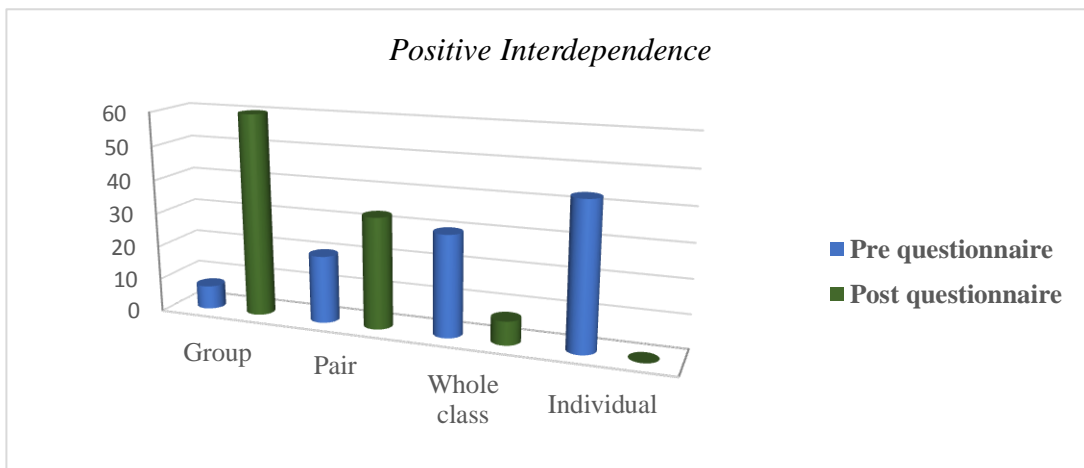
Table 3.

Question 2: The group or pairs activities are developed in a positive and respectful environment?

a. *Frequency of Positive Interdependence as a Cooperative Learning Principle*

	Pre questionnaire		Post questionnaire	
	f	%	F	%
Always	1	3	21	70
Usually	6	20	7	23
Often	17	57	2	7
Rarely	6	20	0	0

b. **Figure**



c. **Interpretation and analysis**

It was observed in the table 3, students' answers on the pre and post questionnaire give a notable difference. It reflects that the cooperative leaning strategies were set in practice. In the first result which is pre questionnaire, the students' answer is that only 3% of them felt a positive and respectful environment when they worked in pair or group activities. After the intervention plan, it was administered a post questionnaire and the same indicator (always) of the pre questionnaire improved from 3% to 70%

of students, which demonstrated an expectative level. Consequently it means that the techniques for working cooperatively with the Writing Around strategy supported students to participate positively and respectfully during the activities' class. Therefore tenth-grade students' behavior and feeling towards the cooperative learning was sufficiently positive to create a pertinent classroom environment and to increase their writing skills in the learning space for English lessons.

At the time that students working in groups or pairs in a positive and respectful environment indicates that they are developing their positive interdependence, this specifies that they are linked to other members in the group in such way that they cannot succeed unless they all do and they must coordinate their efforts with each other in order to complete the task. They feel that what helps a member of the group helps the other members and that what hurts one member of the group hurts the other members (Kagan 2001).

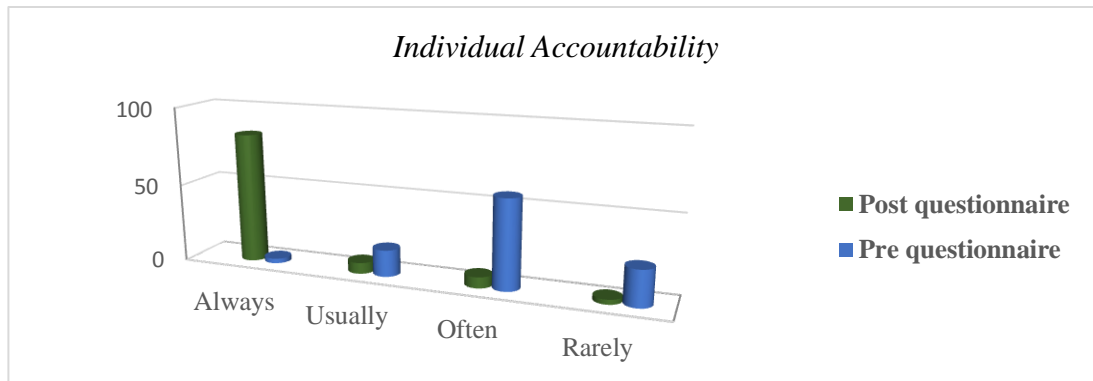
Table 4.

Question 3: In group activities, all members contribute to the development of collaborative work?

a. Frequency of Individual Accountability as a Cooperative Learning Principle

	Pre questionnaire		Post questionnaire	
	f	%	F	%
Always	1	3	25	83
Usually	5	17	2	7
Often	17	57	2	7
Rarely	7	23	1	3

b. Figure



c. Interpretation and Analysis.

The results in table 4, reflects the increase of participation that students had in the collaborative work. Before applying the intervention plan, in the pre questionnaire the 3% of students alleged that they contributed to the development of collaborative work in their group activities. This percentage is a low level. Once finished the intervention-plan students responded to a post questionnaire, and it allowed to make a comparison between the pre and post questionnaire with the same indicator (always) it was noticed that it improved from 3% to 83% of students, this percentage shows a high level. It demonstrates that the techniques for applying the Writing Around as a cooperative learning strategy had a strong influence on students for raising their individual accountability. In other words tenth-grade students were responsible with the tasks given in this way they participated with their group, and also they contributed to the development of collaborative work in English class.

When all members of a group contribute to the collective work is helpful to students because they are learning to develop their individual accountability which

involves each student being responsible for part of the task; reporting to the group on their progress; and being satisfied on the basis of all group members completing their tasks goals. Everyone in the group tries to learn and to share his or her knowledge and ideas with others (Kagan 2001).

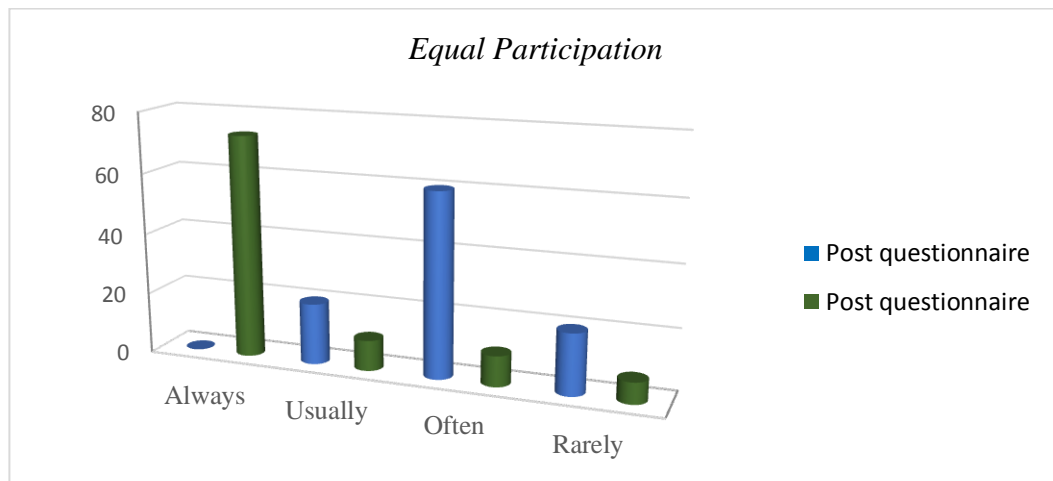
Table 5.

Questions 4: When you work in group or in pairs is the participation fair?

a. Frequency of Equal Participation as a Cooperative learning Principle

	Pre questionnaire		Post questionnaire	
	F	%	f	%
Always	0	3	22	73
Usually	6	20	3	10
Often	18	60	3	10
Rarely	6	20	2	7

b. Figure



c. Interpretation and analysis

The results on Table 5 shows that the participation of tenth grade students in the activities carried was successful, during the cooperative learning strategies applied. In the first result which is the pre questionnaire only 3% of students responded that the groups work' participation was just, this percentage is a low level. Consequently, after the intervention-plan, it was applied a post questionnaire, and at the same indicator (always) increased from 3 to 73% of students, this percentage demonstrates an expectative level. It indicated that the use of Writing Around strategy motivate students to increase their participation in the activities planned. Thus they demonstrated that they have the capacity to participate and collaborate among them for improving their writing skills.

Letting students to have an equal participation in the group work motivate them to develop cooperative goals. Therefore cooperative learning offers many ways of promoting more equal participation among group members by attempting to structure interaction so that all group members have chances to participate Kagan (2001)

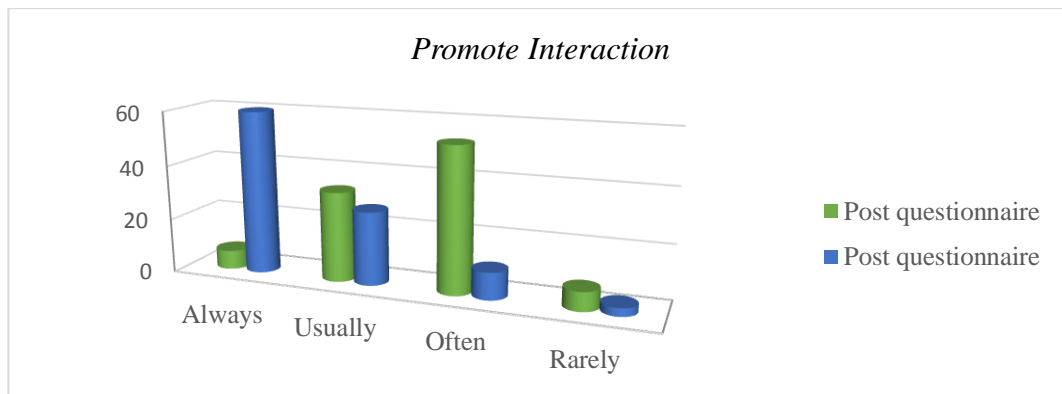
Table 6.

Question 5: When you working in group, do you learn more than when working individually?

a. Frequency of Promote Interaction as Cooperative Learning Principle

	Pre questionnaire		Post questionnaire	
	f	%	f	%
Always	2	7	18	60
Usually	10	33	8	27
Often	16	53	3	10
Rarely	2	7	1	3

a. Figure



b. Interpretation and Analysis.

According to the results showed on the table 6, they give a clearly idea that cooperative learning techniques were put into practice. During the pre- intervention plan phase, 7% of students assumed that they learn more when they work in group, this percentage shows a low level. Otherwise, after the intervention plan, students answered to a post questionnaire and the similar indicator (always) of the pre questionnaire progressed from 7% to 60% of students. It shows that students worked cooperatively to get a common goal, and they learning were successful. The 60% percentage shows a moderate level. Furthermore the techniques for administering the

Writing Around as cooperative learning strategy gave useful results on students because they learned to work cooperatively and the most important they got new knowledge among them in each group activities.

They improved in their writing skills sharing ideas and knowledge which demonstrate that learners were developing simultaneous interaction; it means that team members engaged each other's productivity by supporting opinions, giving points of view, and encouraging efforts to produce. Members explained, discussed, and taught what they knew cooperatively. They told of each aspect of the tasks they were working to complete the assignment and achieve the group's goals (Kagan 2001).

Objective 5: To reflect upon the effectiveness that the writing around as cooperative learning had tenth grade students at Pio Jaramillo High school during 2014- 2015 school year.

Table 7.*a. Post- test results: Score and Performance of Students' Writing Skills*

Cod.	T	2/2	S	3/3	M	1/1	G	1/1	V	3/3	TOTAL 10/10
PJ10A01		2,00		3,00		1,00		1,00		3,00	10,00
PJ10A02		2,00		2,25		1,00		0,75		3,00	9,00
PJ10A03		2,00		2,25		0,75		0,75		2,25	8,00
PJ10A04		2,00		2,25		0,75		0,75		3,00	8,75
PJ10A05		1,50		2,25		0,50		0,50		2,25	7,00
PJ10A06		2,00		3,00		0,50		0,50		3,00	9,00
PJ10A07		2,00		2,25		0,75		0,75		2,25	8,00
PJ10A08		1,00		1,50		0,50		0,50		1,50	5,00
PJ10A09		2,00		3,00		1,00		1,00		3,00	10,00
PJ10A10		2,00		3,00		1,00		1,00		3,00	10,00
PJ10A11		1,50		2,25		0,50		0,75		2,25	7,25
PJ10A12		2,00		2,25		0,75		1,00		3,00	9,00
PJ10A13		1,50		1,50		0,75		0,75		2,25	6,75
PJ10A14		2,00		2,25		1,00		1,00		3,00	9,25
PJ10A15		2,00		3,00		0,75		0,75		2,25	8,75
PJ10A16		1,50		2,25		0,75		0,75		2,25	7,50
PJ10A17		2,00		2,25		0,75		1,00		2,25	8,50
PJ10A18		1,50		2,25		0,75		0,75		3,00	8,25
PJ10A19		2,00		2,25		0,75		1,00		2,25	8,25
PJ10A20		2,00		3,00		0,75		1,00		3,00	10,00
PJ10A21		2,00		2,25		0,75		0,75		3,00	9,00
PJ10A22		2,00		2,25		0,75		0,75		2,25	8,00
PJ10A23		1,50		2,25		0,75		1,00		3,00	8,50
PJ10A24		2,00		2,25		0,75		1,00		2,25	8,25
PJ10A25		2,00		2,25		0,75		0,75		2,25	8,00
PJ10A26		2,00		2,25		0,75		1,00		3,00	9,00
PJ10A27		1,50		3,00		0,75		0,75		2,25	8,25
PJ10A28		1,50		2,25		0,75		0,75		2,25	7,50
PJ10A29		2,00		3,00		1,00		1,00		3,00	10,00
PJ10A30		2,00		3,00		1,00		1,00		3,00	10,00
MEAN		1,83		2,40		0,78		0,83		2,60	8,49

Note. Writing subskills T=topic, S= sentence, M= mechanic, G= grammar, and V: vocabulary, PJ1001 "Pio Jaramillo" High School, tenth- grade, "A" first student.

b. Interpretation and analysis

Based on the results from table 7, the highest score (1.83/2) is the mean of topic, and lowest score (0.73/1) is the mean of mechanics. Moreover the total score means was 8. 47/10. Therefore the post test means displays strong signal that tenth grade students had the capacity to do a paragraph focused on the principle topic, supporting details involved in sentences which are directly related with main idea. Besides that, students after the intervention plan they could write a paragraph with many ideas which were linked on the main topic. On the other hand students had some trouble with mechanics. They made minor errors in punctuation and spelling. In the section of grammar students were able to dominate some grammatical structures like tenses, plurals, nouns and so on. Finally, on the vocabulary students used easily new key words, and the right lexis for each topic.

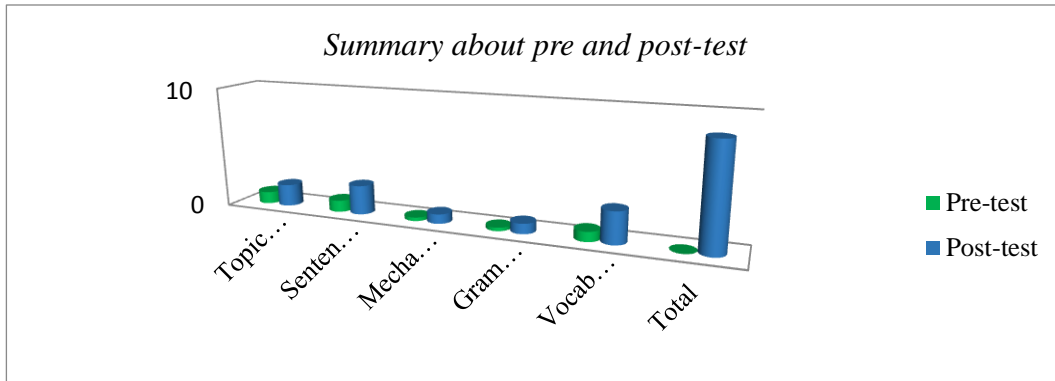
In writing skills students usually have to understand a range of the rules which may manifest itself in syntax, grammar, spelling, punctuation, usage, mechanics, organization, and clarity (Shaughnessy, 1973).

Table 8.

a. Pre-test and Post-Test Summary: Performance of Students' Writing Skills

Descriptors	Pre-test	Post-test
Topic (2/2)	0,98	1,80
Sentence (3/3)	0,95	2,40
Mechanics (1/1)	0,29	0,78
Grammar (1/1)	0,28	0,83
Vocabulary (3/3)	0,80	2,60
Mean	3,31	8,47

b. Figure



c. Interpretation and analysis

In the table 8 the topic writing skills obtains the highest score mean (1.80/2), while mechanics get the lowest score (0.78/ 1). The total score means improved from 3.31 to 8.47 which demonstrated a clear improvement in the students' performance accredited to the application of writing around strategy based on cooperative learning activities during the intervention plan. It displays that students after this phase (intervention plan) had the capacity to produce a written text related to a specific topic, or paragraph using the correct grammar rules, and helpful vocabulary. The score means 8.47 has relation with the average. However there were limitations of the research in the class. One of them was that the teacher candidate did not have experience yet in order to conduct a class with a lot of students. Furthermore, some tenth-grade students have a lack of interest to get knowledge in English as a foreign language, thus they did not have as much will as necessary to carry out the all activities planned by researcher.

g. DISCUSSION

The investigation was carried out with tenth grade students at Pio Jaramillo high school. The data indicated students' learning on writing skills increased after the intervention plan based on cooperative learning. The data collected from this research showed that the use of Writing Around as a cooperative learning strategy had a remarkable influence in the writing skills in tenth grade students. This investigation answered the main question done before the intervention: How does the writing around as a cooperative learning strategy develop the EFL basic writing skills amongst tenth-grade.

The results were statistically significant for the researcher. The result of the pretest demonstrated that students had serious difficulties in writing skills. The results of the posttest after the intervention plan indicated that writing skills in students were improved. For instance the total means of the pretest was 3, 31 which was low score while the total means of the post test was 8, 48 this means was average level. Additionally this action research was based in a pre and post questionnaire with five questions based on cooperative learning, at the beginning of the intervention plan the results gotten of the pre questionnaire were between 3% and 7% which was a percentage below to the expectative level, while in the post questionnaire the results were between 60% and 80%, this percentage was an expectative level according to the grade scale. Therefore it is clear that this action research had a positive influence in tenth grade students.

Although it was clear that the Writing Around as a cooperative learning strategy had a strong influence in the improvements of students' writing there were some limitations of the research in the class. One of them was that the teacher candidate did not have experience yet in managing a class with many students with different behaviors and learning styles. Furthermore, some tenth-grade students lacked interest in English as a foreign language, so they did not show a good attitude to carry out the activities planned by the researcher.

However, this research benefited both students and teacher candidate because students could raise their writing skills, and teacher candidate could get important experience which will help her in the future, also through this investigation she discovered strategies and techniques that facilitated the English learning. Moreover she could realize that the success of a class depends on the relationship between students and teacher.

h. CONCLUSIONS.

Through an observation made to tenth grade students at Pio Jaramillo high school, the researcher found some weaknesses in the development of skills particularly writing skill, and according the results of the pretest students did not produce paragraphs focused in a topic or used a suitable grammar structures, mechanics. Even the lowest score was in the vocabulary, thus the researcher based on these results; it allowed searching for some strategies of cooperative learning, choosing Writing Around in order to solve this issue.

The researcher implemented Writing Around based on the cooperative learning method which helped students to work in groups and pairs sharing opinions, knowledge, ideas and so on, and in that way they could improve their writing skills among them. Additionally the results obtained of the post questionnaire which was based on the principles of cooperative learning showed the strong effect that the Writing Around had in the students' learning, particularly the highest percentage was on the principle of individual accountability, in other words students took seriously their responsibilities in each groups' activity.

The writing around helped students to reduce their difficulties on writing skills, the results gotten on the posttest and post questionnaire demonstrated the helpful effect that this strategy had in order to solve the issue found (writing skills) at the beginning of this action research in tenth grade students. Even though the writing around was a great strategy, the researcher faced difficulties belong the action

research. It was the lack of experience to manage the class, and some students lacked interest in the English subject, thus they did not collaborate as much as necessary.

i. RECOMMENDATIONS

Future investigations should focus more in the development of students' skills specially writing skills, search strategies or techniques which allow students to improve their structure grammar, spelling, and in a particular way their vocabulary because it was one the main weakness that tenth grade students had.

Further work needs to be done to continue executing the Writing Around strategy which works emphasized on the principle of cooperative learning, and in this action research this strategy had a strong positive result in the development of students' writing skills, thus further work should be done groups or pairs activities to help students to strengthen their learning focused in the improvement of writing skills.

Further investigations are needed to motivate students to increase their writing skills, the futures investigators should use fun strategies based on cooperative learning which offers students enjoyable classes, so they feel encouraged to improve their writing skills. Furthermore the future researchers should search for techniques that help them to avoid limitations in the process of their action research.

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k. ANNEXES

Annex 1: Project



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

THEME:

**THE WRITING AROUND AS A COOPERATIVE LEARNING
STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS
AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO
HIGH SCHOOL. ACADEMIC PERIOD 2014 – 2015**

Research work as a previous requirement to
obtain the Bachelor's Degree in Science of
Education English Language
Specialization.

AUTHOR

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LOJA – ECUADOR

2014-2015

a. THEME:

**THE WRITING AROUND AS A COOPERATIVE LEARNING STRATEGY
TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH-GRADE
STUDENTS AT PIO JARAMILLO HIGH SCHOOL. ACADEMIC PERIOD
2014 – 2015**

b. PROBLEM STATEMENT

Background

Pio Jaramillo high school was created to help students from Loja. The order of initiation and recreation activities occurred at the request of the doctors Arsenio Castillo and Jose Neira Vivanco Luzuriaga, Deputies of Loja of the National Congress at the time, Mr. Dr. Otto Arosemena, acting as Interim Constitutional President of Ecuador, he created the command, it was contained in Executive Order No. 42, published in the official record No. 17 on December 9, 1966.

Until the end of 1967, Dr. Eduardo Andrade rector Founder of Pio Jaramillo Alvarado School, and at the same time teacher of this establishment between the years 1989 to 1996 he served as Provincial Director of Education Loja, a situation that allowed him to influence one way or another in some aspects of the implementation of the new educational establishment. In relation to the name of the school, about which, having already existed at that time Kindergarten in this city with the name Pio Jaramillo Alvarado the creators considered this name for secondary school.

Likewise it was possible that the Education Minister Carlos Larreategui accepted the creation of one school more for Loja its intended was to function in the nights and exclusively for the female sector. The reason is to collect all the ladies and girls who, for working or for any other reason unable to attend daytime secondary schools. Accepting the request, the Minister issued the relevant ministerial agreement.

In 1978 the creation of the afternoon section was achieved and in the year 1994 the morning section. It is an institution worthy of praise and virtue to be a precursor to the academic formation of many people of Loja.

Current situation of the research object.

Nowadays, English Language is considered one of the most important languages around the world, the learning of English as a foreign language is a topic that concerns difficulty because it involves a variety of elements.

In the perspective of the teaching procedure, it is essential to take into account that teachers depend on diverse types of resources that can help them to carry out their activities successfully. According to (Macpherson, 2007) one of the main ones in his book about cooperative learning is to use interesting strategies to develop skills.

Cooperative learning plays a central and important role in teaching and learning. Today teachers are expected to develop the four skills, in their students while implementing new views on learning and teaching and using authentic strategies, but teachers are not sure about these new strategies and they can get trouble using it.

Another important point is that usually the students are not feeling comfortable with the technique that teachers are using to develop skills specially the basic writing skill so it affects the process of the learning.

There are many strategies to develop or improve writing skills but sometimes teachers have very inconsistent knowledge about them and also they are not diversifying these kinds of strategies so, it is affecting the positive learning on students. Although many different strategies are available inside the cooperative learning, such as WRITING AROUND, PIC-TAC-TELL, JIWSAW etc, there are few teachers who apply them.

Research Problem

HOW DOES THE WRITING AROUND AS A COOPERATIVE LEARNING STRATEGY DEVELOP THE EFL BASIC WRITING SKILLS AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO HIGH SCHOOL. ACADEMIC PERIOD 2014 – 2015?

Delimitation of the Research

Time

This present research work will be carried out during the 2014 - 2015 academic school year.

Location

This research will be done at Pio Jaramillo high school which is located on the downtown of the Loja city.

Participants

The participants of this research work are the tenth-grade students twenty-nine girls and one boy at Pio Jaramillo High school and the candidate teacher of this study who is going to take part in the intervention plan.

Sub-problems

- What theoretical and methodological references about the writing around as a cooperative learning strategy are adequate for developing the EFL basic writing skills amongst tenth grade students at Pio Jaramillo Alvarado High school during 2014- 2015 school year?
- What are the issues that limit the development of the the EFL basic writing skills amongst tenth grade students at Pio Jaramillo High school during 2014- 2015 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the EFL basic writing skills

amongst tenth grade students at Pio Jaramillo High school during 2014- 2015 school year?

- Which writing around techniques as a cooperative learning strategy are implemented to develop EFL basic writing skills amongst tenth grade students at Pio Jaramillo High school during 2014- 2015 school year.
- How does the writing around as a cooperative learning strategy reduce the difficulty to develop the EFL basic writing skills amongst tenth grades students at Pio Jaramillo High school during 2014- 2015 school year?

c. JUSTIFICATION

One of the main deficiencies in many schools is to consider English subject as a language without real communicative function, and this has generated a deficiency and difficulties in learning written language; it makes that students around the world have lack of interest in developing the basic skills in the English Second Language. It is one of the reasons, why this present research has the purpose to apply writing-around as a cooperative learning strategy to develop EFL basic writing skills amongst tenth-grade students at Pio Jaramillo High school during the academic year 2014-2015.

Therefore writing skills are a key factor in English education, this research will present a strategy for writing skill, in order to seek viable alternatives to counter the deficiencies and improve the capacity of the writing in the school before mentioned.

Also this present research could help the English teachers to know some strategies to develop writing skills in English teaching, strategies that allow them to motivate their students to develop and improve their English especially the writing skills.

Finally, it is a previous requirement, in order to get the Bachelor's Degree in Sciences of Education, English Language specialization.

d. OBJECTIVES

General objective:

- To improve the EFL basic writing skills through the writing around as a cooperative learning strategy amongst tenth grade students at Pio Jaramillo Alvarado High school during the 2014- 2015 school year.

Specific objectives:

- To research the theoretical references about the writing around as a cooperative learning strategy and its application on the EFL basic writing skills.
- To diagnose the issues that limit the development of the EFL basic writing skills amongst tenth grade students at Pio Jaramillo High school during 2014-2015 school year.
- To design an intervention plan based on the writing around as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth grade students at Pio Jaramillo Alvarado High school during 2014- 2015 school year.
- To apply the most suitable techniques of writing around as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth grade students at Pio Jaramillo Alvarado High school during 2014- 2015 school year.

- To reflect upon the effectiveness that the writing around as cooperative learning had tenth grade students at Pio Jaramillo Alvarado High school during 2014- 2015 school year.

e. THEORETICAL FRAMEWORK

Common European Framework

To Common European Framework, Learning English as a foreign language is a topic that concerns difficulty because it involves a variety of elements, for that and based on the observation made with tenth grade students at Pio Jaramillo high school, the current work presents a strategy which is called writing around as a cooperative based learning, in order to improve basic writing skills in this group of students. According to the Common European Framework by the end of tenth grade, students will have reached the communicative competence for A2.1 proficiency level. Thus this research pretends to help students before mentioned through the writing around strategy to accomplish this required level by National Curriculum Guidelines.

A2.1 that students of tenth grade must have is described by Council Europe as followed: A1 Breakthrough; A basic ability to communicate and exchange information in a simple way.

“Ecuador has implemented the National Curriculum which is aligned by primary and secondary school. In our country this curriculum is based on English subject, Ecuador’s reason to adopt the National Curriculum Guidelines it because English is an essential tool to interact and communicate in today’s society” Ministerio de Educación del Ecuador MinEduc(2014).

“The Common European Framework is a planning tool that offers guidance for teachers, examiners, textbooks writers, teacher trainers, and educational

administrators. It also plays a role in language and education policy worldwide because it describes what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to develop to communicate effectively in the target language” Council of Europe, (2001).

Council of Europe, (2001) basically proposes a scale of six language proficiency levels: C2 Mastery; C1 Effective Operational Proficiency; B2 Vantage; B1 Threshold; A2 Way stage; A1 Breakthrough Council of Europe, (2001).

Common European Framework is based on the idea that language learning successfully come through having to communication real meaning. When learners are involve in real communication in language learning teaching their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

For real communication in language learning is important to students develop the four basic skills (receptive and productive): listening, reading, speaking and writing. But one most common problem to have the level A2.1 in the English communication amongst tenth grade students at Pio Jaramillo high school found through the diagnostic made by the research is to develop writing skill, and it is one the main reason that this work is focus on writing skill because according to Shaughnessy, (1973) writing helps students come to a basic understanding and familiarity with formal written.

Basic Writing

“In Basic Writing students can be categorized in two ways: 1) students coming straight from high school, who did not develop a basic competency in formal written English before graduation and who placed below average on a college writing placement test, and 2) non-traditional students who are older than average college freshman and who are coming to college for the first time in order to further their education in the hopes of gaining the skills necessary for better employment and earning more money”. Shaughnessy, (1973)

Basic writing students are usually characterized by a lack of understanding of the rules of formal written English which may manifest itself in non-traditional syntax, grammar, spelling, punctuation, usage, mechanics, organization, and clarity. Shaughnessy, (1973).

Writing Skills

Writing skill it is ability to convey ideas and feelings as written material from one person to another person in the most effective manner. Good writing skill is one of the keys of a manager’s success.

Wayne, (2010) describes writing as one of the most important skills students learn in school, it is crucial to English Language Learning students ‘academic success because it is one of the principal mean by which they display their knowledge and competence in the academic subject. It also encourage self- reflexing allowed e students to develop their personal reactions.

According to this author all students face the additional challenge of developing their writing to grade-level expectation, English language learning skills face additional challenging for learning to write before they are proficient speakers to English. An additional challenge, particular for newcomers, is that they are learning to adjust socially and culturally to a new country and a new school.

Ferris, (2004) Point out that English language learning students learn to write may need more of everything in terms of procedures, contents, practice and feedback than native English-speaking students; they note that unlike native students:

- Begin with interact of L1 and for developing knowledge of written English as a second language, they need a simultaneously acquiring language and composition skills.
- May produce sentence level errors influenced by their primary language.
- May have little or no experience with peer response; and
- May have little or no experience using outside sources, paraphrasing, and quoting.

Purpose of Writing

Brown, (2011) Points out some reasons: people write to inform, to entertain, to persuade, and to describe various things in their daily life. A business executive writes a memo to inform his subordinates of changes in a business proposal. A teacher writes a story to entertain her students. A newspaper columnist writes to persuade his readers of the benefits of a political change.

Three factors must be considered when writing: the subject, the purpose, and the audience. One of the biggest problems facing many writers is deciding what to write about. Much of the time, the subject is determined for students by the teacher or professor. The purpose of writing has an influence on the style and format used. The style of writing to inform readers of the advantages of recycling will be much different than the style used for describing an amusing summer vacation story for English writing class. The audience that is being written to will also influence the style that is used. Remember that different audiences have different expectations and the writing style should reflect this. In college classes the audience is most likely the professor. For a businessman, the audience may be a colleague, a competitor, a customer, or government official. In these cases the style of writing should be very formal and exact. Slang, idiomatic expressions, and inappropriate vocabulary should never be used. On the other hand, if writing a short story for an English creative writing class, the style used will be much less formal. The use of slang, idioms, questionable vocabulary, and grammatical correctness may be welcomed to maintain the readers interest and enhance the entertainment value of the assignment (Brown, 2011)

Kinds of Writing

According to Everson, (2010) there are important kinds of writing, they are:

Expository Writing - where the writing serves to explain, or inform.

Descriptive Writing - writing that serves to show, describe.

Narrative Writing - tells a story.

Persuasive Writing - arguing for or against an issue.

Creative Writing - interestingly, creative writing is a vague term, but it includes (while isn't limited to) fiction (across the genres), poetry, drama, screenwriting, autobiographies and more.

According to Everson, (2010) another way to divide the kinds of writing is from a target audience, or purpose point of view. So there can be:

- Academic writing - includes sentences, paragraphs, reports, etc.
- Professional Writing - writing for academic or scientific journals, these have to follow a standardized form.
- Business writing - includes technical writing, business plan writing, resume writing, letter writing etc.
- Copywriting - writing marketing text, grant writing
- Journalists, columnists, article writers (staff or freelance) - these writers focus on a certain subject
- Non-fiction book writers
- Fiction - novelists, screenwriters, playwrights, short stories writers, etc.
- Poets.

Taking into account the kind of writing of Cardoso (2009), the tenth grade students “A” at Pio Jaramillo high school are going to focus on the academic writing, they are going to develop their grammar structure sentences, give report about task and write and paragraphs.

Writing sub-skills play an important role in writing skill:

Writing Subskills.

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas (Hedge 1992).

For Brown (2011) there are micro writing skills and macro writing skill, they are;

Micro skill

- Create graphemes and orthographic pattern in English.
- Produce a suitable core of words and appropriate use of word order patterns.
- Use an acceptable grammar system. (i.e. correct plural, tenses, rules etc.)
- Convey explicit meaning in different grammatical ways.
- Use coherent strategies in writing skills.

Macro skill.

- Use a rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicate functions of written texts to form and purpose.
- Distinguish between literal and implied meaning when writing.
- Correctly convey culturally references in the context of the written text.
- Develop writing strategies such as writing with fluency, using synonyms, etc. Brown (2011).

Writing skills as another skill has a learning process in English Foreign Language, Wayne (2010) enlist the following process:

Pre-writing: Students get their ideas together; determine the purpose of the writing, and identify who the audience will be. They decide what the main idea will be and what supporting details they want to include. With or without the support of the teacher, they can use the following strategies to prepare to write:

- Talking over their ideas with peers or with teacher.
- Drawing pictures.
- Brainstorming to create a list of things they can write about details to include on the main idea.
- Closing their eyes to visualize what they want to write about.
- Using graphic organizers.
- Creating an outline for organizing the text.

Teacher can also provide experience for students to write about, such as a book that is read aloud, a video watched in class, etc.

Drafting: It is not easy for students to move from planning to actual writing. However, students need to transform plans into temporary text at some point. In the drafting stage, students concentrate on getting ideas on paper without worrying about grammatical and mechanical errors. Instructors should focus on more global issues (*topic, organization, and evidence*) while ignoring surface problems (*spelling, punctuation, and wordiness*) because the surface problems can be dealt with in subsequent drafts.

Revising: In the revision stage, students should decide how to improve their writing by looking at their writing from a different point of view. Teachers as guides or facilitators, they have to provide students with specific directions for revision “through self-correction, peer-correction, and instructor initiated comments”. Students may decide to add more details to support the main idea or feel the need to remove some sentences that distract from their main idea and the purpose for writing. In the revising stage, students reread their first drafts, get feedback from peers, and revise them.

Editing: Students focus on editing checking spelling, grammar, punctuation, vocabulary, sentence structure. Students first do their best to find their errors and correct them by themselves. They can get help of their classmates to correct their writing also teachers should indicate grammatical mechanical errors and can suggest further word choices and transitional words to improve clarity and coherence of

writing. Correcting students 'writing in this stage raise two issues how to correct and what and how much correct, teacher should take care about students 'errors. For academic purposes, teachers can comment on documentation, and citation.

Editing is the last process just before their final product; students should more rigorously attend to rectifying local errors. In the English Foreign Language writing classrooms, the editing stage is considered more important than it is in the L1 or English Second Language writing classrooms since English Foreign Language students cannot be free from test situations.

Sharing: Most of the time, the reader of students' writing is their teacher, but gradually they should learn to write to other students and to genuine readers outside of the classroom. Although writing to show what students know is a vital element in the writing classrooms, writing classrooms should seek genuine communication through written texts. Some authors like Tompkins and Kendall illustrate that having students share their completed works with audiences such as peers, friends, families, or community, teachers can promote real communication between writers and readers in the process writing classrooms since students can have real audiences who can meaningfully respond to their writing and develop confidence as authors (Wayne, 2010).

There are branches of strategies for developing the Communicative Learning Teaching, among them there is the Cooperative Learning that is defined in the following lines.

The cooperative learning as a communicative language strategy

“Cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals” (Macpherson, 2007).

Stephen, (2010) Point out that “cooperative learning is more than just putting students in groups and giving them something to do, cooperative learning is a technique and tool which teachers use to encourage mutual helpfulness in the groups and the active participation of all members”.

For Kagan, (2001) “Cooperative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.

Lynne T. Diaz-Rico, (2012) found in her studies that “cooperative learning increase the possibility that English learners will feel a part of a culture of the classroom as a whole. In cooperative learning, English learners have increased opportunities to verify their comprehension by receiving explanation their peers and sharing knowledge. This helps them clarify and familiarize themselves with lesson content. This author also mentioned some important benefits to English learners in Cooperative Learning, she said “small- groups learning provide English Learners with a rich discourse environment and multiple opportunities for face-to face interaction. Students in groups change information about academic content and

procedures, they have substantially more changes to practice language without worrying their pronunciation is exactly right.

Stephen, (2010) found that “in Second and Foreign Language Learning cooperative learning has several advantages: increased students talk, more varied talk, a more relax atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input”.

“Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it” Roger, (2001).

Cooperative efforts result in participants striving for mutual benefit so that all groups members:

- Gain from each other's efforts.
- Recognize that all group members share a common fate.
- Know that one's performance is mutually caused by oneself and one's team members.
- Feel proud and jointly celebrate when a group member is recognized for achievement.

Cooperative learning is usually well-defined as a teaching planning in which small, groups of students work together to accomplish a common goal. Students encourage and support each other, assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. The basic elements are positive interdependence, equal opportunities, and individual accountability. Human beings are social creatures by nature and cooperation has been used throughout history in all aspects of our lives.(...) Dotson, (2001).

“Cooperative learning is group learning activity organized so that learning is depending on the socially structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” Olsen and Kagan (1992).

According to Kagan, (2001) the groups in the cooperative learning should be:

- Generally speaking the smaller group, the more each member talks and the less chance there is that someone will be left out. If the time is short, smaller groups can usually do activities quickly, in cooperative learning two or three people in a group is the best.
- Larger groups are good because they provide more people for doing big task, increase the variety of people in terms of skills, personalities, backgrounds and so on, and reduce the number for the teacher monitor.

According to Stephen, (2010) Teacher selects group to work best, at least until students become proficient at collaborative.

- In creating teacher assigns teams, factors to consider include language proficiency, first language, sex, race and diligence.
- Random groups are quick and easy and convey the idea that one can work with anyone.
- Many ways exist for randomizing groups. The most common is counting off.
- Other ways to set up random groups include using playing cards, giving out numbered pieces of paper, and distributed cards with different categories on them and letting the students group themselves according to the category.
- When students become good at cooperative learning group work, they can group themselves for example by interests, and for self- directed projects.

Richard, (2005) Found some options about what teacher can do if a student doesn't want to work in group. Teacher can discuss the advantages that students can derive from learning in groups for example learning more, having fun, and preparing good task. Other way is teacher can use group learning games that encourage students to work in group.

Kagan, (2001) purposes the following key elements of successful group-based leaning in Cooperative Learning:

Positive interdependence exists when students perceive that they are linked to other members in the group in such a way that they cannot succeed unless they all do and they must coordinate their efforts with each other in order to complete the task. Instructors may structure positive interdependence by

establishing *mutual goals* (maximize own and each other's productivity), *joint rewards* (if all group members achieve above the criteria, each will receive bonus points), *shared resources* (members have different expertise), and assigned roles (summarizer, encourager of participation, elaborator).

Individual accountability involves each student: being responsible for part of the task; reporting to the group on their progress; reporting on the group's progress to the whole class and being rewarded (e.g., receiving bonus points) on the basis of all group members completing their tasks goals. Assessing the quality and quantity of each member's contributions and giving the results to the group and the individual.

Promote Interaction Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee-to-knee and talk through each aspect of the tasks they are working to complete the task and achieve the group's goals.

Interpersonal skills and Social skills: Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job-performance skills. Collaborative skills include instructorship, decision-making, trust- building, communication, and conflict-management skills. In interpersonal skills students: actively listening, stating ideas freely, accepting responsibility, providing constructive criticism. In small group

students: taking turns, sharing task, democratic decisions making, clarifying differences.

Group Processing: groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Instructors structure group processing by assigning such tasks as list at least three member actions that helped the group be successful and list one action that could be added to make the group even more successful tomorrow. Instructors also monitor the groups and give feedback on how well the groups are working together. This element reflects on a group's session: describing what members actions were helpful and unhelpful and making decisions about what actions to continue or change Kagan, (2001).

Types of cooperative learning

Johnson and Johnson (1992) in the book Collaborative Learning mentioned three types of cooperative learning, these are:

Formal cooperative learning groups: Students work together for one or several class sessions to achieve shared learning goals and complete jointly specific tasks and assignments. They provide the foundation for all other cooperative learning procedures.

Informal cooperative learning groups: They are used to focus student attention on the material to be learned, create an expectation set and mood conducive

to learning, ensure students cognitively process the material being taught, and provide closure to an instructional session.

Cooperative based groups: Long-term groups with stable membership whose primary responsibility is to give each member the support, encouragement, and assistance he or she needs to progress academically and develop cognitively and socially in healthy ways Smith, Johnson and Johnson (1992).

Cooperative learning is a principal tool that teachers should use to for developing grouped knowledge among students, there are many strategies that help to motivate and encourage students to work together and improve their basic skills.

Current strategies of cooperative learning.

Kagan, (2001) mentions some important strategies of Cooperative Learning they are:

Jigsaw - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. Helping in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

Think-Pair-Share - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

Three-Step Interview - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team

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

Three-minute review - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions (Kagan,2001)

All the mentioned strategies above are interesting to develop the writing skills in the students, but based on the observation made to tenth grade students at Pio Jaramillo high school, and notice the need to improve the writing skill this research has the purpose to apply writing-around as a cooperative learning strategy to help students to overcome this trouble.

Writing around as a current cooperative learning strategy

Writing Around for creative writing or summarizing, teachers could give a sentence starter (for e.g. If there were no plants on the earth. A man met an alien on

the sea shore then all students in each team have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to than one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion and/or edit their favorite one to share with the class (Daniels,2007).

Writing Around is based on Small group activities which they read, think and connect ideas. Students write as neatly as possible so that others can read their thinking and respond to their ideas, they REACT to text by answering these ideas “sparks” I wonder... I like.... Students could pick out a particular sentence and give their THOUGHTS about that sentence. Furthermore using this strategy they have the opportunity to draw, but their drawing must go with a writing (brief description or definition). In writing around strategy students WRITE their reactions QUIETLY, after QUIET writing, they will share with their small group. Then, they will share in large group or whole the class

Part of the purpose of the writing around is to further students' comprehension and understanding of the selection by writing an extended response to a story or grammatical instructions. The strategy also helps to conducting good responses for the reading activities. The students are given an open-ended writing assignment where they are asked to write a response related to specific topic. Students use a modified writing process in writing their response to the prompt, in which they

discuss their ideas with their group, drafted a version the response, and revised their writing based upon their group's feedback (Robert, 2003).

The writing around focuses on instruction and to have grammar, language expression, and language mechanics instruction relate to students' writing. In this way grammar, expression, and mechanics become more meaningful to the students because the writing skills can be understood in the context. Students are encouraged actively use the new strategy in their writing, increasing their processing, the information and improving their understanding of the writing skills (Robert, 2003).

The purpose of writing around

The purpose of writing around is to engage students in a silent conversation. While we eagerly want students to share their opinions or debate things they've read or discussed in class out loud, this strategy takes a slightly more inclusive approach. This strategy also develops students writing ability by asking them to both think critically and constructively respond to different students' opinions.

Writing-around is exceptionally powerful writing-to-learn activities whose efficiency and student accountability make them fabulous alternatives to whole-class discussions. Students write their own responses to a topic, and then pass their papers to other students. Students then read and respond in writing to the previous responses, thereby creating a “string of conversation as the papers circulate around the table.”

Unlike whole-class discussion, writing-around and silent discussions engage each student in conversation.

Strategy Overview: Divide students into groups of four (groups of three or five work as well). Each student signs his or her name or initials in the left-hand margin of the paper, and then writes an initial comment on the chosen topic.

Once the paper is back to the person who wrote the original comment, the original author reads through the entire “writing-around” conversation. At this point, students usually want to continue the written conversation aloud in a group. Give students a couple of minutes to continue the conversation, using their writings to help guide the discussion.

Un-prepared Students. As long as every student has shared the experience to be discussed (watched the video, heard the lecture, did the reading, etc.), the strategy works well and is face-paced. However, if students have not participated in the experience, you will need to devise a plan for those students who are unprepared. That can be accomplished by:

- Holding them out of the write-around so they can catch up on the work and so no group will be saddled with a blank writer taking turns at their table.
- Let unprepared students participate in the write-around by sharing whatever they do know for their first entry and then writing insightful and intelligent questions about other students’ entries when they receive them (Daniels, 2007)

Harvey Daniels (2007) defines the text on text variation of a write-around as “what happens when you have several kids annotate the same copy of a text at the same time, jotting down their responses in the margins. Quite naturally, students start reading other people’s comments and want to give their classmates a written high five, ask a clarifying question, or throw down a tough challenge”. Essentially, it is important to take a copy of a piece of text, affix it to a large piece of butcher paper or sticky note poster, and provide different colored markers for students. Students work in small groups to literally “write around” the text and engage in their annotations and responses to each other as they compose; each student uses a different colored pen so it is easy to distinguish each student’s written responses.

Writing around is used to help students to share their ideas or opinions in any useful material as the following way; Objective during the sports class, the student will describe details using his or her ideas about four sports one at a time, by first speaking and then writing down the details in small group compositions. Group size: 4 students randomly put together, or grouped heterogeneously, depending on the situation. Tasks: Through a cooperative goal, students will do the following; 1. Each member in the group will listen to what is the instruction, work on it and then jot down the words or sentences which come to his or her mind; 2. Each student will write his or her perceptions about the corresponding sports in his or her group work. After the leader of the group must read all the written ideas, while the rest of the members listen with attention and correct

any mistake, then they will share their work with whole the class, they could use charts, or poster to present it. This task will develop with a time limit given by the teacher (Ann, 2006).

The writing around strategy based on cooperative learning has the objective to help students of tenth grade at Pio Jaramillo high school to develop writing skills working in groups, sharing opinions, ideas or thoughts, among them. Students randomly put together and discuss about any topic and develop critically thinking and constructively respond to different opinions.

f. METHODOLOGY AND WORK PLAN.

Design of the Research

Action research in education involves finding out immediate solutions in the teaching-learning environment. According to Bruno (2010) the main aim of research is to identify a problematic situation or issue that the participants-who may include teachers, students, managers, administrators and even parents, consider worth looking into more deeply and systematically. Additionally Action research can be undertaken by undergraduate and postgraduate students assisted or guides by professional researchers with the aim of improving their strategies, practices, and knowledge of the surroundings within which they practice.

The choice for this research design is to help to promote cooperative learning in English as a foreign language classes. Furthermore, Action research will allow the candidate teacher become a participant in the research because she is going to intervene in the deliberate way in the problematic situation by means of the writing around as a cooperative learning strategy in order to develop writing skill amongst tenth-grade students at Pio Jaramillo High school during 2014-2015 school year.

Action research assist the candidate teacher, who is the researcher conducting this investigation, to find immediate solution to the issue of writing skills in which students, who are the participants for this research have experimented and showed some trouble due specially to the lack of implementation of cooperative learning strategies such as the writing around.

Methods, Techniques and Procedures

Methods

The present research work will give a description about the data results from the application of an intervention plan. The methods that are going to be used in this research work are:

Scientific method: it will be used as a general method, method in which first the problem is identified, observations, experiments or other relevant data are gathered. It also supported to make anticipation of possible solutions

Descriptive method: It will be used to explain and analyze the object of the investigation. It will facilitate in the description of the different stages of the study and the kind of resources used by the researcher.

Analytic-synthetic method: it will be used to analyze the results will be obtained in the field work and to derive the respective conclusions according to the results, of the impact of the writing strategies in the cooperative learning of the students in the researched institution.

Statistic method: it will be used to make the quantitative and qualitative statistical analysis of the data obtained from the questionnaires and tests.

Furthermore, this work will use the research spiral cycles proposed by (KOSHY, 2005) 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 (Koshy, 2005; p.2). 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 (McNiff, 1993; Atweb, Kemmis & Weeks, 1998). Action research will be applied in this study because it will enable the researcher to follow the steps in the spiral that will help 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 understanding of words of action research. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this case, paper and pencil methods (test) will be used to develop quantitative data collection

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

Tests

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

Pretest- Posttest.

A research-made pretest will provide a measure on the performance of writing skills before the participants (tenth-grade students at Pio Jaramillo High school) receive a treatment through the interventions plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance of the writing skills in order to make a pretest and posttest comparison of the cognitive dimension of the performance of writing skills of the participants being treated.

Questionnaire

A research-made questionnaire will be administered to the participants to answers questions related to their attitudes and feeling toward the writing around as a cooperative strategy. Likewise the questionnaire, a pre and post questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaire will support the test result.

Observation

The emphasis during observation will be on the understanding the natural environment as lived by the tenth-grade students at Pio Jaramillo High school during their English classes. There will be two types of observations as detailed below.

Nonparticipants observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. She 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 of this research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012).

Participant observation.

In participant observation, the research will become a part and participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the writing around as a cooperative learning strategy in order to develop writing skills amongst the tenth-grade students at Pio Jaramillo High school during 2014-2015.

Observation sheet.

Whether in the participant and nonparticipant observation, the research will need an observation sheet to record the participants' behaviors show on both variables: performance of the basic writing skills and the attitudes and feelings toward the writing around as a cooperative- based strategy. This observation sheet is a self-develop 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 skill) and itself (writing around as a cooperative learning).

Procedures

The procedure of this investigation will contain the following stages:

First the researcher investigated the techniques and activities that can be applied using *writing around* strategy; this allowed the researcher to have enough information to plan the teaching activities that will be developed through the working plan.

The intervention plan will start with the application of the test, which will allow identifying the level of writing skills 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 vocabulary.

Then, the teacher will apply the most appropriate *writing around* strategy as cooperative learning in order to develop the English writing skills of the students, this process will be done with the help of other strategies that provide a good classroom environment, motivation and taking advantage of time at maximum.

Once finished the teaching activities, a second test will be applied in order to verify if the *writing around* strategy has develop the English language vocabulary 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.

Tabulation

The tabulation of data was made through a logical analysis of the information collected through the tests applied at the beginning and at the end for the intervention plan

Organization

The investigator started up the research work with the information received in all the stages applied in order to compare and analyze the influence of the intervention. A report of the intervention was distributed with the findings and ideas among the teachers, the partners and the school.

Description

The description of the collected data and graphics were described considering the information of the pre and posttest. The description of each test data was completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

Population sample

All the 30 students of the tenth-grade which are 29 girls and one boy at Pio Jaramillo high school have been chosen as a sample. They are between 13 and 14 years old.

Intervention and observation plan

Week one

RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC:	Introduction and administer the pre-test.
LEARNING OUTCOMES	<p>Listening Students will listen to their classmates while they introduce.</p> <p>Speaking Students will introduce themselves.</p> <p>Writing Students will individually take the pre-test. Students will able to answer the questions in the pre-test</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher will carry out a chart with the basic vocabulary about introduction. First, teacher will introduce herself. Then teacher will make a warm-up activity “tongue-twister” each student will read the tongue-twister and the students who say it almost the same will gain a little surprise.</p> <p>Connection After the warm-up activity, teacher will ask students to introduce themselves, students will start according to the register. Then teacher will give students the pre-test, she will explain the questions and give thirty minutes to solve the test.</p> <p>Affirming Teacher will check the pre-test.</p>
CLASSROOM RESOURCES	Pre-test 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).

Week two

RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: Useful expressions in classes.	UNIT : 4
LEARNING OUTCOMES	<p>Listening Students will listen and repeat useful expressions.</p> <p>Speaking Students will use the useful expression in pair work.</p> <p>Writing Students will create a poster or collage with useful expressions. Students will write a short dialogue in group work with useful expressions.</p> <p>Key Vocabulary: (nothing much, sure you do, at least, guess, see you)</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher is going to build a lesson based on the common useful expressions. Teacher will introduce the learning outcomes for the lesson on the board. To start the class, teacher will review the previous class to students about count nouns (tomato, potato, beans, onions, etc.), and non-count nouns (rice, cheese, sugar, salt, etc.) and some other words related to count and non-count nouns (a pound, a gallon, a dozen). As a whole class, they will have to remember the count and non-count nouns that they already learned in previous classes. This is a stop the hand warm-up activities in which students have to write as many words as possible relative with the previous class. Teacher will give them two minutes to develop this activity, when teacher will say stop the hand all students will put their pencil. The student who has more words has to pass in front of the class and share his or her words with the rest of the class. Then teacher will pronounce the student's words and all the class has to repeat after her. During this warm up stage, teacher will notice the knowledge that students have about the previous topic.</p>

Connection

After the warm-up activity, teacher will present a chart based on the useful expressions.

NOTHING MUCH: not much; hardly anything; nothing of importance.

E.g. Y= what's up? X= nothing much

SURE YOU DO: something that someone really does.

E.g. Y= I enjoy to watch romantic movies.

X= Sure you do.

AT LEAST: it is used to emphasize that something is good in a bad situation.

E.g. X= I do exercises just two times on week.

Y= At least you do, I do nothing.

GUESS: to think, believe, or suppose something.

E.g. X= Did you go to the party?

Y= Guess.

SEE YOU: talk to you later; another form of saying good bye.

E.g. X= Bye nice day!

Y= Ok see you!

After teacher will explain the new useful expression, she will present a poster with a short dialogue using the above useful expression.

As students are learning the new vocabulary they individually have to write five statements one statement for each useful expression in a sheet of paper, the statements has to have a answers as the examples of the previous explanation, for instead: X= Bye nice day! Y= Ok see you! But in this case students will not write the answers just the statements.

After students have finished doing their statements for each useful expression, they have to share their ideas with a partner. To get work with a partner teacher will apply the technique "find your clone". Teacher will give students a piece of paper with any symbol and they will stand up and search the classmate that will have the same symbol, when they find their clone they will work together. They will change their previous work and give answers to classmate's statements.

While they will work together, teacher will monitor them to check if they have any doubts. In the case they have any doubt teacher will help them solve and give a short

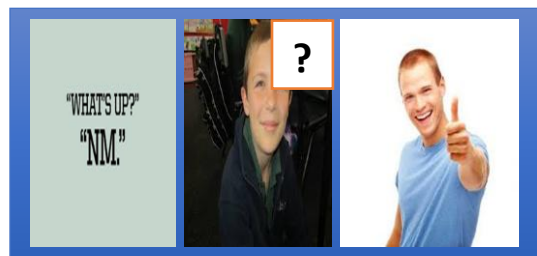
explanation.

Once they have completed each statement they have to go back to their own seats.

Affirming

When the students will already in their seats. , they have to work in groups of five.

- At this time, teacher will provide to students a mini collage with some pictures related with the new useful expressions learned.



- Each group will make a little circle (writing around) with the members and do the following:
- Each group has to write a short dialogue basing on the pictures of the collage.
- In a sheet of paper one member of the group will start to write a dialogue for example: hi guys what's up? She or he will pass the sheet of paper to person who is next to her or him and so on.
- Once all of them make "writing around" the group who will finish first with the dialogue will say "stop we finished".
- This group will pass in front of the class and share their dialogue, each integrant must ask to any member of the other group the meaning of any useful expression.
- The second group will pass to the board and write the five useful expression
- The third group will cut the pictures of the collage and will pass to the bard and match the pictures with the corresponding useful expressions.
- The last group will go in front of the class and will pronounce each expression.

	<p>During the activity teacher will be observing to students in order to provide information or solve doubts.</p> <p>As homework, we will draw a picture related with the any useful expression and we will write the meaning of the useful expression drawn.</p> <p>To finish the lesson, on a power point, we will review again the learning outcomes</p>
CLASSROOM RESOURCES	<p>Writing around strategy</p> <p>Collage with pictures</p> <p>Visual and audio aids: chart and power points with vocabulary.</p> <p>Sheet of paper</p> <p>Piece of paper with symbols</p> <p>Student's textbook:</p> <p>Rubric</p>
DATA COLLECTION	<p>Data source 1: Observation checklist</p> <p>Data source 2: Students' writing samples, weekly.</p>
SUPPORT	<p>Coaching and guidance from our university professor.</p>

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL. Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week three

RESEARCH PROBLEM	<i>How does the writing around cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: SPORT AND ACTIVITIES.	Unit: 4
LEARNING OUTCOMES	<p>Listening Students will listen and repeat the new vocabulary related with the sports and activities.</p> <p>Speaking Students will pronounce each word after the teacher. Students will discuss about the new vocabulary, they will have the opportunity to give his or her point of view</p> <p>Writing Students will individually match each word with the corresponding picture related with sports and activities. Students will create a mini-collage in their notebook.</p> <p>Key Vocabulary: Rollerblading, hockey, bowling, biking, skateboarding, figure skating, rock climbing, track and field, camping, table tennis, golf.</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher is going to build a lesson based on the sports and activities. Teacher will introduce the learning outcomes on construction paper. To get started, teacher will have students activate their prior knowledge related to useful expressions (guess, at least, see you, sure you do, nothing much). As a whole class, they will have to remember the useful expressions that they already learned in previous classes. This is a hot seat activity which one student will pass to front of the class and sit in the Hot Seat, facing the classroom with the board behind his or her. Teacher will write a useful expression on the board. One of the classmates of the student in the hot seat must help the student guess the useful expression by describing it. They will have a limited amount of time and cannot say, spell or draw the word. Teacher will continue with this activity until all the useful expression learned will guess. It least 5 minutes,</p>

	<p>after when all the expression will wrote on the board, teacher will pronounce them and students will repeat after the teacher each one.</p> <p>During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.</p> <p>Connection</p> <p>After the warm-up activity, I will present flash cards with pictures in one side and the other side with the definition of the new vocabulary.</p> <p>ROLLERBLADING : An extreme sport involving strapping rollerblades on your feet and doing stunts on urban environment</p> <p>HOCKEY: a game played on a field by two opposing teams of 11 players each, who try to hit a ball into their opponents' goal using long sticks curved at the end</p> <p>BOWLING: A game played by rolling a ball down a wooden alley in order to knock down a triangular group of ten pins.</p> <p>SKATEBOARDING: A usually short, narrow board having a set of four wheels mounted under it, ridden in a standing or crouching position and often used to perform stunts.</p> <p>FIGURE SKATING: A competitive sport, in which the skater is required to execute school figures and to perform one or more original programs of difficult jumps, spins, etc., to a musical setting.</p> <p>ROCK CLIMBING: The sport or activity of climbing sheer rock faces or walls that simulate such rock faces, especially by means of specialized techniques and equipment.</p> <p>TRACK AND FIELD: participating in athletic sports performed on a running track or on the field associated with it.</p> <p>TABLE TENNIS: a game resembling tennis played on a table with small paddles and a hollow celluloid or plastic ball.</p> <p>After to explain the new vocabulary teacher will pronounce each new word and ask to students to repeat after her.</p> <p>As students are learning the new vocabulary, they</p>
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	<p>individually have write eight sports and activities in their notebook, just the words not definitions.</p> <p>After students have finished writing their words, they have to share their ideas with a partner to share their personal backgrounds for each new word. To find a partner teacher will apply the technique “change the place” positions. Teacher will say Simon says: stand up; Simon says: sit down; Simon says, change the place; Simon says, Simon says; work with your classmate who is closer to you.</p> <p>One student will say a word that he or she wrote and the partner will give the definition and that way they will take turn.</p> <p>While they are sharing, teacher will monitor them to check if they are right or wrong. In the case they are right, she will affirm their discussion. If they are wrong, teacher will help them to get the correct information.</p> <p>Once they have agreed on a definition for each sport or activity they will have to return their sits.</p> <p>Affirming</p> <ul style="list-style-type: none"> • When the students will have to come back to their positions, they will make group of four, for that teacher will play the technique "number off", the students number off 1 to 4(then begin again at 1). After this all the 1s get together in a group, all the 2s get together in another group and so on. • At this time each group will sit making a circle, they will have their notebook with the previous activity, they change their notebook and each member of the group will write two definitions to two new words in the classmate’s notebook they will do this activity in writing around way. • If one integrant will have any doubt about the new terms he or she will write it in this or her notebook and the person who will next to him or her will answer or solve that doubt. • After teacher will provide to each group an envelope with the new words and pictures according to the new words, they will match each word with the corresponding picture, but all members of the group will participate.
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	<ul style="list-style-type: none"> • The group who will finish first teacher will give them a sweet. • At this time, the group who was winner will have to give a little definition for each word. • Then teacher will put on a table a word and the side of it the picture related with the word, and each student of each group will have to pick up one word and one picture and say if he or she likes this sport or activity and say why or why no. • After we will make a big circle with all the students and we will have twenty minutes to discuss about the new vocabulary each student will have the opportunity to give his or her point of view. <p>Next, if someone won't have clear the meaning of one words, he or she will ask and explanation to the person who is next to him or her.</p> <p>It this person couldn't help to the classmates, he or she would ask to the nest person and so on.</p> <p>Teacher will be observing my students during the activity to provide information or to notice if they have clear the new vocabulary.</p> <p>As homework, we will create a mini-collage in the notebook, we will past a picture and down it the corresponding word,</p> <p>To finish the lesson, on a chart, we will review again the learning outcomes</p>
CLASSROOM RESOURCES	Visual and audio aids: Flash cards, chart, mini-collage. Student's textbook:
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 four

RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: ADVERBS OF FREQUENCY.	UNIT: 4
LEARNING OUTCOMES	<p>Listening Students will listen to their partner while he or she will share his or her sentences.</p> <p>Speaking Students will discuss among them about the meaning of the adverbs of frequency. Students will repeat the pronunciation of each adverb after the teacher.</p> <p>Writing Student will individually create sentence based on the adverbs of frequency. Teacher will create a big chart and students will write around it a sentence or definition of each adverb of frequency</p> <p>Key Vocabulary: Adverbs of frequency: always, usually, often, sometimes, never.</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher will explain a lesson based on the adverbs of frequency. Teacher will introduce objectives for the lesson on a char. To get started, teacher will review the previous class about the new vocabulary of sports and activities (rollerblading, hockey, bowling, biking, skateboarding, figure skating, rock climbing, track and field, camping, table tennis, golf). As a whole class, they will have to remember new vocabulary that they already learned in previous classes. This is “word race” activity, for this activity teacher will write in small pieces of paper just one letter, these pieces of paper will given to each student, when teacher will say write a sport that begin with the letter “t” the students who will have this letter in their piece of paper, will have to run to the board a write what the teacher will ask, student who</p>

	<p>will write first and correctly is the winner, then all the classes will repeat the word wrote. This will last 10 minutes.</p> <p>During this warm up stage, teacher will notice the knowledge that students have about the previous class; also it will help to students to remember the vocabulary learned.</p> <p>Connection</p> <p>After the warm-up activity, I will present poster of the adverbs of frequency.</p> <ul style="list-style-type: none"> • ALWAYS (EVERY TIME 100%): every time or all the time. E.g. it's always cold in this room. • USUALLY (90%): on most occasions. customarily; at most times; in the ordinary course of events. • E.g. I usually eat fruits. • OFTEN (70%): many times; frequently. • E.g. I often go to the beach. • SOMETIMES (50%): on some occasions; at times; now and then. E.g. she sometimes goes dancing. • NEVER: not at all; absolutely not. <p>Teacher will pronounce each adverb and students will repeat after her in order to practice their pronunciation.</p> <p>As students are learning the new topic, they will create a graphic organizer with the adverbs of frequency.</p> <p>After students based on the adverbs of frequency they will write incomplete sentences, they will leave a space in the pace where the adverb is coming in the sentence.</p> <p>After students have finished writing their sentences, they have to share their ideas with a partner.</p> <p>To find a partner teacher will apply the technique “find your synonym”. Teacher will give to each student a word, this word will have a synonym the students will stand up and find their corresponding synonym.</p> <p>They will get in pairs and share their previous work each one has to complete their incomplete sentences.</p> <p>Also they will discuss about the meaning of the each adverb of frequency.</p> <p>Affirming</p> <ul style="list-style-type: none"> • When the students have gone back to their positions, they have to work with a new partner who is next to them. • At this time, teacher will paste a big chart with the adverbs of frequency on the board; the students will
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	<p>pass in front and write around of each adverb a sentence or definition.</p> <ul style="list-style-type: none"> • May be if one student will has a doubt about any adverb of frequency, he or she will <i>write it around</i> the word. • If other classmate will know or have more clearly the meaning of the adverbs of frequency, she or he will have the opportunity to answer or solve the doubt of his or her classmate. • Teacher will be observing my students during the activity to provide information either about the instructions or about the content. • After the students will go back to their sits and make a short summary based on chart pasted on the board. • Then teacher will ask to students to make rows of five students, the first member of each row will have a sheet of paper, teacher will give to students two minutes to write sentences using the adverbs of frequency. The sheet of paper will pass for each student of the road, finally the row of students that has more sentences than others will winner. • Teacher will give extra credits to the students who will winner. <p>As homework, students will write ten sentences with the adverbs of frequency. To finish the lesson, on the board, we will review again the learning outcomes</p>
CLASSROOM RESOURCES	Visual and audio aids: Flash cards and power points with Student's notebook Student's textbook
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.
TIME	Week one

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 five

RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: GERUNDS.	Unit: 4
LEARNING OUTCOMES	<p>Listening Students will listen to their partner while he or she is explaining the gerunds chart.</p> <p>Speaking Students will discuss their doubts or opinion in pairs. Students will share their work in front of the class.</p> <p>Writing Students will individually create a chart with sentences using gerund. We will write ten sentences with gerund.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Gerunds: • Love • Like • Hate • (don't) mind • Prefer
INSTRUCTIONAL FOCUS	<p>Activation Teacher will build a lesson based on the gerunds after verbs. Teacher will introduce the content and objectives for the lesson on the board. To get started, teacher will have students activate their prior knowledge related to adverbs of frequency (always, usually, often, sometimes and never). As a whole class, they will have to remember the adverbs of frequency that they already learned in previous classes. This is “pull the paper plane” activity in which teacher will start saying “we have five common adverbs of frequency” which is one of them? And she will pull the paper plane to any student and this student will answer the question and at the same time she or he will make another question and pull the paper plane to another student and so on. This will last 10 minutes. The students will remember the meaning and say</p>

some short sentences through this activity. During this warm up stage, teacher will also assess the students' prior knowledge which will allow her to know her students' diverse linguistic background.

Connection

After the warm-up activity, teacher will present power points of gerunds.

A gerund is a verb that acts as a noun. Gerunds are formed with a verb + -ing.	<i>I like watching TV.</i>
Gerunds often come after verbs such as <i>like, love, hate, enjoy, (don't) mind, and prefer.</i>	Subject + verb + gerund <i>She loves swimming.</i> <i>He prefers sleeping late.</i> <i>They enjoy going out.</i>
To ask Yes/No questions using these verbs and a gerund, begin the question with <i>Do/Does</i> followed by the subject, the verb, and a gerund.	<i>Do/Does + subject + verb + gerund</i> <i>Do you enjoy swimming?</i> <i>Does she like bowling?</i>
Information questions usually begin with a <i>Wh-</i> word followed by <i>do/does</i> , a subject, verb, and gerund.	<i>Wh- word + do/does + subject + verb + gerund</i> <i>Why does she prefer dancing?</i>
<i>Who</i> questions are formed with <i>Who</i> , the third-person singular form of the verb, and a gerund.	<i>Who + verb + gerund</i> <i>Who likes skateboarding?</i>
Gerunds can also be used as the subject of a sentence. The gerund is treated as a singular noun.	<i>Bowling is fun.</i>

WHAT IS A GERUND?

As students are learning the topic they will make a list of some questions, opinions, doubts about the gerund.

After students have finished making their list they have to share their list with a partner. To find a partner teacher will apply the technique half hearts, to switch positions. Teacher will have 12 sheets of paper with a big heart drawn in each paper, she will break the 12 sheets of paper into two parts and put them in her desk, after she will ask students to take one half of paper, then they will find the classmate who will have the other half of paper in order to

	<p>form the heart exactly, when they will find their other half of heart, teacher will ask to work with this classmate.</p> <p>Affirming</p> <ul style="list-style-type: none"> • Once the students have gone back to their positions, they have to work in group of four. • To make the groups teacher will apply the technique “the same color”. Teacher will have a box with small piece of paper of different colors, she will ask to students to take one paper of the box, after they will find the classmates who will have the same color and work with these classmates. • At this time, teacher will hand out small flashcards in one side a gerund and other side a sentence based this information students will make more example. • Then teacher will give to each group a poster, students a flipchart they will write around it a gerund and down it a sentence, each student of the group will write his or her own sentence. • After each group will pass in front of the class and share their work, at this time all the classes could participate, may be to asking questions or giving opinions. <p>As homework, students will write ten sentences and underline the gerund in each sentence. It will do in a sheet of paper.</p> <p>To finish the lesson, on a power point, teacher will review again the learning outcomes.</p>
CLASSROOM RESOURCES	Flash cards, power points with gerunds, chart. Student’s notebook 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 six

RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: Grammar practice	Unit: 4
LEARNING OUTCOMES	<p>Speaking Students will discuss opinion in groups. Students will share their work.</p> <p>Writing Students will complete the grammar practice on students' book.</p> <p>Key Vocabulary: Grammar practice</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher will build a lesson based on grammar practice. Teacher will introduce the content and objectives for the lesson on the board. To get started, teacher will have students activate their prior knowledge related to gerunds.). As a whole class, they will have to remember the gerunds that they already learned in previous classes. This is "pass the balloon" activity in which teacher will start saying pass the balloon and when she will say stop the students will break the balloon and say a sentences with the gerund that she/he will find in the balloon. This will last 10 minutes. During this warm up stage, teacher will also assess the students' prior knowledge which will allow her to know her students' diverse linguistic background.</p> <p>Connection After the warm-up activity, teacher will explain through a chart about the grammar practice. After students will complete the grammar practice.</p> <p>Affirming</p> <ul style="list-style-type: none"> • Once the students have gone back to their positions, they have to work in group of four. • Students will work in order to compering their answers in groups. For that teacher will give each

	<p>student a picture with a fruit, the students who have the same fruit they will work together.</p> <ul style="list-style-type: none"> • After each group will pass in front of the class and share their work, at this time all the classes could participate, may be to asking questions or giving opinions. • As homework, students will write ten sentences. <p>To finish the lesson, on a power point, teacher will review again the learning outcomes.</p>
CLASSROOM RESOURCES	<p>Visual and aids: Flash cards, power points with gerunds, chart.</p> <p>Student's notebook</p> <p>Student's textbook:</p> <p>Rubric</p>
DATA COLLECTION	<p>Data source 1: Observation checklist</p> <p>Data source 2: Students' writing samples, weekly</p>
SUPPORT	<p>Coaching and guidance from our university professor.</p>

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL. Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press

Week seven


RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: READING ABOUT SPORTS.	Unit: 4
LEARNING OUTCOMES	<p>Listening Students will listen to a reading on page 48 of the students' book. Students will listen to our peers when they describe pictures related to extreme sports.</p> <p>Speaking Each student will read two lines of the reading in order to practice pronunciation.</p> <p>Writing Student will individually write reason about the especially sports of boys and girls. Students will write a summary based on the reading.</p> <p>Key Vocabulary: Reading: Boxing is for boys and dancing for girls.</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher will build a lesson based on a reading. Teacher will introduce the learning outcomes on construction paper. To get started, teacher will have students activate their prior knowledge related to gerunds (love, hate, prefer, don't mind, and like). As a whole class, they will have to remember the gerunds that they already learned in previous classes. This is tingo tango warm-up activity in which students has to pass a balloon while teacher will say tingo tingo. When teacher will say tango the students who has the balloon has to stop passing it. The student who has the balloon at that time has to say a sentences using in the gerunds' class. The student will say the sentence loudly in order to practice their pronunciation. Then teacher will say tingo, tingo again, to do the same with some other students. This will last 5 minutes. The students will be placed in five</p>

rows so that the balloon will be passed row by row. The students will be placed in five columns so that the ball will be passed column by column. During this warm up stage, teacher will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.

Connection

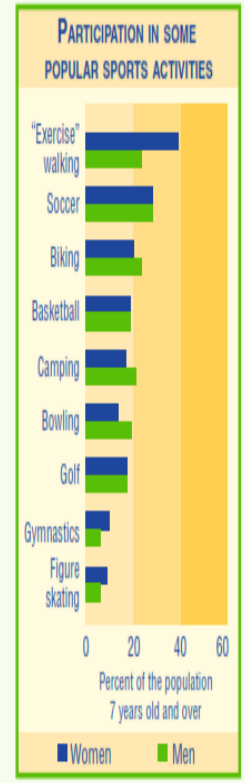
Boxing is for boys; dancing is for girls.

Some people think of certain sports as only for men or only for women. For example, when a girl wants to take up boxing, people say, "You're so pretty. Why do you want to be a boxer? Boxing is for men." And some parents don't like it when their sons show interest in dancing or figure skating.



It is generally true that boys tend to do sports that require strength and size, such as soccer and biking, and that girls go for sports that require flexibility and grace, such as figure skating and gymnastics. But is there a difference in the types of sports boys and girls play?

PARTICIPATION IN SOME POPULAR SPORTS ACTIVITIES



Activity	Women (%)	Men (%)
"Exercise"	40	40
walking	25	25
Soccer	20	20
Biking	15	15
Basketball	10	10
Camping	10	10
Bowling	10	10
Golf	10	10
Gymnastics	5	5
Figure skating	5	5

Percent of the population 7 years old and over

Legend: Women (blue), Men (green)

After the warm-up activity, teacher will present a chart of the reading.

At the same time teacher will explain the new vocabulary found in the reading through flashcards.

As students are learning the new vocabulary, they individually make a chart with two columns in one column they will write a new word and the other column the definition of it.

After students have finished making their chart, they have

to share their points of view about what sort sports they consider appropriate for the girls and boys, for that they will work with a partner to share their personal opinions about the reading. To find a partner teacher will apply the technique Simon says, to switch positions. Teacher 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, teacher will monitor them to check if they are right or wrong. In the case they are right, teacher will affirm their discussion. If they are wrong, teacher will help them to get the correct information.

Once they will discuss about the boys' and girls' sport they will go back to their sits.

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, teacher will ask to students to make a big circle in the middles of the classroom.
- Each student will paste a sheet of paper in the back of the classmate who is in the right of her or him and write on it some reason why people think that there are especially sports for boys and especially sports for boys.
- Then one student who will be in the middle will starting reading the sheet of paper of his or her classmate who is in the left of his or her. After the next student and so on.
- At this time the students will have the opportunity to give their points of view, and make a little debate.
- After students will go back to their sits and make a little summary about what they discuss or learn with all the class.

	<ul style="list-style-type: none"> Teacher will be observing my students during the activity to provide information either about the instructions or about the content. <p>As homework, students will write a summary based on the reading, using the new vocabulary.</p> <p>To finish the lesson, on a power point, teacher will review again the learning outcomes</p>
CLASSROOM RESOURCES	Power points with the reading and flashcards, sheet papers. Student's notebook Student's textbook:
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 eight.

RESEARCH PROBLEM	<i>How does the writing around as cooperative learning strategy to develop the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</i>
TOPIC: Review of the topics of unit 4 and post-test	Unit 4
LEARNING OUTCOMES	<p>Listening Students will listen the power point that teacher will present.</p> <p>Speaking Students will discuss among them about the topics of unit 4.</p> <p>Writing Student will develop the post-test</p> <p>Key Vocabulary: Topic about the unit four.</p>
INSTRUCTIONAL FOCUS	<p>Activation Teacher will introduce learning outcomes for the lesson on the board. To get started, teacher will review the previous class about the practice grammar (). As a whole class, they will have to remember the vocabulary that they already learned in previous classes. This is “word race” activity, for this activity teacher will write in small pieces of paper just one letter, these pieces of paper will given to each student, when teacher will say write a sport that begin with the letter “t” the students who will have this letter in their piece of paper, will have to run to the board a write what the teacher will ask, student who will write first and correctly is the winner, then all the classes will repeat the word wrote. This will last 10 minutes. During this warm up stage, teacher will notice the knowledge that students have about the previous class; also it will help to students to remember the vocabulary learned.</p> <p>Connection After the warm-up activity, Teacher will explain the topics the unit four in the power point. Topic one: Useful Expression: nothing much, sure you</p>

	<p>do, at least, guess, see you.</p> <p>Topic two: Sports and activities: Rollerblading, hockey, bowling, biking, skateboarding, figure skating, rock climbing, track and field, camping, table tennis, golf.</p> <p>Topic Four: Adverbs of Frequency; always, usually, often, sometimes, never.</p> <p>Topic Three: gerunds; Love, Like, Hate, (don't) mind, Prefer.</p> <p>While teacher will explain the topics students will, students will take notes about some doubts or questions that they may have about any topic.</p> <p>Teacher will explain and solve students's doubts or questions.</p> <p>Then teacher will give the post-test and explain the questions to students.</p> <p>Students will develop it individually.</p> <p>Affirming</p> <p>Teacher will check the post-test</p>
CLASSROOM RESOURCES	<p>Student's notebook</p> <p>Rubric</p>
DATA COLLECTION	<p>Data source 1: Observation checklist</p> <p>Data source 2: Students' writing samples, weekly</p>
SUPPORT	<p>Coaching and guidance from our university professor.</p>

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL. Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

g. TIME LINE

PHASES	ACTIVITIES	2015												2016			
		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH		
Project	Presentation	■															
	Correction	■	■														
	Approval		■	■	■												
	Appointment of the Thesis Advisor			■	■												
Intervention Plan	Validation of Data Collection Instruments			■													
	Act and Observe			■	■	■	■	■									
	Data					■	■										
	Organization and Tabulation																
Thesis Process	Interpreting and Reflecting						■	■									
	Writing up and Reporting							■	■								
	Thesis Review and Certification								■	■							
	Graduation Application Procedures								■	■	■	■	■	■	■		
	Private Review of the Thesis											■	■	■	■		
	Corrections												■				
	Public Presentation														■	■	■
															■	■	■

h. BUDGET AND FINANCING

Resources

Human

- The researcher: Rosa Cecivel Vences Vences
- Students of tenth grade students at Pio Jaramillo High school during the 2014- 2015 school year.

Material

- Copies.
- Books
- Electronic book
- Internet
- Laptop

Technical

- Printer
- Internet connection

Budget

Resources	Cost
Internet connection	\$60.00
Print	\$100,00
Books	\$30,00
Printer	\$280,00
Copies	\$10, 00
Laptop	\$500,00
Other	\$200,00
TOTAL	\$1018.000

Financing

The financing of the expenses derived from the present work will be assumed completely by the researcher.

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RESEARCH PROJECT ANNEXES

Annexe 1: Pre and Post test



UNIVERSIDAD NACIONAL DE LOJA DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student name:.....

Date:.....

Instructions:

Write a brief paragraph about sports and activities. Answer yourself the following questions to include in your paragraph. What sports are the most popular in your country? Which one is your favorite sport or leisure activity? How often do you practice your favorite sport or leisure activity? Do you like practicing it with your friends or your family? What sports do you think are for girls or boys? etc.

Duration of the task: 30 minutes

Length of the paragraph: 6 – 10 lines

SPORTS AND ACTIVITIES

.....
.....
.....
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.....
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Annexe 2: Rubric

**UNIVERSIDAD NACIONAL DE LOJA
DATA COLLECTION SOURCE: RUBRIC**

Student's code:

Date:

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 Structural	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	

Annexe 3: Pre- and Post questionnaire



UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Student's code:

Date:.....

1. How are the activities carried out in English class?

- 4 Groups
- 3 Pairs
- 2 Whole the class
- 1 Individually

2. How often do you work in a group or in pairs?

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

3. The group or pairs activities are developed in a positive and respectful environment?

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

4. In group activities do, all members contribute to the development of collective work?

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

5. When you work in group or in pairs is the participation fair?

4. Always

3. Often

2. Sometimes

1. Rarely

6. When you working in group do you learn more than when working individually?

4. Always

3. Often

2. Sometimes

1. Rarely



Annexe 4: Observation sheet

Observation sheet		
Observation #: Topic: Objective of the session:	Date/Time: Class Size: Participants:	Location: Duration of the observation: Observer Involvement: Participant/ No participant.

Independent Variable: The Writing Around as a Cooperative Learning Strategy					
Rating Scale: 4= always 3= usually 2= sometimes 1= rarely 0= not observed.					
Descriptors	4	3	2	1	0
All students have opportunities to learn with and from their peers.					
All students take advantage of the given time to prepare their report for the group's.					
Students ask their teacher/ classmates for clearing up to assist their peers during the performance of the academic activities.					
Students pay attention to classmates' ideas.					
Students question to one another					
Assume personal responsibilities in the group.					
Students disagree politely					
Shy pupils participate to group work.					
Students help build positive relationship among them.					
Students support their group's task.					

Dependent Variable: Basic writing skills.						
Descriptors.	Yes	No	No Obser.	Remarks		
				√	x	-
Students:						
Use a variety of sentence structures						
Use correct grammar structures.						
Uses plurals correctly: regular and irregular						
Use the orthography correctly						
Use vocabulary correctly						
Put the words together in correct word order.						
Uses pronouns correctly.						

Annexe 5: Research Matrix

Theme: The Writing Around as a Cooperative Learning Strategy to Develop Basic Writing Skills amongst tenth grade students at Pio Jaramillo High school. Academic Period 2014-2015

Problem	Objectives	Theoretical Frame	Methodological Design (Action Research)	Techniques and Instruments
<p>General How does writing around as cooperative learning strategy improve the writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year?</p> <p>Specific -What theoretical and methodological references about the writing around as a cooperative learning strategy are adequate for improving the EFL basic writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014-2015</p>	<p>General -To improve the EFL basic writing skills through the writing around as a cooperative learning strategy amongst tenth-grade students Pio Jaramillo High School during the 2014-2015 school year.</p> <p>Specific -To research the theoretical and methodological references about the writing around as a cooperative learning strategy and its application on the EFL basic writing skills.</p>	<p>Basic Writing Skills Basic writing. Writing Skills. Kinds of writing. Writing subskills.etc.</p> <p>The writing around as a Cooperative Learning Strategy</p> <p>-The writing around as a cooperative-based strategy., etc...</p> <p>Cooperative Learning descriptors Positive</p>	<p>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.</p> <p>Intervention and observation -Administering tests and questionnaires.</p>	<p>-Observation sheet (Participant and Non-participant Observation)</p> <p>-Pre and Posttest.</p> <p>-Pre and Post Questionnaire.</p>

<p>school year?</p> <p>- What are the issues that limit the development of the EFL basic writing skills amongst tenth-grade students at Pio Jaramillo School during the 2014-2015 school year?</p> <p>-What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the EFL basic writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014-2015 school year?</p> <p>-Which Writing around techniques as a cooperative learning strategy are implemented to improve EFL basic writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014-2015 school year?</p> <p>-How does the writing</p>	<p>-To diagnose the issues that limit the development of the EFL basic writing skills amongst tenth-grade students at Pio Jaramillo High school during the 2014-2015 school year.</p> <p>-To design an intervention plan based on the Writing Around suitable techniques of the as a cooperative leaning strategy in order to develop the EFL basic writing skills amongst tenth-grade students at Pio Jaramillo during the 2014-2015 school year.</p> <p>-To apply the most suitable techniques of the Writing Around suitable techniques of the as a cooperative leaning strategy in order to develop the</p>	<p>Interdependence Social skills Group Formation, etc...</p>	<p>-Observing and monitoring students' performance according to the intervention plan</p> <p>Presentation of research findings.</p> <p>-Reflecting, analyzing and answering the proposed inquires.</p> <p>-Organizing the final report.</p>	
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<p>around as a cooperative learning strategy reduce the difficulty to develop the EFL basic writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014-2015 school year?</p>	<p>EFL basic writing skills amongst tenth-grade students at Pio Jaramillo during the 2014-2015 school year.</p> <p>-To reflect upon the effectiveness that the writing around as a cooperative learning strategy has amongst tenth-grade students at Pio Jaramillo the 2014-2015 school year.</p>			
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Annex 2: Grade Scales

Grading Scale for Writing Skills

GRADING SCALE FOR HIGH SCHOOL		
QUANTITATIVE SCORE RANGE		
Score	English approximation	Spanish
10	Superior	Supera los aprendizajes requeridos
9	Excellent	Domina los aprendizajes requeridos
7-8	Average	Alcanza los aprendizajes requeridos
5-6	Below Average	Está próximo a alcanzar los aprendizajes.
4	Failing	No alcanza los aprendizajes requeridos.

Grading Scale for Cooperative Learning

GRADING SCALE FOR HIGH SCHOOL	
QUALITATIVE SCORE RANGE	
81-100	High
61-80	Expectative
41-60	Moderate
21-40	Below the moderate
1-2	Low

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