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**ÁREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

## **TITLE**

**THE PIC-TAC-TELL AS A COOPERATIVE LEARNING  
STRATEGY TO DEVELOP ENGLISH FOREIGN LANGUAGE  
WRITING SKILLS AMONGST TENTH-GRADE STUDENTS  
AT PIO JARAMILLO ALVARADO HIGH SCHOOL.  
ACADEMIC PERIOD 2014-2015**

Thesis as a previous requirement to  
obtain the Bachelor's Degree in  
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**2016**

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To have directed and thoroughly revised this thesis work entitled: THE PIC-TAC-TELL AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH FOREIGN LANGUAGE WRITING SKILLS AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL. ACADEMIC PERIOD 2014-2015, under the responsibility of Sisa Curi Medina Andrade, undergraduate student pursuing her Bachelor's degree in Science of Education: English Language Specialization. This work complies with the norms and requirements of Universidad Nacional de Loja; therefore I authorize its presentation and defense.

**Loja, January 27, 2016**

  
Dra. Silvana Isabel Trujillo Ojeda

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## **THE AUTHOR**

## **DEDICATION**

A special feeling of gratitude to my parents, Manuel and Amelia for having always been encouraged me to achieve this wonderful goal that is very important to me and also, to my son who is my happiness of every day.

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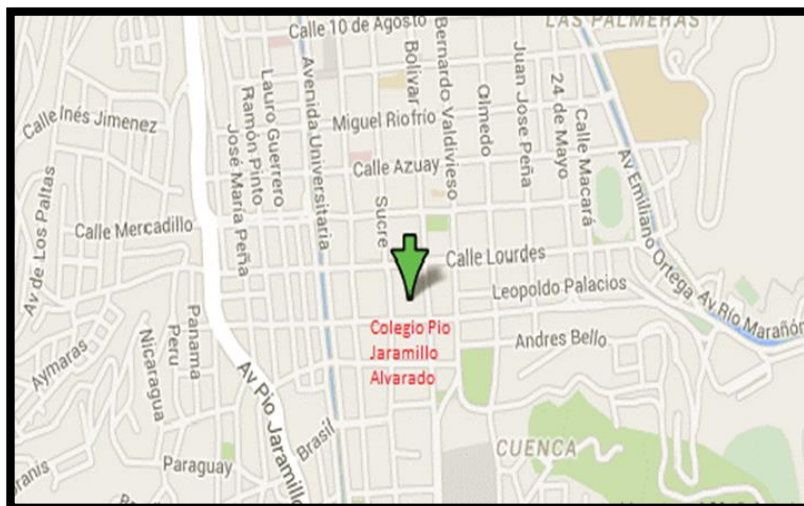
# MAPA GEOGRÁFICO Y CROQUIS

## UBICACIÓN GEOGRÁFICA DEL CANTÓN DE LOJA



## CROQUIS DE LA INVESTIGACIÓN

### COLEGIO “PIO JARAMILLO ALVARADO”





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**a. TITLE**

THE PIC-TAC-TELL AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH FOREIGN LANGUAGE WRITING SKILLS AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL. ACADEMIC PERIOD 2014-2015

## **b. RESUMEN**

Este estudio de investigación se enfocó en el uso del Pic-Tac-Tell como estrategia cooperativa de aprendizaje para el desarrollo de las habilidades de escribir con los estudiantes del décimo año del colegio Pío Jaramillo Alvarado. El objetivo de esta investigación fue mejorar la destreza de escribir por lo que los estudiantes presentaron un bajo nivel en la escritura. El investigador realizó una observación en la cual le permitió diseñar un plan de intervención realizando una pre prueba y un pre cuestionario que sirvieron para medir el nivel de sus conocimientos y el trabajo cooperativo en clase. Consecuentemente los resultados de la prueba posterior y el cuestionario revelaron un buen progreso en las habilidades de escribir trabajando cooperativamente. Por lo tanto, la estrategia del Pic-Tac-Tell es importante e interesante porque los estudiantes pueden desarrollar su habilidad de escribir para mejorar la escritura, y para trabajar cooperativamente en la clase es necesario usar técnicas adecuadas para que los estudiantes se motive en trabajar en un buen ambiente

## **ABSTRACT**

This action research study was focused on the use of the Pic-Tac-Tell as a cooperative learning strategy to develop writing skills with tenth-grade students at Pio Jaramillo Alvarado high school. The objective of this research was to improve writing skills because the students showed a low level on writing skills. The researcher made observations in which allowed her to design an intervention plan that helped to make a pretest and a pre questionnaire that were useful to measure their knowledge on writing skills and their cooperative work in classroom . Consequently, the results of the posttest and post questionnaire revealed a good progress on writing skills and their excellent cooperative work in classroom. Therefore, the Pic-Tac-Tell strategy is important and interesting because students can develop their ability to write in order to improve it, and to work cooperatively in classroom is necessary to use suitable techniques in order to get students motivate to work in a good environment.

### **c. INTRODUCTION**

The reason to carry out this study was to help students to improve writing skill through the use of Pic-Tac-Tell strategy as a cooperative learning strategy in the class due to students had some problems in writing skills. This study helped tenth-grade students to write effectively providing some facilities and opportunities to improve it. Moreover, this action research increased the educative level and prestige of this institution, contributing to the improvement of the learning process amongst the students. Similarly, the researcher was benefited because the researcher gained experience about how to use Pic-Tac-Tell strategy in order to improve writing skills working cooperatively in the class. Also, this research work had not been done before in the English Language Department of the Universidad Nacional de Loja neither at Pio Jaramillo Alvarado Institute.

The researcher chose Pic-Tac-Tell strategy as a cooperative learning to improve writing skills with students of tenth-grade due to they had a low level on writing skills and to make students more cooperative at the moment of their classwork because they always preferred to work alone.

The main goal of the current study was to improve the English Foreign Language writing skills through the Pic-Tac-Tell as a cooperative learning strategy amongst tenth-grade students. To complete this goal the researcher investigated some theoretical references about cooperative learning and writing skills. Then, the investigator diagnosed the negative issues that limited the writing skill and designed appropriate techniques for cooperative learning and some specific materials in order to improve it. After that, the researcher applied the

writing strategy as part of the classroom activities in order to solve the limitations in this skill and appreciate the effectiveness that the writing skills have.

The action research work was supported with an intervention of 23 plans. It involved a pre–posttest and a pre-post questionnaire assessed with a writing rubric taking into account five parameters: Topic, sentences structure, grammar, mechanic and vocabulary. A pre-posttest and pre-post questionnaires helped to know the attitude toward the Pic-Tac-tell as a cooperative learning strategy. During the intervention, the researcher gathered some specific evidence of the Pic-Tac-Tell strategy.

The methods were useful to discover or state the problematic of writing skills and the scientific method helped to state the problem of the investigation, descriptive method helped to describe the different stages of the study and the kind of resources used by the teacher, analytic-synthetic method helped to analyze the obtained results through the questionnaire and observation sheet, and also was used to make an interpretation of the data, the logical analysis and draw up conclusion and finally statistic method were presented in the tables of data questionnaires.

All the students of the Tenth-grade students at "Pio Jaramillo Alvarado" have been chosen as a sample. They received 3 periods of English class per week; each class was around 35 minutes. They were 9 students among 14 to 16 years old. Through the pretest and pre questionnaire the researcher found that students had problem in writing skills and the low participation in the classroom. During the

intervention plan students' attitudes changed and their writing skills improved.

This was because the researcher uses suitable techniques for it.

The findings in the pretest and posttests, pre and post questionnaires revealed an important change in knowledge and perception of the students on writing skills.

The pre-test showed that most of the students had problems in writing skills. In the post test, after the intervention, the results indicated that difficulties students dealt in identifying and using the Pic-Tac-Tell in context changed from (3.66 to 8.44). At the end of the intervention students worked effectively in pairs, groups and their writing skills increased in a positive way.

In the literature review is important to mention the procedures of writing skills, writing micro skills, and writing subskills in order to develop a good writing, also includes element of cooperative learning which helps student to work cooperatively, and some techniques in order to practice writing skills.

## **d. LITERATURE REVIEW**

### **Common European Framework**

The Ecuadorian Ministry of Education has as an objective the achievement of a functional level in the English Language teaching that is why they have adopted international models of standards like the Common European Framework which is a design that contains the formats of teaching English language.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively (Council of Europe , 2003).

According to the Common European Framework, students of tenth-grade are involved in level A1-A2; which means students have basic users of the language; in this level students develop basic writing skills

An aspect of Common European Framework is the communicative competence which involves a set of components that are fundamental to develop writing skills, which are focus on the development of learning process.

### **Writing skills**

Writing is the most challenging skill to teach and to learn. So it demands on, cognitive and linguistic abilities, and awareness of text and social conventions. At the moment of writing is important to clarify the thoughts and express ourselves with far more precision, accuracy, and clarity (Hochman, 2008) .



Writing is a form of communication that allows people to put their feelings and ideas on paper, to organize knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Spelling, vocabulary, grammar, and organization come together and grow together in writing skills (Coe & Ricrift , 1983).

### **Process for writing skill**

#### ***Pre-writing***

During this stage, writers establish the purpose of the work and the audience for whom it will be written as well as their argument. Optimal pre-writing strategies eliminate confusion and minimize writer's block while actually writing (Yale , 2009).

#### ***Drafting***

The writer puts own ideas into complete thoughts, such as sentences and paragraphs. The writer organizes own ideas in a way that allows the reader to understand the message. During drafting, the writer composes an introduction to the piece and develops a conclusion for the material. And also the task during the draft process is to include all the features and supporting details (Brown & Hood, 2008).

#### ***Revising***

Revision is the stage in the writing process where the author reviews, alters, and amends of the message, according to what has been written in the draft. Revising a written is to restructure the paper, eliminate unnecessary details or information, add details, move paragraphs and sentences around, rewrite

paragraphs and sentences, double-check the accuracy of the supporting evidence, reword awkward areas, edit, and proofread (Brown & Hood, 2008).

### ***Editing***

According to Kristine and Susan (2008) editing involves the identification and correction of errors, and rectification of omissions in a written document. It is important to take into account the care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage.

### ***Publishing***

During publish processes; the writer prepares a document to be distributed to an audience. This may involve printing the work or duplicating it in some other way in a format that permits to the public to use it (Brown & Hood, 2008).

### **Writing micro-skills**

It is important to focus on micro-skills because it helps to the writer avoids some mistakes and that are involved in writing (Coe & Ricrift , 1983) .

The writer needs to:

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct form of words. This way 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 ideas.
- Judge how much background knowledge the audience has on the subject and make clear what is assumed they do not know.

### **Writing subskills**

There are some writing subskills that are important to make writing well organized and some of them are the following:

- ***Topic***

It is a subject in which all ideas are focused on the topic. It is highly influenced by the relevance of what the individual has to say in a paragraph, and also is the general subject of a written passage (Angell, 2009).

- ***Sentences structure***

Sentence structure is the order and arrangement of the clauses in a sentence, which is a group of words that express a complete thought (Brown K. , 1991).

- ***Mechanic***

It describes the technical aspects of writing, such as spelling, punctuation, capitalization, etc. It specifies the established conventions for words that are used in documentation (Young, 2009).

- ***Grammar***

It is a set of rules about words and how they are used for the purpose of convey a message, and also grammar studies of how words and their component part combine to form sentences (Villimaire & Villimaire, 2001).

- ***Vocabulary***

It has the potential to function as a kind of tool of empowerment which can be a list or collection of words or phrases of a language, that is related all about words that students must learn in order to write a good paragraph with a reach vocabulary (Mix , 2007).

Cooperative learning helps to get a good relationship among students and teachers. There are some types and elements of cooperative learning and they are the following.

### **The cooperative learning as a communicative language strategy**

#### **Cooperative Learning**

Cooperative Learning is a successful teaching strategy in which small teams, each student 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. According to Kagan (1994) cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)

- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- Feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).
- In cooperative learning there are several types that are considered ones of the most important in English Language to practice and get and efficiently result among students. And those are the following.

### **Types of cooperative learning**

#### ***Formal cooperative learning***

It consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. In formal cooperative learning groups the teachers' role includes. (Jonhson & Jonhson, 1965).

#### ***Informal cooperative learning***

It consists of having students work together to achieve a joint learning goal in temporary. Informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught. The teacher's role is to keep students more actively engaged intellectually entails having focused discussions

before and after the lesson and interspersing pair discussions throughout the lesson (Jonhson & Jonhson, 1965).

### **Element of cooperative learning**

Five fundamental elements involved in cooperative learning. In fact, these five elements distinguish cooperative learning from other forms of group learning (Jolliffe, 2007).

#### ***Social skills***

It contributes to the success of a cooperative effort requires interpersonal and small groups skills. Learners must be taught the social skills for high quality collaboration and be motivated to use them. Leadership, decision-making, and communication have be taught as an academic social skills (Perdesen & Digby, 20014).

#### ***Positive interdependence***

This requires each pupil in a small group contribute to the learning of the groups. Pupils are required to work in a way in which each group member needs the other to complete the task. It is a feeling of one for all and all for one (Jolliffe, 2007).

#### ***Individual and group accountability***

This means each member of the group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. The performance of each individual must be assessed and the results given back to the group. It requires each student in the group to develop

a sense of personal responsibility to learn and to help the rest of the group (Jolliffe, 2007).

### ***Simultaneous interaction***

It is the goal of cooperative structure. Ideally, everyone in the group is actively involved with their job or role during the entirety of the cooperative learning activity. All students work with different skills (Scheuerell, 2015).

### ***Equal participation***

It means that team members have equal opportunity to participate; also it takes place when students perceive that their job is roughly the same work load as their peers in the group. As a result, there are no hard feelings amongst the group members as to who is pulling a more significant part of the workload (Scheuerell, 2015).

### **Current strategies of cooperative learning**

Dr. Spencer Kagan suggests that the strategies for cooperative learning must include groups of learners to develop different activities groups, Spencer suggest the following strategies as the most useful and productive to work with. (Kagan, 1994).

### ***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. To help 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" the original groups reform and students teach each other (Kagan, 1994).

### ***Think-Pair-Share***

It 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 (Kagan, 1994).

### ***U-C-ME***

This strategy according to some researchers is designed to help teachers see each individual student's through processes as they move from the known to the unknown. Developing this strategy, teacher first provides students with an opportunity to cover their background about the content area-topic (Kagan, 1994).

### ***Magic Book***

It is another good strategy because it helps teachers meet goals at the same time provide students with something novel, which may increase their attention and engagement as well as their attention. This strategy is important because through these students can excited filling all the pages with words using some full colors to decorate magic book. It will not get boring to students (Kagan, 1994).

### ***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 (Kagan, 1994).



Despite all the strategies mentioned, the researcher is going to focus on Pic-Tac-Tell strategy in order to improve writing skills with students of tenth years of basic education at Pio Jaramillo Alvarado.

### **The Pic-Tac-Tell as a current cooperative learning strategy**

According to Herrera, Kavimandan, and Holmes Pic-Tac-Tell was provided as a quick and easy way for students to interact with vocabulary words and to develop writing skills. It is a good strategy to get students more active in class; to provide students with numerous opportunities for practice writing skills and guiding learners' in-depth understanding of the words in relation to the larger concepts, but also, it can work as a technique to improve writing skills.

With this strategy students work in pairs and groups sharing ideas. Through this, students have opportunities to use the target words in meaningful ways and to have multiple exposures the words; while the teacher can reinforce their students' vocabulary development and the final phase students can connect the main vocabulary words to create meaningful sentences. It helps students build the social skill and writing skills (Herrera , Kavimandan, & Holmes, 2011).

The ended Pic-Tac-Tell requires some materials and proceeses in which students and the reaseracher must take into account them and steps for a good development of the strategy.

**Materials:** To develop the Pic-Tac-Tell strategy is important to take into account the material that need to be used such as; 3x5 cards, markers and Colored pencil.

**Activation:** It consists in which students activate their prior knowledge or what they already know about a topic and they must follow these steps.

- Choose nine vocabulary words according to the topic/text.
- Write the words on front of nine separate note cards and draw a word map on the back of each card and pair students and give each pairs a set of words cards.
- Have students individually look at the words cards and think of their interpretation of the vocabulary and record on the back of the same cards.
- After students have had time to record their ideas and share with their partners.

**Connection:** The connections phase of this strategy allows students to work together to clear up confusion they may have about the vocabulary/content as they revisit the words.

- Have students with their partner and draw a quick picture of the word to remain its meaning.
- Have the pairs revisit the words together and discuss the meaning of the word in the context of the text/lesson. As students are working in pairs teacher have to walk around the room to listen some connections to reinforce your students' ideas.
- After discussing, have each student individually record ideas of how the word relates to the text. Each partner has to do it on the back of the some words cards.
- Then students finished recording their thoughts, have each pair share their ideas and encourage students to revisit the content and words in context.

**Affirming:** Once students finished discussing the vocabulary words, bring the group together and explain the next task in this time, they will be creating sentences using the words cards.

- Have students work with his/her partner to do a Pic-Tac-Tell students should follow these steps:
  - a) Lay the finished cards on the table with the vocabulary words facing up
  - b) Teacher picks up a word and students places into the Pic-Tac-tell grid.
  - c) Students form a sentence in order that appear on the grid.
  - d) Partner continuous with this processes until they have complete the grid in horizontal or vertical form. At this point students should understand how it works to form sentences using the words that appear on the grid.
  - e) Once students have generate their sentences, bring the class together and have students share some of their sentences with the rest of the student.

With Pic-Tac-Tell strategy students can work in individual, pairs or groups in order to develop writing skills and practice cooperative learning in the classroom. To develop Pic-Tac-Tell strategy, it is important to mention some suitable techniques that are necessary to students to a better teaching and those techniques are, number heads, team pair and three minutes in order.

As a conclusion of Pic-Tac-Tell strategy is important to develop writing skills with students. This strategy helps students to interact among themselves, to develop their imagination, and make a discussion about what they know about the vocabulary. It is essential to mention that this strategy is useful and practical for students of tenth-grade.

## **Techniques for Pic-Tac-Tell strategy**

For the development of Pic-Tac-Tell strategy there are effective techniques in which are considered the following:

### ***RoundRobin 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 to give an answer until time is called (Kagan, 1994).

### ***Three-minutereview***

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 question (Kagan, 1994).

### ***Numbered Heads Together***

Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer (Kagan, 1994).

### ***Circle the Sage***

First, the teacher polls the class to see which students have a special knowledge to share. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of

the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned (Kagan, 1994).

Writing skill is an important aspect to communicate in a normal way in which includes some processes that must be considered to write effective. Writing skills in the classroom helps students to get a good understanding about what they want to transmit and share cooperatively among students.

## **e. MATERIALS AND METHODS**

### **Materials**

In order to carry out the investigation, the researcher needed some office material such as: books, notebooks that helped students to develop some writing activities into the classroom, copies and paper that were essential to work in pairs or groups. Finally, technical resources: internet, computer, printer, flash memories. These helped to get specific information based on the research, And didactic Resources: flashcards, charts, Pic-Tac-Tell grid. Therefore, those materials were used to develop the teaching classes, being indispensables in the classroom.

### **Design of the research**

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

The choice for this action research design was to promote cooperative learning in English as a foreign language classes. Furthermore, action research allowed the candidate teacher became a participant in the research because the researcher was

going to intervene in a deliberate way in the problematic situations by means of the Pic-Tac-Tell as a cooperative learning strategy in order to improve English foreign language writing skills amongst tenth-grade students at Pio Jaramillo Alvarado high school. Academic period 2014-2015.

Action research assisted the candidate teacher, who was the researcher conducting this investigation to find immediate solution to the issue of writing skills in which students, who were the participants for this research, they had experimented and showed some trouble due especially to the lack of implementation of cooperative learning strategy such as Pic-Tac-Tell.

The individual teacher action research was implemented because teacher is the most important part to determine specific problems in students that it helped for studying and addressing a partial problem or issue within a single classroom, such as tenth –grade students at Pio Jaramillo Alvarado high school.

## **Methods**

The methods were useful to discover or state the problematic of writing skills and made a description of the data resulting from the application of an intervention plan. The following general methods applied among the descriptive research.

The *scientific method* facilitated the study of the classroom roles applied to improve English classes' discipline. It helped in the observations done before and during the intervention. This one also assisted with gathering data to make relevant predictions and the analysis of it.

The *Descriptive method* was used to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

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

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

## **Techniques and Instruments**

### ***Data collection***

Since this work is an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considered variables and statics whereas qualitative researches and understanding of words or actions. Both qualitative and quantitative instruments were self-develop by the researcher taking into account the principles of the question construction.

Being this the case, paper and pencil methods (test) were used to develop quantitative data collection instruments, while observation and interviews (questionnaire, observation sheet) for the qualitative ones.



### ***Pretest - posttest***

Two types of tests were applied. A pre-test about information that was used to collect students' answers, in order to diagnose the level of students' writing skills, at the beginning of the intervention plan. The same pre-test was used as a post-test and applied at the end of the intervention plan, to obtain information about students' progress on writing skill developed during the intervention. The test was directed in class and the researcher gave students a clear explanation and clarified all interrogations.

### ***Pre-prost questionnaire***

Two types of questionnaires were applied: a pre questionnaire that was administered to the participants to answer questions related to their attitudes and feeling toward the Pi-Tac-Tell as a cooperative learning strategy. The same pre questionnaire was used as post questionnaire and applied at the end of the intervention to make a comparison between the results. Furthermore, the data collection by the questionnaires was supported the test results.

### ***Observation sheet***

The researcher needed an observation sheet to record the participants' behaviors shown on both variables: performance of writing skills and attitudes and feelings toward the Pic-Tac-Tell as a cooperative-based strategy. This observation sheet was a self-developed instrument that describe accurately and comprehensible all the relevant aspects of the situation. In other words, it contained the description of the variables of the action research; the issue under

treatment (writing skills), and the treatment itself (Pic-Tac-Tell as a cooperative learning strategy).

### **Population**

All the students of the Tenth-grade students at "Pio Jaramillo Alvarado" have been chosen as a sample. They received three periods of English class per week; each class was about 35 minutes. The 9 students were among 14 to 16 years old.

## **f. RESULTS**

This section displays the results obtained from the following data collection sources: 1) pretest and posttest to measure the cognitive dimension about the performance of writing skills consisting of the following subskills: Topic, Sentence structure, Mechanic, Grammar and Vocabulary. 2) Pre and post questionnaire to measure the students' behavior, attitudes and feelings toward the Pi-Tac-Tell as a cooperative learning strategy. The data were supported by related results obtained throughout the statistical method that includes the means and percentage calculation of the total scores. Finally, the data were analyzed in the accordance with 3 of the 5 research objectives of the investigation because they supported and reflected emphatically the investigation.

**Objective One: To research the theoretical and methodological references about the Pic-Tac-Tell as a cooperative learning strategy and its application in English foreign language writing skills.**

The researcher investigate on internet, libraries and books in order to structure the theoretical framework which was supported by primary sources.

**Objective Three: To design an intervention plan based on the Pic-Tac-Tell as a cooperative learning strategy in order to improve the English foreign language writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014 – 2015 school year.**

This objective was based on the intervention plans, the researcher made 23 lesson plans during eight weeks (see page 86). This lesson plans helped students to improve writing skills in a good environment, and also to the researcher to be

more patient with students. The following tables and figures detail the information gathered.

### Pre Test Results

**Objective Two. To diagnose the issues that limits the development of the English foreign language writing skills amongst tenth-grade students at Pío Jaramillo High School during the 2014 – 2015 school year.**

#### a. Table 1

*Pretest Results on the Performance of Writing skills Tenth-Grade Students'*

Students' code	T 2/2	S s 3/3	M 1/1	G4 1/1	V 3/3	Total: 10/10
PJA 01	0.50	1.50	0.25	0.25	0.75	3.25
PJA 02	1.00	2.25	0.25	0.50	0.75	4.75
PJA 03	0.75	0.50	0.25	0.25	0.75	2.50
PJA 04	0.50	0.75	0.25	0.25	0.75	2.50
PJA 05	0.50	1.50	0.25	0.25	0.75	3.25
PJA 06	1.00	2.25	0.50	0.50	0.75	5.00
PJA 07	1.00	2.25	0.25	0.50	0.75	4.75
PJA 08	0.50	1.00	0.25	0.75	0.75	3.25
<b>Total mean</b>	0.69	<b>1.53</b>	0.28	0.41	<b>0.75</b>	0.66

**Note:** Writing subskills: T= Topic, S= Sentences structure, M= Mechanics, G= Grammar, V=Vocabulary PJA01 “Pío Jaramillo Alvarado” high school student first.

#### b. Interpretation and analysis

A pretest was administered to measure a starting point or the amount of pre-existing knowledge about writing skills. As seen from table 1 the purpose of the task got the highest score total mean (1.53/3) for sentences structure; and the lowest score mean was (0.75/3) for vocabulary. Finally, the total score mean was 3.66 out of 10, which was below the average level, for more details (see page 126). Therefore, it was reflected that there was an obvious limitation for tenth-grade students to produce or create a brief and simple paragraph consisting of

sequence of simple sentences with verb agreement, punctuation marks and new vocabulary. In addition, they did not show a variety in lexical range. Consequently, the researcher concerned to conduct this action research in this single classroom.

Sentence structure is the order and arrangement of the clauses in a sentence, which is a group of words that express a complete thought (Brown K. , 1991).

Vocabulary has the potential to function as a kind of tool of empowerment which can be a list or collection of words or phrases of a language, that is related all about words that students must learn in order to write a good paragraph with rich vocabulary (Mix , 2007).

#### **Comparison of the Pre and Post Questionnaire**

**Objective 4. - To apply the most suitable techniques of the Pic-Tac-Tell as a cooperative learning strategy in order to improve the English foreign language writing skills amongst tenth-grade students at Pio Jaramillo High School.**

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

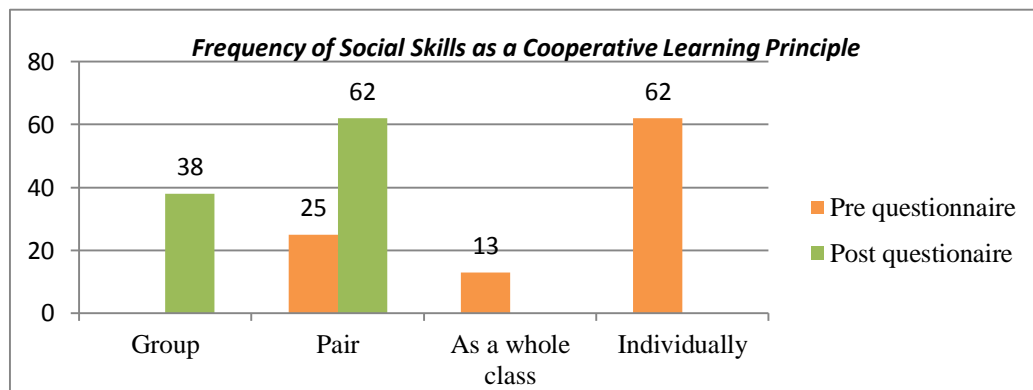
**Question 1.** How the activities in the English class are developed?

**a. Table 2**

*Frequency of Social Skills as a Cooperative Learning Principle*

	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Group</b>	-	-	4	38
<b>Pair</b>	3	25	4	62
<b>As a whole class</b>	1	13	-	-
<b>Individually</b>	4	62	-	-

**b. Figure 1**



**c. Interpretation and Analysis**

The result showed in table 2, it reflects on the development of English class in which cooperative learning strategies were put into practice. During the pre-intervention plan phase, the 25 % of students perceived that the classroom activities in the English class were developed in pair. This percentage was an unexpected level. On the other hand, after the intervention plan, the researcher administered a post questionnaire and the same indicator (pair) of the pre

questionnaire increased from 25% to 62% of students, which was a moderate level. In consequence, the techniques for applying the Pic-Tac-tell as a cooperative learning strategy were developed in a good environment into the classroom activities because much more students could work in pair during the given task. And eventually it increased their achievement in the English classes, too.

During the classroom activities work in pair shows that learners develop social skills which is one of the principles of cooperative learning. Students with a high level of social skills are motivated to provide effective leadership, make decisions and communicate in a good way (Perdesen & Digby, 20014).

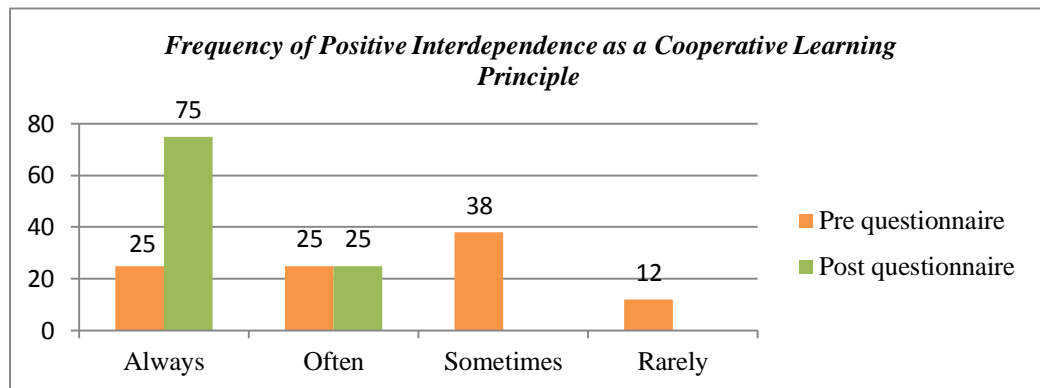
**Question 3.** The group or pair activities in the English class are developed in a positive and a respectful environment?

**a. Table 3**

*Frequency of Positive Interdependence as a Cooperative Learning Principle*

	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	2	<b>25</b>	6	<b>75</b>
<b>Often</b>	2	25	2	25
<b>Sometimes</b>	3	38	-	-
<b>Rarely</b>	1	12	-	-

**b. Figure 2**



**c. Interpretation and Analysis**

As seen in table 3, it refers about a positive and respectful environment where cooperative learning strategies were applied. During the pre-intervention plan phase, the 25% of students perceived that activities in pair or groups were always conducted in a positive and respectful environment; this percentage was an unexpected level. But then, after the intervention plan, the researcher administered a post questionnaire and the same indicator (always) of the pre questionnaire increased from 25% to 75% of students, which was an expected level. In effect, the techniques for applying the Pic-Tac-Tell as a cooperative learning strategy produced a positive impact on the classroom environment because more students could participate in a positive and respectful way during the task, and eventually it increased their good attitudes in the English classes, too.

Work in a positive and respectful environment shows that learners are developing a positive interdependence in which every pair or group have a clear goal in order to work together. So, it means that each group or pair contribute to work and learn in the same way (Jolliffe, 2007).



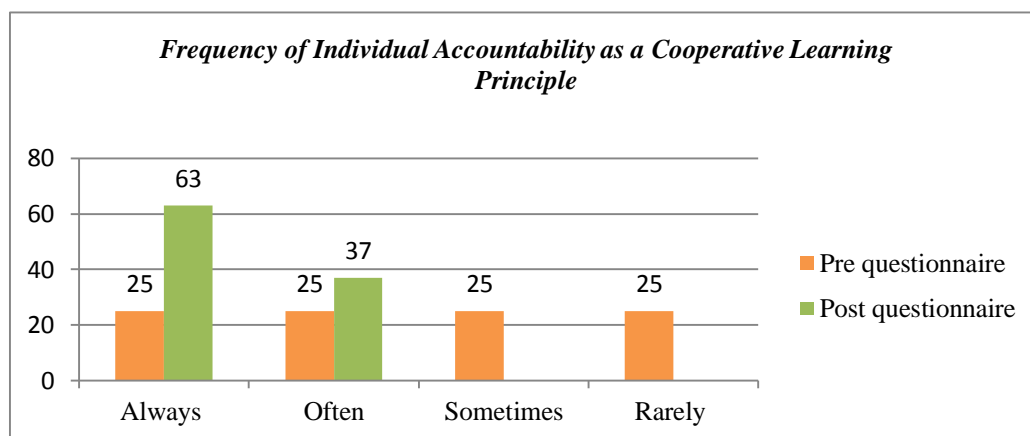
**Question 4.** In the group activities in the English class all the members contribute in the development of a collective work?

**a. Table 4**

*Frequency of Individual Accountability as a Cooperative Learning Principle*

	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	2	<b>25</b>	5	<b>63</b>
<b>Often</b>	2	25	3	37
<b>Sometimes</b>	2	25	-	-
<b>Rarely</b>	2	25	-	-

**b. Figure 3**



**c. Interpretation and Analysis**

As it manifests in table 4, a collective work was applied taking into account cooperative learning strategies. During the pre-intervention plan phase, the 25% of students perceived that the group activities in the English class all the members always contributed on the development collaborative work, this percentage was an unexpected level. However, after the intervention plan, the researcher made use of

a post questionnaire and the same indicator (always) of the pre questionnaire increased from 25% to 63% of students, which was a moderate level. Consequently, the techniques for applying the Pic-Tac-Tell as a cooperative learning strategy showed an important result because more students contributed to work in a collaborative way during the task, so it helped students to share ideas in the English classes.

A collaborative work demonstrates that learners are developing individual accountability which is one of the principles of cooperative learning. So, these means that each member of the group is countable for completing the part of the work. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group, too (Jolliffe, 2007).

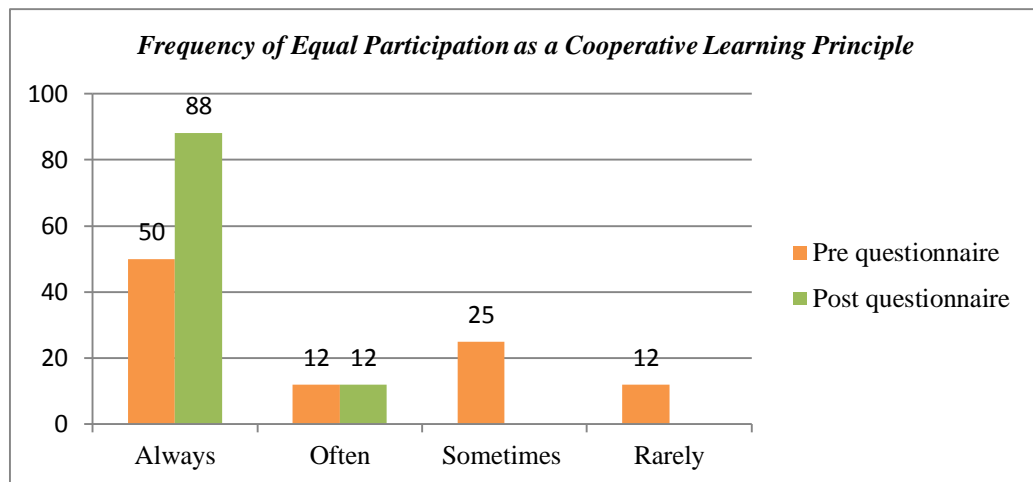
**Questions 5.** When you work in pairs or groups in the English class the participation is equitable?

**a. Table 5**

***Frequency of Equal Participation as a Cooperative Learning Principle***

	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	4	<b>51</b>	7	<b>88</b>
<b>Often</b>	1	12	3	12
<b>Sometimes</b>	2	25	-	-
<b>Rarely</b>	1	12	-	-

**b. Figure 4**



**c. Interpretation and Analysis**

The analysis in table 5, revealed the class participation. During the pre-intervention plan phase, the 51% of students explained that working in pair or groups in the English class were always conducted in an equitable way, this percentage was a moderate level. Likewise, after the intervention plan, the researcher administered a post questionnaire and the same indicator (always) of the pre questionnaire increased from 51% to 88% of students, which was a high level. Due to the high percentage, the techniques for applying the Pic-Tac-Tell as a cooperative learning strategy developed a good level of equal participation among students into the classroom.

Participate in the English class shows that learners are developing an equal participation which is one of the principles of cooperative learning. Students who participate in the classroom are expected to contribute during the task all the time and have the same opportunity to participate (Scheuerell, 2015).

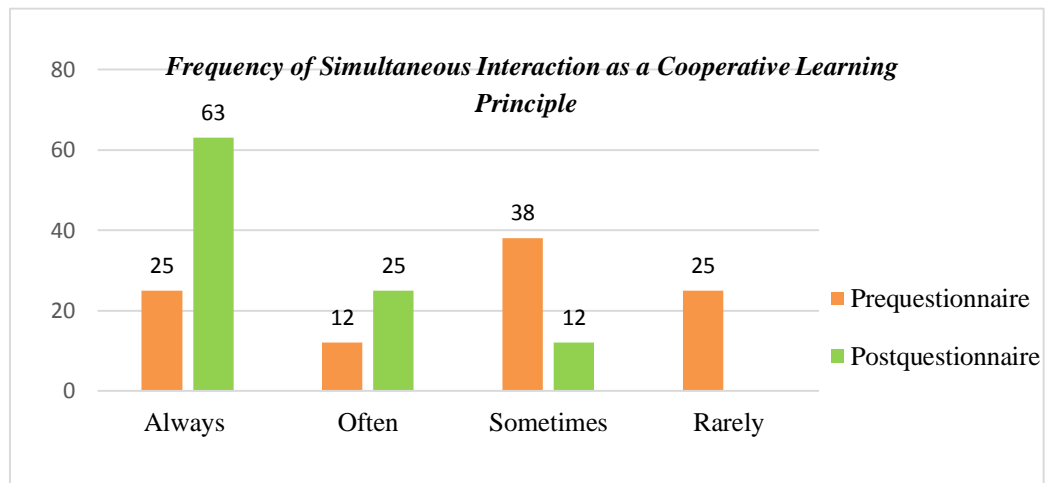
**Question 6.** When you work in group or pairs in the English class do you learn more than when you work individually?

**a. Table 6**

*Frequency of Simultaneous Interaction as a Cooperative Learning Principle*

	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	2	25	5	63
<b>Often</b>	1	12	2	25
<b>Sometimes</b>	3	38	1	12
<b>Rarely</b>	2	25	-	-

**b. Figure 5**



**c. Interpretation and Analysis**

Table 6 is focused on learning in pair or individually. During the pre-intervention plan phase, the 25 % of students explained that they always learned more when they work individually in English class. This percentage was an unexpected level. Consequently, after the intervention plan, the researcher administered a post questionnaire and the same indicator (always) of the pre

questionnaire increased from 25% to 63% of students, which was a moderate level. In effect, the techniques for applying the Pic-Tac-tell as a cooperative learning strategy were appropriated on learning in groups than learning individually.

Work in pair or groups than individually show that students are developing simultaneous interactions which is one of the principles of cooperative learning. Students with simultaneous interaction are expected to discuss what they are learning, promote each other's success and everyone in the group is actively involved with their job or role during the entirety of the cooperative learning activity (Scheuerell, 2015).

### Post Test Results

**Objective Five. To reflect upon the effectiveness that the Pic-Tac-Tell as a cooperative learning strategy had amongst tenth-grade students at Pio Jaramillo High School during the 2014 – 2015 school year.**

#### a. Table 7

#### *Posttest Result: Performance of Tenth-Grade Students' Writing Skills*

students' code	T 2/2	Ss 3/3	M 1/1	G 1/1	V 3/3	Total 10/10
PJA 01	2.150	3.00	1.00	1.00	2.00	8.50
PJA 02	1.50	2.25	1.00	1.00	2.00	7.75
PJA 03	1.00	3.00	1.00	0.75	2.00	7.75
PJA 04	1.00	3.00	1.00	1.00	2.25	8.25
PJA 05	2.00	3.00	1.00	1.00	3.00	10.00
PJA 06	1.50	3.00	1.00	0.75	2.00	8.25
PJA 07	1.50	3.00	1.00	0.75	2.25	8.50
PJA 08	1.50	1.50	1.00	1.00	2.00	8.50
<b>Total mean</b>	<b>1.44</b>	<b>2.91</b>	<b>1.00</b>	<b>0.91</b>	<b>2.19</b>	<b>8.44</b>

Note: Writing subskills: T= Topic, Ss= Sentences structure, M= Mechanics, G= Grammar, V=Vocabulary PJA01 "Pio Jaramillo Alvarado" high school student first.

## **b. Interpretation and Analysis**

According to the results displayed in table 7, the mean for the writing subskills Mechanic got the highest score (1.00/1), and the writing subskills Topic got the lowest mean (1.44/2). Additionally, the total score mean was 8.44 out of 10, which was an average score. Therefore, posttest means presented a strong indication that tenth-grade students could be able to write clear sentences with a variety in length and type with an appropriate vocabulary which helps students to write relevance writing. In addition, students were able to write sentences with a good grammatical structure that helps to understand the message. However, there were some verb disagreements; but they did not affect the message of the text because most of the facts were focused on the topic. Finally, the mechanics such as spelling, punctuation and capitalization, were used almost all the time when it was necessary.

Writing is an essential part to communicate in which is important to mention the topic, it refers to the content what is talked about within a single writing; it is highly influenced by the relevance of what the individual has to say in a paragraph (Angell, 2009). Consequently, mechanic helps to describe the technical aspects of writing, such as spelling, punctuation, capitalization for a better understanding of writing (Young, 2009).

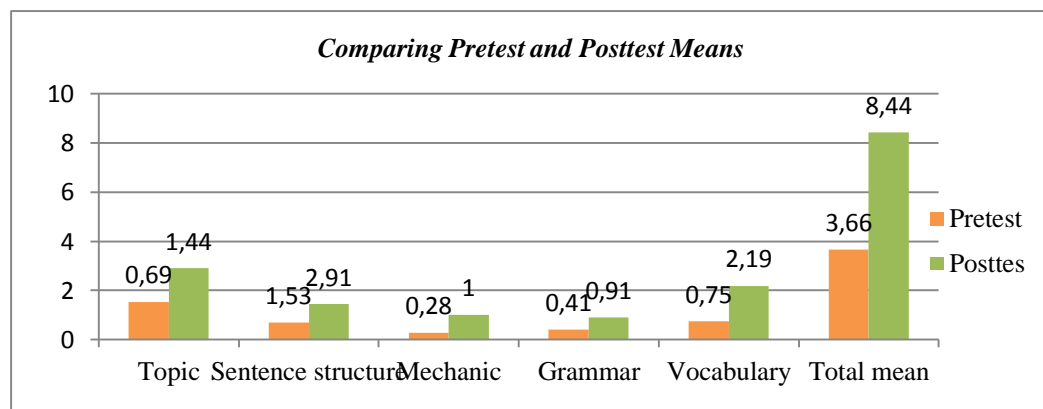
## Comparing Pre and Post Test Means

### a. Table 8

*Comparing Pretest and Posttest Means Performance of Tenth-Grade Students' Writing Skills*

	Pretest	Posttest
<b>Topic</b>	0.69	1.44
<b>Sentences structure</b>	1.53	2.91
<b>Mechanic</b>	0.28	1.00
<b>Grammar</b>	0.41	0.91
<b>Vocabulary</b>	0.75	2.19
<b>Mean</b>	3,66	8.44

### b. Figure 6



### c. Interpretation and Analysis

The result in table 8, the subskills Topic got the highest score mean (2.91), on the other hand Grammar got the lowest score mean (0.91). The total score mean changed from 3.66 to 8.44, which showed a good progress in the students' achievement attributed to the development of writing skills activities. It means

that the researcher carried out the investigation in a good way accomplishing the expectative in order to improve writing skills.

Cooperative Learning is a successful teaching strategy in small teams, each student 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. According to Kagan (1994) cooperative efforts result in participants striving for mutual benefit in all group members.



## **g. DISCUSSION**

The Pic-Tac-Tell as a cooperative learning strategy to develop English foreign language writing skills amongst tenth-grade students at Pio Jaramillo Alvarado high school was developed in order to improve writing skills and to practice cooperatively among them into the classroom. Being important to know the general questions about how does the Pic-Tac-Tell as cooperative learning strategy improve writing skills amongst tenth-grade students at Pio Jaramillo Alvarado high school, the researcher made this question to know how effective was the Pic-Tac-Tell strategy during the intervention plan. Before starting the intervention plan the researcher applied a post tests and post questionnaire, through these, the researcher found some problems in writing skills and cooperative learning. Based on this study. After the intervention plan, the data results showed that using Pic-Tac-Tell as a cooperative learning helped students to increase knowledge, to improve writing skills, and to work cooperatively, it means that there was a positive impact in the classroom. The findings in the pre and posttest and pre and post questionnaire showed the significant progress that students got.

The data gotten from the instruments revealed that in the pretest showed most of students had problems in writing skills. In the posttest, after the intervention plan, the results indicated that the difficulties students dealt with identifying and using the Pic-Tac-Tell in context changed from 3.66 to 8.44.

This weakness made the study harder because students did not want to work in pairs or groups, because most of their English activities were developed

individually, nobody wanted to participate in the class, and there were some grammatical error at the moment that they wrote sentences. During the intervention plan, in order to solve these problems, the researcher applied some techniques to get students more actives to work cooperatively in pairs or groups, and also students used the Pic- Tac-Tell card to practice writing skills and improve their vocabulary. At the end of the intervention plan students worked effectively in pairs and groups, and their writing skills increased in a positive way.

Pic-Tac-Tell was an effective strategy to apply with students because it helped them to develop their skills, increase their vocabulary and to improve their writing skills. Students wrote sentences describing what is it about, how it looks like, wrote characteristics about the word. At the beginning of the intervention plan the students' attitudes were not good because students did not like to work in pairs or groups, they did not share their ideas due to they have always worked individually, however, during the intervention plan students were more interested to work in pairs or groups showing an effective result.

In conclusion, this research helped the researcher to be more patient and to use suitable techniques and activities according to the topic. Also, the researcher learned to manage the class in an effective way and the most important part was how to help students to improve writing skills using the Pic-Tac-Tell strategy.

## **h. CONCLUSIONS**

- The students of tenth-grade at Pio Jaramillo Alvarado high school had a big problem with writing skills, due to the absence of punctuation marks, grammatical structures, and the poor vocabulary that they had in order to write in a good way. And also, they did not feel motivate to improve their writing skills.
- The application of suitable techniques of the Pic-Tac-Tell as a cooperative learning strategy to improve English foreign language writing skills during the intervention plan were proficient because students improved their collaboration to work cooperatively in pairs or groups and share their ideas and their knowledge too. This was because the techniques helped students to be more active the classwork and to be motivated during each activity.
- The effectiveness of Pic-Tac-Tell as a cooperative learning strategy had a good impact of tenth-grade students because the result at the end of intervention plan was good. All the students showed satisfaction with their results. They worked cooperatively improving their writing skills.

## **i. RECOMMENDATIONS**

- In the English class teacher should focus more on writing skill by doing sentences in order to practice their ability to write. Also, the teacher should use techniques and suitable materials resources according to the topic in order to students increase their knowledge in writing skills and finally, teacher should motivate students through appropriate activities in which students can enjoy and feel engaged in each work.
- Teacher should use specific techniques where all the students can contribute with their participation. Pic-Tac-Tell is recommendable for writing skills because students can write sentences on the card, and share their ideas. So, it helps students to improve their writing skills and work cooperatively in the classroom.
- Pic-Tac-Tell strategy is effective to work because it helps learners to be aware about what they have to do in order to improve writing skill and work cooperatively in classroom to obtain positive environment and a positive impact on students.

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN**

**ENGLISH LANGUAGE CARER**

**THEME**

**THE PIC-TAC-TELL AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH FOREIGN LANGUAGE WRITING SKILLS AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL. ACADEMIC PERIOD 2014-2015**

**AUTHOR**

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**THESIS ADVISOR**

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**LOJA- ECUADOR**

**2015**

**a. THEME**

THE PIC-TAC-TELL AS A COOPERATIVE LEARNING STRATEGY  
TO DEVELOP ENGLISH FOREIGN LANGUAGE WRITING SKILLS  
AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO  
ALVARDO HIGH SCHOOL. ACADEMIC PERIOD 2014-2015



## **b. PROBLEM STATEMENT**

### **Background**

Pio Jaramillo Alvarado High-school was created in December 9th 1996, when Otto Arosemena Gómez was the President of Ecuador. Its opening was carried out in October, the following year (1967). This Institution had been started with the night section only but, because of its big demand, the afternoon and the morning section were added some years later.

Mission. - Working efficiently and effectively by means of involving teachers to the society demands and necessities research so that, the future High-school graduated is able to respond to the current challenges.

Vision. - Being it a pioneer in the Secondary Education from the South of Ecuador, that uses top technology, applies a new educative conception, with qualified teachers, modern structures, with a high organization and planning level; its vision is to provide students with a top education, who can easily access into the labor and university fields.

In order to carry out this research work, the researcher has considered taking into account the Tenth-grade students, which involves 12 students who are between 14 and 15 years old.

## **Current situation of the research problem**

Nowadays, the teaching-learning process of the English language faces several problems in the educational institutions in our country; these issues are usually related to the way of teaching, the lack of didactic resources and the appropriate strategies for teaching.

An important component of teaching and learning process is writing which allows students to develop their writing skills in order to express their ideas through writing when they cannot communicate orally.

Therefore, in order to test the incidence on the writing skills in English language, the researcher carried out an observation to the group of students chosen to develop the present action research; this observation allowed finding out that the students of the third-grade have a very low level in writing skills.

The observation permitted to know that the causes for the problem found are several; one of these causes that does not allow the improving of the English language writing is the fact that teachers do not use the appropriate material according to the topic, another identified cause was that the teacher uses traditional teaching methods and she does not apply suitable strategies and activities to get students practice writing in order to develop an enjoyable and effective way.

As a result of the problems that affect the teaching learning process, the students have become passive agents because they do not feel motivated to participate in class; and both, teacher and students usually use their mother tongue to communicate in class.

### **Research problem**

HOW DOES THE PIC-TAC-TELL AS COOPERATIVE LEARNING STRATEGY IMPROVE WRITING SKILLS AMONGST TENTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL. ACADEMIC PERIOD 2014-2015?

### **Delimitation of the research**

#### **Time**

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

#### **Location**

This project will be carried out at the “Pio Jaramillo Alvarado” High School

#### **Participants**

The researcher of the research project Sisa Curi Medina Andrade.

Students of Tenth Year of Basic Education at “Pio Jaramillo Alvarado”.

### **Sub problems**

- What theoretical and methodological references about the Pic-Tac-Tell as a cooperative learning strategy are adequate for improving the English foreign language writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High School, Academic Period 2014-2015?
- What are the issues that limit the development of English foreign language writing skills among tenth-grade students at Pio Jaramillo Alvarado High School, Academic Period 2014-2015?

- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome of the developing the English foreign language writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High School, Academic Period 2014-2015?
- Which Pic-Tac-Tell techniques as a cooperative learning strategy are implemented to improve English foreign language writing skills among tenth-grade students at Pio Jaramillo Alvarado High School, Academic Period 2014-2015?
- How does Pic-Tac-Tell as a cooperative technique reduce the difficulty to develop English foreign language writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High School, Academic Period 2014-2015?

### **c. JUSTIFICATION**

Nowadays, English is considered as the most important language worldwide, because it is the most used language to communicate among people from different countries, languages and cultures. People around the world need English in diverse human activities. Therefore, the necessity of learning this language has been increased, and the importance that this language represents is why it has been compulsory to be included in the teaching of the English language in the Ecuadorian Educational System.

One of the main factors that has an incidence on the use of English language for communicative purposes is writing skill, for this reason, educators should look for new and attractive ways and resources for teaching and practicing writing efficiently; one of these ways is the use of Pic-Tac-Tell strategy. Pic-Tac-Tell is considered one of the most appropriate ways to work with the development of Multiple Intelligences in order to get students to develop their writing skills. It can be utilized practically in any lesson with a variety of techniques and materials related to the topics regarded the book that is being used in the institution,

For the facts mentioned above, the researcher has considered relevant to carry out this research work entitled: "To improve the English foreign language writing skill through the Pic-Tac-Tell as a cooperative learning strategy amongst tenth-grade students at Pio Jaramillo High School during the 2014-1025 school year".

This

Finally, the development of this research work is a requirement for the researcher in order to get the Bachelor's Degree in Science of Education, English Language Specialization as established in the regulations of the Education, Art and Communication Area of the National University of Loja.

#### **d. OBJECTIVES**

##### **General**

- To improve the English Foreign Language writing skills through the Pic-Tac-Tell as a cooperative learning strategy amongst tenth-grad students at Pio Jaramillo High School during the 2014 – 2015 school year.

##### **Specific**

- To research the theoretical and methodological references about the Pic-Tac-Tell as a cooperative learning strategy and its application in English foreign language writing skills.
- To diagnose the issues that limits the development of the English foreign language writing skills amongst tenth-grade students at Pío Jaramillo High School during the 2014 – 2015 school year.
- To design an intervention plan based on the Pic-Tac-Tell as a cooperative learning strategy in order to improve the English foreign language writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014 – 2015 school year.
- To apply the most suitable techniques of the Pic-Tac-Tell as a cooperative learning strategy in order to improve the English foreign language writing skills amongst tenth-grade students at Pio Jaramillo High School during the 2014 – 2015 school year.

- To reflect upon the effectiveness that the Pic-Tac-Tell as a cooperative learning strategy had amongst tenth-grade students at Pio Jaramillo High School during the 2014 – 2015 school year.



## **e. THEORETICAL FRAMEWORK**

### **Common European Framework**

The Ecuadorian Ministry of Education has as an objective the achievement of a functional level in the English Language teaching that is why they have adopted international models of standards like the Common European Framework which is a design that contains the formats of teaching English language.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Council of Europe , 2003)

#### Levels

The six levels proposed by the CEFR have been described as follows:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,
- C1-C2: proficient users of the language.

An aspect of Common European Framework is the communicative competence which involves a set of components that are fundamental to develop writing skills, which are focus on the development of learning process.

#### **Writing skills**

According to Hochman writing is the most challenging skill to teach and to learn. So its demand on students' expressions, gestures, and prior knowledge

provide a speaker with information about his or her audience, but a writer lacks these cues (Hochman, 2008) .

Writing skills is for learners who have to study about 400-500 hours of English and are approaching the level of Cambridge First Certificate in English examination. The skills practiced here will be useful as preparation for this examination, as well as for the other examination where writing is important. Writing skill is a source book, not a course book. In other words, the material does not progress. (Coe & Ricrift , 1983)

### **Process for writing skill**

#### ***Pre-writing***

It perhaps is the most important part of the writing process as it lays a foundation for the writing that is to come. During this stage, writers establish the purpose of the work and the audience for whom it will be written as well as their argument and an outline for the piece. It is also a period during which preliminary research on the topic is conducted (Yale , 2009).

#### ***Drafting***

Sounds easy, doesn't it? Well, it's not. You see, a lot of us don't like to drive fast. We put around the track at 10 miles an hour, and then we wonder why we never get anywhere. If you end up in a ditch with nothing to write about, just pop in another coin, pick up your pencil, and start driving again on some other part of your topic. (Pecha , 2002)

### ***Revising***

The word “revision” literally means “to see again.” This is what revising is all about. Having received comments about your piece during the Responding stage, you can better see your writing now from the reader’s point of view. It’s time to start asking yourself, “How can I say what I want to say in a way that will make my readers understand how I feel and maybe make them feel that way, too?” (Pecha , 2002)

### ***Editing***

According to Steve Pecha editing means many things to many people. But here it means only one thing: taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage. To edit for spelling you have to know many words and be able to use a dictionary. To edit for punctuation you have to understand how to use every type of punctuation your writing needs. (Pecha , 2002)

### ***Publishing***

The word “publish” might remind you of another word you know. That would be “public” because that’s what publishing is all about: preparing a piece of writing so that it can be read, understood, and enjoyed by the public. But the main idea is that the Publishing stage is your chance to prepare your writing in a way that will best reach your audience. (Pecha , 2002)

### **Writing micro-skills**

Is important to focus on micro-skills because it help to the writer avoid some mistakes and that are involved in writing (Coe & Ricrift , 1983) .

The writer needs to:

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct form of words. This way mean using forms that express the right tense, or case or gender.
- Put words together in correct word order.
- 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 ideas.

### **Writing sub skills**

As you know there some processes to make writing, but also in writing there are some subskill that help you to make a writing organized without errors. And according to Psredes there are the following:

- *Proofreading*

It means what the other people wrote in order to find mistakes or errors in order to give correction. So Sharon wrote some proofreading tips and technics (Paredes s. , 2007)

- *Concentration is Key*

If you're going to spot mistakes, then you need to concentrate. That means getting rid of distractions and potential interruptions. Switch off the cell phone, turn off the television or radio and stay away from the email. (Paredes s. , 2007)

- *Put it on Paper*

People read differently on screen and on paper, so print out a copy of your writing. If you read aloud, your ear might catch errors that your eye may have missed. (Paredes s. , 2007)

- *Watch Out for Contractions and Apostrophes*

People often mix their and they're, its and its, your and you're and so on. If there is something that can hurt the credibility of your text, it is a similar mistake. Also, remember that the apostrophe is never used to form plurals. (Paredes s. , 2007)

- *Check the Punctuation*

Focusing on the words is good, but do not neglect the punctuation. Pay attention to capitalized words, missing or extra commas, periods used incorrectly and so on. (Paredes s. , 2007)

- *Read it backwards*

When writing we usually become blind to our own mistakes since the brain automatically "corrects" wrong words inside sentences. In order to break this pattern you can read the text backwards, word by word.

- *Get Someone Else to Proofread It*

After checking all the previous points, do not forget to get a friend to proofread it for you. You will be amazed at the mistakes you've missed. A second person will also be in a better position to evaluate whether the sentences make sense or not. (Paredes s. , 2007)

- *Paraphrasing*

When students are admonished to “put things in their own words” when taking notes, they are actually being told to paraphrase. Paraphrasing is, quite simply, restating ideas in different words. A reader (or listener) can choose to paraphrase one statement, a group of statements, or an entire passage. This is quite different from retelling and summarizing,.” A written paraphrase can be much more complex, as students could paraphrase formally written text by rewriting it in an informal style. (Kissner , 2006).

It is important to mention the productive and receptive skills because it helps to achieve lessons aims and how to implement teaching stages covering those skills for the integration purpose. The cooperative learning helps to get a good relationship among students and teachers and there are some elements, types of cooperative learning.

## **The cooperative learning as a communicative language strategy**

### **Cooperative Learning**

Cooperative Learning is a successful teaching strategy in which small teams, each student of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Students work through the assignment until all group members successfully understand and complete it. According to Kagan (1994) cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)

In cooperative learning there are several types that are considered ones of the most important in English Language to practice and get an efficient result among students. And those are the following.

### **Types of cooperative learning**

#### *Formal cooperative learning*

It consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and

assignments. In formal cooperative learning groups the teachers' role includes.

(Jonhson & Jonhson, 1965)

### *Informal cooperative learning*

It consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). Cognitively process and rehearse the material being taught, summarize what was learned and recue the next session, and provide closure to an instructional session (Jonhson & Jonhson, 1965)

According to Kagan there are elements of cooperative that are essentials in order to get a good development in cooperative Learning. (Kagan S. , Cooperative learning, 1994)

### *Positive Interdependence (Sink or swim together)*

- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

*Face-to-Face Interaction (promote each other's success)* (Kagan S. , Cooperative learning, 1994)

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding



- Discussing concepts being learned
- Connecting present with past learning

*Individual & Group Accountability (no hitchhiking! no social loafing)*

Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.

- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

*Interpersonal & Small-Group Skills*

Social skills must be taught:

- Leadership o Decision-making
- Trust-building
- Communication
- Conflict-management skills

*Group Processing*

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful
- Make decisions about what behaviors to continue or change

### **Element of cooperative learning**

According to Wendy there are five fundamental elements involved in cooperative learning. In fact, these five elements distinguish cooperative learning from other forms of group learning (Jolliffe, 2007)

#### *Positive interdependence*

This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only the individual, but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group (Jolliffe, 2007).

#### *Individual and group accountability*

The group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. No one can "hitchhike" on the work of others. The performance of each individual must be assessed and the results given back to the group (Jolliffe, 2007).

#### *Interpersonal and small group skills*

Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to - and be motivated to - provide effective leadership, make decisions, build trust, communicate, and manage conflict. (Jolliffe, 2007)

#### *Face-to-face promotive interaction*

Two faces looking at each other. This means that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal supports are part of this mutual goal (Jolliffe, 2007).

#### *Group processing*

Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships (Jolliffe, 2007)

### **Current strategies of cooperative learning**

Dr. Spencer Kagan suggest that the strategies for cooperative learning must include groups of learners to develop different activities groups, Spencer suggest the following strategies as the most useful and productive to work with. (Kagan S. , Cooperative learning, 1994).

### ***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. To help 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***

It 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.

### ***U-C-ME***

This strategy according to some researchers is designed to help teachers see each individual student's through processes as they move from the known to the unknown. Developing this strategy, teacher first provides students with an opportunity to cover their background about the content area-topic.

### ***Extension Wheel***

This strategy encourages creativity and gives students a break from the normal paper-and-pen notes. Here each student will make personal connotations to the topic based on his or her own interest, relevant existing knowledge, and understanding of both community and word issues.

### ***Magic Book***

It is another good strategy because it helps teachers meet goals at the same time provide students with something novel, which may increase their attention and engagement as well as their attention. This strategy is important because through these students can excited filling all the pages with words using some full colors to decorate magic book. It will not get boring to students.

### ***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.

Despite all the strategies mentioned, the researcher is going to focused in Pic-Tac-Tell in order to improve writing skills with students of tenth years of basic education at Pio Jaramillo Alvarado

### **The Pic-Tac-Tell as a current cooperative learning strategy**

According to some authors Pic-Tac-Tell was provided as a quick and easy way for students to interact with vocabulary words. It is a good strategy to get students more active in class; to provide students with numerous opportunities for practice and application, guiding learners from surface-level understanding of the words toward in-depth understanding of the words in relation to the larger concepts. With this strategy students liked working in pairs and groups as they put all the words specifics to plane in order that they would show to the teacher. Through

this strategy students have opportunities to use the target words in meaningful ways and to have multiple exposures the words; while the teacher can reinforce their students' vocabulary development and the final phase of the lesson teacher should ask students to connect the main vocabulary words to create meaningful sentences. It helps students build the social skill and the literacy skill (Herrera , Kavimandan, & Holmes, Different Strategies for Diverse Secondary Classroom, 20011).

Endeed Pic-Tac-Tell require some materials and some procees in which students and the reaseracher must take into accoun the following materials ans steps for for a good develop of the strategy (Herrera , Kavimandan, & Holmes, Different Strategies for Diverse Secondary Classroom, 20011).

### **Materials**

To develop the Pic-Tac-Tell strategy is important to take into account the material that need to be used:

- 3x5 cards,
- Markers and
- Colored pencil.

### **Activation**

- Choose nine vocabulary words pertinent to the topic/text.
- Write the words on front of nine separate note cards and draw a word map on the back of each card.
- Pair students and give each pear a set of words cards.

- Have students individually look at the words cards and think of their interpretation of them and record on the back of the same cards.
- After students have had time to record their ideas and share with their partners.

### **Connection**

- Have students with their partner and draw a quick picture of the word to remain its meaning.
- Have the pairs revisit the words together and discuss the meaning of the word in the context of the text/lesson
- As students are working in pairs teacher have to walk around the room to listen some connections to reinforce your students' ideas.
- After discussing, a given words with his or her partner, have each student individually record ideas of how the word relates to the text. Each partner has to do it on the back of the some words cards.
- Then students finished recording their thoughts, have each pair share their ideas and encourage students to revisit the content and words in context.

### **Affirming**

Once students finished discussing the vocabulary words, bring the group together and explain the next task in this time, they will be crating sentences using the words cards.

- Have students work with his/her partner to do a Pic-Tac-Tell students should follow these steps:

- a) Lay the finished cards on the table with the vocabulary words facing up
- b) One partner picks up a word and places into the Pic-Tac-tell grid.
- c) Next, the other partner finds a word that he or she thinks is most connected to the first word and places that card next to the first word card.
- d) Both partners together negotiate to find third words that complete the sequence of three on the grid.
- e) Partner together form a sentence using the three words in the order that appear on the grid.
- f) Partner continuous with this processes until they have complete the grid using all the words.
- g) At this point students should understand how it works to form sentences using three words that appear in a row on the grid.
- h) Once pairs have generate their sentences, bring the class together and have students share some of their sentences with the rest of the student.

### **Techniques for Pic-Tac-Tell strategy**

For the development of Pic-Tac-Tell strategy there are effective techniques in which are considered the following:

#### ***RoundRobin Brainstorming***

Class is divided into small groups (4 to 6) with one person appointed as the recorder. The person next to the recorder starts and each person in the group in



order to give an answer until time is called. (Kagan S. , Cooperative learning, 1994)

### ***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.

### ***Numbered Heads Together***

Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer (Kagan S. , Cooperative learning, 1994)

### ***Team Pair Solo***

Students do problems first as a team, then with a partner, and finally on their own. (Kagan S. , Cooperative learning, 1994)By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

### ***Circle the Sage***

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those

students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes (Kagan S. , Cooperative learning, 1994)

### ***Partners***

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners. (Kagan S. , Cooperative learning, 1994)

Writing skill is one of the most important aspect to can communicate in English around the world, being the Pic-Tac-Tell strategy to develop writing skills with some techniques that involves in this strategy that are effectives to improve it.

## **f. METHODOLOGY**

### **Design of the project**

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation or issue that the participants- who may include teachers, students, manager, administrators and even parents-consider worth looking into more deeply and systematically.

The choice for this action 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 he/she is going to intervene in a deliberate way in the problematic situations by means of the Pic-Tac-Tell as a cooperative learning strategy in order to improve the writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High school during 2014-2015 school year.

Action research assists 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 strategy such as Pic-Tac-Tell..

## **Methods, techniques and instruments**

### **Methods**

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

The **scientific method** will facilitate the study of the classroom rules applied to improve English classes' discipline. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

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

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

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

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

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

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (Aweh, Kemmis, & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation.

### **Techniques and instruments**

#### ***Data collection***

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

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

### ***Test***

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

### ***The questionnaire***

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

### ***Observation***

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

#### ***Nonparticipant observation***

In nonparticipant observation, the researcher is not involved in the situation being observed. He/she observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticioant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012)

#### ***Participant observation***

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

#### ***Observation sheet***

Whether in the participant and nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on both variables: performance of writing skills and attitudes and feelings toward the Pic-Tac-Tell as a cooperative-based strategy. This observation sheet is a self-

developed instrument that describe accurately and comprehensible all the relevant aspects of the situation. In other words, it contains the description of the variables of the action research; the issue under treatment (writing skills), and the treatment itself ( Pic-Tac-Tell as a cooperative learning strategy)

## **Procedures**

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

First of all, the problematic was detected in advance through the observation, where the researcher could realize that the students do not have a satisfactory level of the English language writing skills because some writing strategies such as Pic-Tac-Tell Strategy are being applying in an incorrect way.

After that, the researcher investigated the techniques and activities that can be applied using the Pic-Tac-Tell Strategy; this allowed the researcher to gather feasible information to plan the teaching techniques and activities that will be developed through the working plan.

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



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

Once finished the teaching activities, a second questionnaire and test will be applied in order to verify if the techniques and activities with the use of Pic-Tac-Tell Strategy have improved the English language writing of the students.

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

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

### **Tabulation**

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

### **Organization**

The researcher will organize the research work with the information received in all the stages applied in order to compare and analyze the impact of the

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

### **Description**

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

### **Population Sample**

All the students of the Tenth-grade students at "Pio Jaramillo Alvarado" have been chosen as a sample. They receive three periods of English class per week; each class is about 35 minutes. They are 9 students among 14 to 16 years old.

### Intervention and observation plan

<b>WEEK ONE</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High school evening section during the 2014-2015 school year?</i>
<b>TOPIC</b>	Getting to know each other
<b>LEARNING OUTCOMES</b>	<p><b>Listening</b> Students will be able to listen to their classmates' introduction.</p> <p><b>Speaking</b> Students will be able to introduce themselves. Students will be able to introduce their classmates.</p> <p><b>Writing</b> Students will be able to write a paragraph about their own information</p> <p><b>Key vocabulary</b> Name, age, family, family members, hometown, favorite sport, favorite music, hobbies and favorite food.</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ I am building a lesson based on self-introduction.</li> <li>➤ I will introduce the Content and Language objectives for the lesson orally.</li> <li>➤ To get started, I will have students activate their prior knowledge related to some words that help students to introduce such as (from, like, live, family members, sports, genre of music, singers, hobbies), As a whole class, they will have to remember the words related to introduction that they already learned in previous classes. This is a warm-up activity in which students have to be divided into two groups and make two columns. I will ask the students to stay face to face with the classmate in front of them and ask for information of their classmates. For example where do you live? How old are you? The student who is in the front has to answers the question and switch roles.</li> <li>➤ This activity will last 5 or 6 minutes. The students will be placed in two groups so all the students will be rotating.</li> <li>➤ During this warm map, I will observe if the students</li> </ul>

	<p>are using the correct questions and pronunciation which allow me to know my students' diverse linguistic background.</p> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm map activity, I will show a chart in order to get students a better understanding about how to introduce themselves. <ol style="list-style-type: none"> <li>1. I am Sisa. I am 20 years old etc.</li> <li>2. I like English, I Like listening to music etc.</li> <li>3. Where do you live?</li> <li>4. How many sisters do you have?</li> <li>5. How old are you?</li> <li>6. My mother's name.</li> <li>7. What favorite food do you like?</li> </ol> </li> <li>➤ Students will practice with the classmate that is behind of her/his. Each pear has to take notes with all the information about his/her classmate.</li> <li>➤ While students are working I will monitor each peer in order to check if they are doing the activity in a correct way.</li> <li>➤ Once they have finished each peer will come to the front of the students to give a brief report about her/his classmate. When students have finished giving their classmate's information. I will apply a technique that is close eyes. So one student have to be with blindfolded in front of their three students, the student that is with the blindfolded has to guess who students are and give briefly description using the personal information.</li> <li>➤ Once students finish I will apply the questionnaire and pretest in order to know the level of the students.</li> <li>➤ As homework, students will write their own information using all steps that they have learned.</li> </ul>
CLASSROOM RESOURCES	Visual aids: Chart and Student's notebook Student's textbook 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.

<b>WEEK TWO</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High school evening section the 2014-2015 school year?</i>
<b>TOPIC</b>	Useful expression in a dialogue about food
<b>LEARNING OUTCOMES</b>	<p><b>Listening</b> Students will be able to listen the whole dialogue in order to practice the correct pronunciation. Students will be able to listen their classmates when they finish their own dialogue.</p> <p><b>Speaking</b> Students will be able to repeat the dialogue.</p> <p><b>Writing</b> Students will be able to write a dialogue similar to the book.</p> <p><b>Useful expression</b> Joe, could you go to the supermarket for me? Whoa, Mom! Why me? Let's go.</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ I am building a lesson based on the most important dialogue that help students to know more about food</li> <li>➤ I will introduce the content and language objectives for the lesson on construction paper.</li> <li>➤ To get started, I will have students active their prior knowledge related to foods (lettuce, peas, carrots, banana, milk, eggs, cheese) how many and how much (how many eggs and how much milk) there is and there are (there is an egg and there are two battle of water). Once I finished with the previous knowledge of the dialogue I will play the warm map activity Tingo Tingo Tango. Students in a circle have to pass a ball as they listen to the teacher says Tango students stop passing the ball and the ball stop too. Student who has the ball at that time has to say a useful expression with its meaning. For example why me? We use when do not agree at all to do something. This activity will last 5-6 minutes.</li> <li>➤ During this warm map, I will observe if the students have or not difficult to understand which allow me to know my students' diverse linguistic background.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm map activity, I will present a chart</li> </ul>

	<p>with useful expression about dialogue that introduces the topic about unit 3</p> <ol style="list-style-type: none"> <li>1. Why me?</li> <li>2. What else.</li> <li>3. Let's go</li> </ol> <ul style="list-style-type: none"> <li>➤ And some equivalent that are used in the dialogue such as: a pound, a gallon, a quart. Teacher writes some examples on the board and then students take turns to write examples.</li> <li>➤ Teacher covers the dialogue and students listen and underline the useful expression and some equivalents.</li> <li>➤ As students are learning the useful expression and some equivalents and taking notes and working on this teacher applies the technique number heads, in which students have to enumerate from one to three, then the numbers one get together, the number two get together and the number three get together too.</li> <li>➤ Once they have agreed on the dialogue. They go back to their own seats.</li> <li>➤ Teacher plays the audio and students repeat two or more times in order to practice the correct pronunciation.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>➤ As they are working in groups, they write a dialogue similar to the book using useful expressions and some equivalents.</li> <li>➤ Once they finish they have to present the dialogue to their classmates.</li> <li>➤ Students work on the book about comprehension of the dialogue and pronunciation about a conversation.</li> <li>➤ While they are working on the book teacher will observe if they are working in the correct way.</li> </ul>
CLASSROOM RESOURCES	Visual aids: chart and 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

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<b>WEEK THREE</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High school in evening section during the 2014-2015 school year?</i>
<b>TOPIC</b>	Foods at the supermarket
<b>LEARNING OUTCOMES</b>	<p><b>Listening</b> Students will be able to listen the whole vocabulary related to food.</p> <p><b>Speaking</b> Students will be able to describe food</p> <p><b>Writing</b> Students will be able to identify categories of food and write examples. Students will be able to use collocation with different food items.</p> <p><b>Vocabulary</b> Pasta and rice, fruit, vegetables, meat/ seafood, bakery products and dairy.</p> <p>.</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ To get started, I will have students active their prior knowledge related to food: vegetables (lettuce, peas, carrots, onions, potato, tomato, beans, cucumber) some fruits peach, nuts, melon, banana, apple) dairies (cheese, butter, cream, eggs, milk, yogurt) Meat (beef, cure beef, sausage, fillet,) seafood (fish, crab, winkle, octopus, sardine, trout). Once I finished with the previous knowledge of food I will play a warm map activity in which students will make two groups, I will give each group some flash cards of food and they have to classify the kind of food. For example if they are vegetables, fruits, etc. The group who finished first will say each category that they have and the other group repeats the categories food already mentioned. This will last 5-6 minutes.</li> <li>➤ During this warm map, I will observe if students learned the categories of food or not. It help me to know the level of the knowledge students have.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm map activity, I will present a chart</li> </ul>

about categorizing food items and collocations with food.

1. FRUIT: Peach, nuts, melon, banana, apple, pineapple, pear, grape.
2. VEGETABLES: Lettuce, peas, carrots, onions, potato, tomato, beans, cucumber)
3. MEAT: Beef, cure beef, sausage, fillet.
4. SEAFOOD: Fish, crab, winkle, octopus, sardine, trout
5. DAIRIES: Cheese, butter, cream, eggs, milk, yogurt
6. BAKERY PRODUCTS: Cookie, snack, doughnut,
7. Gallon
8. Pound
9. Loaf
10. Quart

- As students are learning the categories of food they have to take notes on their notebooks.
- After that teacher presents flashcards and students have to write the definition of each flashcard.
- As they working on their notebooks teacher gives a card with a vocabulary and beside of the card they have to write some interpretation about the vocabulary, draw the food and write some examples.
- After students have finished recording their notes about her/his vocabulary of food they share their ideas to a partner. To find the partner teacher applies the technique Simon says, to switch the position, teacher says Simon says: stand up; Simon says work with a partner that is closer to you. Each peer exchange her/his cards in order to write her/his interpretation and sentences too.
- takes notes and draw pictures according to the words
- Once they finished students present their vocabulary with the interpretation, drawing and sentences.

**AFFIRMING**

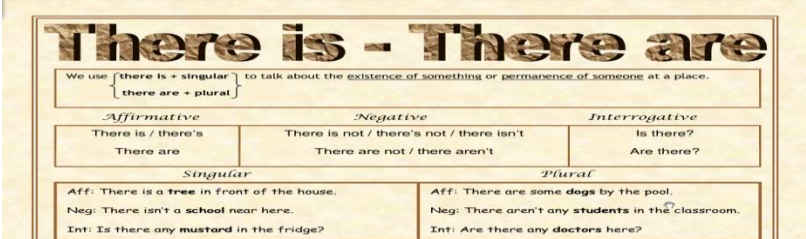
- Once the students have gone back to their seats they have to work individually. At time teacher hands out cards with 3 x 4 grid like this

Cucumber	Shrimp	cabbage
Candy	Omelet	pepper
Pears	Cheese	soda



	<ul style="list-style-type: none"> <li>➤ Each rectangle of the grid has a word related to food.</li> <li>➤ Each student will have a card and they have to listen carefully to the teacher, because the teacher will say some food and students should put a dot on the food that they heard.</li> <li>➤ These processes will continuous until one student has in lines three foods in lines and it can be vertically or horizontally.</li> <li>➤ Once the student has finished. He/she has to write sentences on the board with three words that are in the grids.</li> <li>➤ Once they finish with the vocabulary teacher gives an explanation about collocation with food and writes some examples on the board.</li> <li>➤ Students write examples on the board about collocation and also students identify the collocation with the corresponding food.</li> <li>➤ Students develop all the exercises about vocabulary on the book. I will assess the whole class by asking them to describe some categories of food. At this point, they don't have to see any cards or any picture.</li> <li>➤ Once they finished I will apply a subtest to test their knowledge about Food.</li> <li>➤ As homework, categorize food</li> </ul>
CLASSROOM RESOURCES	<p>Pic-tac-tell grid  Visual aids: Student's notebook  Student's textbook  Cards</p>
DATA COLLECTION	<p>Data source 1: Observation checklist  Data source 2: Students' writing samples, weekly</p>
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.

<b>WEEK FOUR</b>																			
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school years?</i>																		
<b>TOPIC</b>	There is and There are with some and any																		
<b>LEARNING OUTCOMES</b>	<p><b>Speaking</b> Students will be able to give examples using there is and there with some and any.</p> <p><b>Writing</b> Students will be able to use there is and there are with some and any in sentences. Students will be able to make affirmative, negative sentences and yes/no question with short answers.</p> <p><b>Reading</b> Students will be able to read aloud the affirmative and negative statements to improve their pronunciation.</p> <p><b>Key Vocabulary:</b> There is, there are , some, any</p>																		
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <p>➤ Teacher gives a brief introduction about what they are going to study in this week.</p> <p>-To get started, I will have students activate their prior knowledge related to some words of food such as (pizza, chips, sandwich, butter, cereal, coffee). As a whole class, they will have to remember the words related to food that they already learned in previous classes. This is a warm-up activity in which students have make a circle and each one has to say a fruit or any kind of food and students do not have to repeat the food already mentioned, the students who repeats has to say a sentence. This will last 5 minutes. The students will be placed</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><b>CONNECTION</b></p> <p>-After the warm-up activity, I will present the students chart about with words related to There is and there are and explain the differences of them with some and any.</p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>There is - There are</b></th> </tr> <tr> <td colspan="3" style="text-align: center; font-size: small;">We use <b>there is + singular</b> to talk about the existence of something or permanence of someone at a place. <b>there are + plural</b></td> </tr> <tr> <th style="text-align: center; font-size: x-small;">Affirmative</th> <th style="text-align: center; font-size: x-small;">Negative</th> <th style="text-align: center; font-size: x-small;">Interrogative</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">There is / there's There are</td> <td style="font-size: x-small;">There is not / there's not / there isn't There are not / there aren't</td> <td style="font-size: x-small;">Is there? Are there?</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;"><i>Singular</i></td> <td style="text-align: center; font-size: x-small;"><i>Plural</i></td> </tr> <tr> <td style="font-size: x-small;">Aff: There is a <b>tree</b> in front of the house. Neg: There isn't a <b>school</b> near here. Int: Is there any <b>mustard</b> in the fridge?</td> <td colspan="2" style="font-size: x-small;">Aff: There are some <b>dogs</b> by the pool. Neg: There aren't any <b>students</b> in the classroom. Int: Are there any <b>doctors</b> here?</td> </tr> </tbody> </table>	<b>There is - There are</b>			We use <b>there is + singular</b> to talk about the existence of something or permanence of someone at a place. <b>there are + plural</b>			Affirmative	Negative	Interrogative	There is / there's There are	There is not / there's not / there isn't There are not / there aren't	Is there? Are there?	<i>Singular</i>		<i>Plural</i>	Aff: There is a <b>tree</b> in front of the house. Neg: There isn't a <b>school</b> near here. Int: Is there any <b>mustard</b> in the fridge?	Aff: There are some <b>dogs</b> by the pool. Neg: There aren't any <b>students</b> in the classroom. Int: Are there any <b>doctors</b> here?	
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	<p>-Teacher explains the patterns to make affirmative and negatives sentences with there is and there are with some and any; Yes/no questions with short answers.</p> <p>-Teacher writes some examples on the board.</p> <p>-As students are learning the new grammar focus they have to work with a partner that is in front of her/him. They have to identify make affirmative, negative questions about the picture that teacher gives them. Once they finish each students make questions to her/his partner about the food that they have in their homes.</p> <p>-Students present a writing repost about what food her/his partner has in the home.</p> <p>-Once all students agree on grammar focus students return to their own place.</p> <p><b>AFFIRMING</b></p> <p>-Once they have already learned the grammar about there is and there are student proceed to complete all the exercises that are on the book</p> <p>-While they are working, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their grammatical use of the sentences. If they are wrong, I will help them to get the correct information.</p> <p>-Once they finish I will proceed to take a subtest about there is/there is with some and any</p> <p>-As homework, students write affirmative, negative sentences with any and some and Yes/no questions with short answers.</p> <p>.</p>
<b>CLASSROOM RESOURCES</b>	<p>Visual and audio aids: Flash Cards and CD player</p> <p>Student's notebook</p> <p>Student's textbook:</p>
<b>DATA COLLECTION</b>	<p>Data source 1: Observation checklist</p> <p>Data source 2: Students' writing samples, weekly</p>
<b>SUPPORT</b>	<p>Coaching and guidance from our university professor.</p>

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<b>WEEK FIVE</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth-grade students evening section at Pio Jaramillo Alvarado High school during the 2014-2015 school years?</i>
<b>TOPIC</b>	Some to make an offer
<b>LEARNING OUTCOMES</b>	<p><b>Speaking</b> Students will be able to give examples</p> <p><b>Writing</b> Students will be able to make an offer. Students will be able to write sentences making an offer.</p> <p><b>Reading</b> Students will read some sentences from themselves.</p> <p><b>Key Vocabulary:</b> Would you like, some, coffee, milk?</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ I will introduce the Content and Language objectives for the lesson orally. <ul style="list-style-type: none"> <li>1. To get started, I will have students activate their prior knowledge related to some words of food (pizza, chips, sandwich, butter, cereal, coffee). As a whole class, they will have to remember the words related to food that they already learned in previous classes. This is a warm-up activity in which students has to tell me a number, from 1 to 9 then I will count a number per student and the student who has the number has to tell me a pair of count nouns, for the next time other student has to tell me a pair of non-count nouns.</li> </ul> </li> <li>➤ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm-up activity, I will present the students a chart about some to make an offer and the meaning of would.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Teacher explains the pattern to make an offer.</li> <li>➤ Teacher writes some examples on the board and teacher ask students some offers.</li> <li>➤ As students are learning the grammar they have to take notes about these. <ul style="list-style-type: none"> <li>➤ After students have finished writing their notes for each new key word, they have to join their groups again and associate some products in order to make an offer.</li> <li>➤ Each group is going to ask questions making offers with answers.</li> </ul> </li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>➤ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their grammatical use of the sentences. If they are wrong, I will help them to get the correct information.</li> <li>➤ Once they have agreed about the use of the words, they have to go back to their own seats. Students proceed to complete the exercises that are on their books.</li> <li>➤ As homework, students will make questions offering something to their friends.</li> </ul>
<b>CLASSROOM RESOURCES</b>	Visual and audio aids: chart Student's notebook Student's textbook:
<b>DATA COLLECTION</b>	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
<b>SUPPORT</b>	Coaching and guidance from our university professor.

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<b>WEEK SIX</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school years?</i>
<b>TOPIC</b>	Questions with how many and how much
<b>LEARNING OUTCOMES</b>	<p><b>Listening</b> Students will listen the vocabulary pronunciation.</p> <p><b>Speaking</b> Students will read aloud the new vocabulary to improve their pronunciation.</p> <p><b>Writing</b> Students will make questions with how many and how much. Students will be able to identify possible answers</p> <p><b>Reading</b> Students will read some sentences from themselves.</p> <p><b>Key Vocabulary:</b> A lot of, little, many few,</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ I am building a speaking lesson based on There is and There are with some and any.</li> <li>➤ I will introduce the Content and Language objectives for the lesson orally. <ul style="list-style-type: none"> <li>- To get started, I will have students activate their prior knowledge related to some words related to food (few, May pizza, chips, sandwich, butter, cereal, coffee). As a whole class, they will have to remember the words related to food that they already learned in previous classes. This is a warm-up activity in which students brainstorm. It consist that all the students are going to give ideas about how they understand the grammar of how many and how much, few, little.</li> </ul> </li> <li>➤ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm-up activity, I will present a chart about grammar focus of how many and how much.</li> <li>➤ Teacher explains the pattern to make questions and</li> </ul>

	<p>some roles of them.</p> <ul style="list-style-type: none"> <li>➤ Teacher writes examples on the board.</li> <li>➤ As students are learning the grammar about it they have to take notes of the words presented with the respective meaning,</li> <li>➤ After their finish with their notes they have to make groups in order to make questions, then, those questions they have to ask to another group</li> <li>➤ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their grammatical use of the sentences. If they are wrong, I will help them to get the correct information.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>➤ Once they have agreed about the use of the questions they have to go back to their own seats.</li> <li>➤ Students complete the book about how many and hoe much.</li> <li>➤ As homework, students will write questions using how many and how much with their respective answers.</li> </ul>
<b>CLASSROOM RESOURCES</b>	<p>Visual and audio aids: Flash Cards and CD player  Student's notebook  Student's textbook: 3 level</p>
<b>DATA COLLECTION</b>	<p>Data source 1: Observation checklist  Data source 2: Students' writing samples, weekly</p>
<b>SUPPORT</b>	<p>Coaching and guidance from our university professor.</p>

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<b>WEEK SEVEN</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth year of basic education o Jaramillo Alvarado High school during the 2014-2015 school years?</i>
<b>TOPIC</b>	Expressions of quantity
<b>LEARNING OUTCOMES</b>	<p><b>Listening</b> Students will listen the vocabulary pronunciation.</p> <p><b>Speaking</b> Students will read aloud the new expression to improve their pronunciation.</p> <p><b>Writing</b> Students will write identify expression of quantity in sentences. Students will make some examples about expression of quantity.</p> <p><b>Reading</b> Students will read some sentences from themselves.</p> <p><b>Key Vocabulary:</b> Many, few much</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ I am building a speaking lesson based on There is and There are with some and any.</li> <li>➤ I will introduce the Content and Language objectives for the lesson orally. <ul style="list-style-type: none"> <li>2. To get started, I will have students activate their prior knowledge related to some words related to food (how many and how). As a whole class, they will have to remember the words related to food that they already learned in previous classes. This is a warm-up activity in which students have to make two columns and the last student come front of the rest, teacher says a phrase and the students have to say to their classmate in slow voice the winner is the column that has the correct phrase.</li> </ul> </li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm-up activity, I will present the students a chart about expressions of quantity</li> <li>➤ Teacher writes some examples on the board.</li> <li>➤ Teacher ask students to give more examples about</li> </ul>



	<p>expression of quantity</p> <ul style="list-style-type: none"> <li>➤ Teacher show some pictures and students have to identify if that goes with few, many, little, a lot of.</li> <li>➤ As students are learning the new expressions they have to take notes in their notebooks.</li> <li>➤ After students have finished writing their notes students proceed to complete the book about expressions of quantity and a sheet of paper that teacher will give them.</li> <li>➤ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their grammatical use of the sentences. If they are wrong, I will help them to get the correct information.</li> <li>➤ Once they have agreed about the use of the words, they have to go back to their own seats.</li> <li>➤ As homework, students write examples about expression of quantity.</li> </ul>
<b>CLASSROOM RESOURCES</b>	Visual and audio aids: Student's notebook Student's textbook: level 3
<b>DATA COLLECTION</b>	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
<b>SUPPORT</b>	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.

<b>WEEK EIGHT</b>	
<b>RESEARCH PROBLEM</b>	<i>How does the Pic- Tac – Tell as cooperative learning strategy improve the writing skills amongst tenth year of basic education o Jaramillo Alvarado High school during the 2014-2015 school years?</i>
<b>TOPIC</b>	Review the unit 3
<b>LEARNING OUTCOMES</b>	<p><b>Listening</b> Students will listen the vocabulary pronunciation.</p> <p><b>Writing</b> Students will be able to write a short paragraph giving a report about their self. Students will be able to identify the different use of many, mush, few</p> <p><b>Reading</b> Students will read some sentences from themselves.</p> <p><b>Key Vocabulary:</b> Milk, money, a lot , a little , not much, few,</p>
<b>INSTRUCTIONAL FOCUS</b>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>➤ I am building a speaking lesson based on There is and There are with some and any.</li> <li>➤ I will introduce the Content and Language objectives for the lesson orally. <ul style="list-style-type: none"> <li>3. To get started, I will have students activate their prior knowledge related to some words related to food (pizza, chips, sandwich, butter, cereal, coffee). As a whole class, they will have to remember the words related to food that they already learned in previous classes. This is a warm-up guessing game in which a student thinks in a fruit and the rest of student have to guess making some questions, until to guess the fruit.</li> </ul> </li> <li>➤ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>➤ After the warm-up activity, I will show a list of vocabulary through flashcards and in a cards students have to write a kind of food and give its interpretation</li> </ul>

	<p>beside of the card with a drawing.</p> <ul style="list-style-type: none"> <li>➤ To join with a partner students will choose their partner and they have exchange the cards to give their own interpretations, after that each partner write a brief paragraph about what their classmates writes on the cards.</li> <li>➤ Then each student has to present the report of their classmate.</li> <li>➤ Teacher writes some example on the board and students have to identify if it is affirmative, negative, yes/no question.</li> <li>➤ Teacher asks some yes/no questions for each students and they have to answer them.</li> <li>➤ Teacher show some examples on the board about the use of how many and how much in order to students identify the questions.</li> <li>➤ Once they finish with the previous activity students take the posttest and the post questionnaire.</li> <li>➤ And finally teacher give a summary about the unit 3</li> </ul>
<b>CLASSROOM RESOURCES</b>	<p>Visual and audio aids: Flash Cards and CD player  Student's notebook  Student's textbook: level 3</p>
<b>DATA COLLECTION</b>	<p>Data source 1: Observation checklist  Data source 2: Students' writing samples, weekly</p>
<b>SUPPORT</b>	<p>Coaching and guidance from our university professor.</p>

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

## **h. BUDGET AND FINANCING**

### **Resources**

#### **Human**

- The researcher : Sisa Curi Medina
- Students of tenth year of basic education at Pio Jaramillo Alvarado high school academic period 2014 – 2015

#### **Material**

The material utilized in the present research work consists of:

- Office material: books, notebooks, copies, paper.
- Technical Resources: internet, computer, printer, flash memories.
- Didactic Resources: flashcards, power point presentations.

#### **Technical**

- Computer
- Printer
- Internet Connection.

## Budget

<b>Resources</b>	<b>Cost</b>
Internet connection	\$40.00
Print of the project	\$15.00
Materials: flashcards	\$20,00
Other	\$25.00
<b>TOTAL</b>	<b>\$100.00</b>

## Financing

The expenditures resultant from the development of this research work will covered by the researcher.

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- ANNEXES

### Annex 1. Observation sheet

Observation sheet									
<b>Observation #:</b> <b>Topic:</b> <b>Objective of the session( what will Be able to do/know at the end of This session</b>		<b>Date/time:</b> <b>Class size:</b> <b>Participants:</b>		<b>Location:</b> <b>Duration of the observation (start/end times)</b> <b>Observation involvement:</b> Participant and not participant.					
<b>Dependent variable: basic writing skills</b>									
Rating scale: 4 = always 3 = usually 2 = sometimes 1 = rarely 0 = not observed									
<b>Descriptors</b>				<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
Mechanics	Students capitalized the first word in every sentence.								
	Students capitalized all proper nouns.								
	Each sentence Students wrote ends with a period, question mark, or exclamation point.								
	Students used punctuation correctly								
Grammar	Students spelled words correctly.								
	Each sentence contains a subject and verb.								
	There are no run-on sentences.								
	Subjects and verbs agree in number								
Style	When pronouns are used, they clearly refer to someone or thing								
	Sentence length is varied.								
	Clear, interesting, colorful, words are used.								
Unnecessary words were cut out.									
<b>Independent variable: Picture This as a cooperative learning strategy</b>									
Rating scale: 4 = always 3 = usually 2 = sometimes 1 = rarely 0 = not observed									
<b>Descriptors</b>				<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
All students clearly understand which groups they belong to for both parts of Picture This									
All students have the opportunities to learn with and from their peers									
All students take advantage of the given time to make or prepare their responses/report for the group's									
Students ask their teacher/classmate for clarification to assist theirs peers during the performance of the academic activities									
Students listen to one another									
Students question to one another									
Assume personal responsibility being involved in the group									
Students disagree politely									
Shy pupils contribute to group work									

Annex 2. Pre and Posttest



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DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code:.....Date:.....

Instructions:

First complete the questions using the words that are in the box and answer with your own answer. Then, write a brief paragraph giving a report about your answers.

Duration of the task: 30 minutes

Length of the paragraph: 6 – 10 lines

How many	any	How much	some
----------	-----	----------	------

**HEALTHIER EATING HABITS**

1. \_\_\_\_\_ water do you drink each day?



- a. five glasses or more
- b. three to four glasses
- c. two glasses

2. \_\_\_\_\_ servings of vegetables do you eat each day?

- a. Two serving or more
- b. one serving
- c. none

3. \_\_\_\_\_ soda do you drink each day?

- a. Three cans or more
- b. one or two cans
- c. none

4. \_\_\_\_\_ kinds of fruit do you eat each day?



- a. Three or more
- b. one or two
- c. none

5. \_\_\_\_\_ candy and chocolate do you buy a week?

- a. A lot of
- b. Few
- c. many

6. Is there \_\_\_\_\_ milk in your refrigerator?

7. \_\_\_\_\_  
Would you like to eat \_\_\_\_\_ apples?

8. \_\_\_\_\_  
Are there \_\_\_\_\_ sandwiches in your kitchen?  
\_\_\_\_\_

### HEALTHIER EATING HABITS

.....  
.....  
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.....

Thanks

Annex 3. Rubric for evaluate writing



UNIVERSIDAD NACIONAL DE LOJA

Student' name: .....cadoe: .....

RUBRIC TO EVALUATE WRITING					
CRITERIA	Advanced 4	Developing 3	Competent 2	Beginning 1	POINTS
<b>Topic</b>	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	
<b>Sentences structure</b>	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	
<b>Mechanics</b>	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.	
<b>Grammar</b>	No errors in agreement, number, tense.	Few errors in agreement, number, tense.	Some errors in agreement, number, tense.	Many errors in agreement, number, tense.	
<b>Vocabulary</b>	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	
				<b>TOTAL</b>	



## Annex 4. Pre and Post Questionnaire



### UNIVERSIDAD NACIONAL DE LOJA

#### DATA COLLECTION SOURCE: PRE TEST / POST QUESTIONNAIRE

Dear student, we ask you deign to answer the following questions as honestly as possible, corresponding to the English subject. Your responses will be anonymous and confidential

**Student's code:** .....

**Date:** .....

#### 1. How the activities in the English class are developed?

- 4 Groups
- 3 pairs
- 2 As a whole class
- 1 Individually

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

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

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

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

**4. In the group activities in the English class all the members contribute in the development of a collective work?**

4 Always ( )

3 Often ( )

2 Sometimes ( )

1 Rarely ( )

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

4 Always ( )

3 Often ( )

2 Sometimes ( )

1 Rarely ( )

**6. When you work in group or pairs in the English class do you learn more than when you work individually?**

4 Always ( )

3 Often ( )

2 Sometimes ( )

1 Rarely ( )

**THANK YOU**

## Annex 5: Research Matrix

Theme: The Pic-Tac-Tell as a Cooperative Learning Strategy to Develop Writing Skills amongst tenth grade at Pio Jaramillo Alvarado High school. Academic Period 2014-2015.

<b>Problem</b>	<b>Objectives</b>	<b>Theoretical Frame</b>	<b>Methodological Design (Action Research)</b>	<b>Techniques and Instruments</b>
<p><b>General</b> How does the Pic-Tac-Tell as cooperative learning strategy improve English foreign language writing skills amongst tenth-grade students at Pio Jaramillo Alvarado high school? Academic period 2014-2015?</p> <p><b>Specific</b> -What theoretical and methodological references about the Pic-Tac-Tell as a cooperative learning strategy are adequate for improving the EFL writing</p>	<p><b>General</b> -To improve the EFL writing skills through the Pic-Tac-Tell as a cooperative learning strategy amongst tenth-grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year.</p> <p><b>Specific</b> -To research the theoretical and methodological references about the pic-tac-tell as a cooperative learning strategy and its application on the EFL writing skills. -To diagnose the issues</p>	<p><b>Basic Writing Skills</b> Styles of writing Difficulties in writing skills. Basic writing descriptors, etc.</p> <p><b>The Pic-Tac-Tell as a Cooperative Learning Strategy</b></p> <p>-The Pic-Tac-Tell as a cooperative-based strategy. Base groups Experts groups,</p> <p>Cooperative Learning</p>	<p><b>Preliminary investigation</b> -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><b>Intervention and observation</b></p>	<p>- Observation sheet (Participant and Non-participant Observation ) -Pre and Posttest. -Pre and Post Questionnaire. -Subtests.</p>

<p>skills amongst tenth-grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?</p> <p>- What are the issues that limit the development of the EFL writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High 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 writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?</p> <p>-Which Pic-Tac-tell techniques as a cooperative learning strategy are implemented to improve EFL writing skills amongst tenth-grade students at Pio</p>	<p>that limit the development of the EFL writing skills amongst tenth-grade students at Pio Jaramillo Alvarado during the 2014-2015 school year.</p> <p>-To design an intervention plan based on the Pic-Tac-tell as a cooperative learning strategy in order to improve the EFL writing skills amongst tenth-grade students at Pio Jaramillo Alvarado during the 2014-2015 school year.</p> <p>-To apply the most suitable techniques of the Pic-Tac-Tell as a cooperative leaning strategy in order to improve the EFL writing skills amongst tenth-grade students at Pio Jaramillo Alvarado during the 2014-2015 school year.</p> <p>-To reflect upon the effectiveness that the Pic-Tac-Tell as a cooperative learning strategy has amongst tenth-grade</p>	<p>descriptors Positive Interdependence Social skills Group Formation, etc...</p>	<p>-Administering tests and questionnaires. -Observing and monitoring students' performance according to the intervention plan <b>Presentation of research findings.</b> -Reflecting, analyzing and answering the proposed inquires. -Organizing the final report-</p>	
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<p>Jaramillo Alvarado High School during the 2014-2015 school year?          -How does the pic-Tac-Tell as a cooperative learning strategy reduce the difficulty to develop the EFL writing skills amongst tenth-grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?</p>	<p>students at Pio Jaramillo Alvarado during the 2014-2015 school year.</p>			
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- **GRADING SCALE**

**Basic writing skills**

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

**Pic-Tac-Tell as a cooperative learning strategy**

Quantitative score range	Qualitative score range
81-100	High level of cooperative learning practice
61-80	Expected level of cooperative learning practice
41-60	Moderate level of cooperative learning practice
21-40	Unexpected level of cooperative learning practice
01-20	Low level of cooperative learning practice

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