UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

THE SILENT CARD SHUFFLE AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH YEAR OF BASIC EDUCATION STUDENTS GROUP C AT THE UNIDAD EDUCATIVA DR. MANUEL AUGUSTIN CABRERA LOZANO. ACADEMIC PERIOD 2014 – 2015

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

AUTHOR

DIEGO VICENTE LANDACAY MACAS

THESIS ADVISOR:

DRA. SILVANA ISABEL TRUJILLO OJEDA

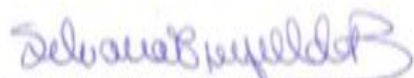**LOJA - ECUADOR**

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CERTIFICATION

Dra. Silvana Isabel Trujillo Ojeda.

ENGLISH PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT, OF THE AREA DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN OF THE UNIVERSIDAD NACIONAL DE LOJA.

CERTIFIES:

To have directed and thoroughly revised this thesis work entitled: **THE SILENT CARD SHUFFLE AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH YEAR OF BASIC EDUCATION STUDENTS GROUP C AT THE UNIDAD EDUCATIVA DR. MANUEL AUGUSTIN CABRERA LOZANO.ACADEMIC PERIOD 2014-2015,** under the responsibility of Diego Vicente Landacay Macas, undergraduate student pursuing his Bachelor's degree in Science of Education: English Language Specialization. This work complies with the norms and requirements of Universidad National de Loja; therefore I authorize its presentation and defense.

Loja, January 21ᵗ, 2016

Dra. Silvana Isabel Trujillo Ojeda

Thesis Advisor

AUTORÍA

Yo, Diego Vicente Landacay Macas, declaro ser autor del presente trabajo de tesis que las ideas, expresiones y demás aspectos contenidos en este trabajo son de mucha responsabilidad del autor y dispenso expresamente a la Universidad Nacional de Loja y sus representantes jurídicos de posibles reclamos o acciones legales por el contenido de las mismas.

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Autor: Diego Vicente Landacay Macas

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

C.I.: 1900829068

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DEDICATION

I dedicate this thesis to God who gave me the wisdom to improve every day. To my parents and family who have supported me all the way since the beginning of my studies.

Also, this thesis is dedicated to my brother and sisters, uncles and aunts who have been the greatest source of motivation and inspiration.

DIEGO VICENTE

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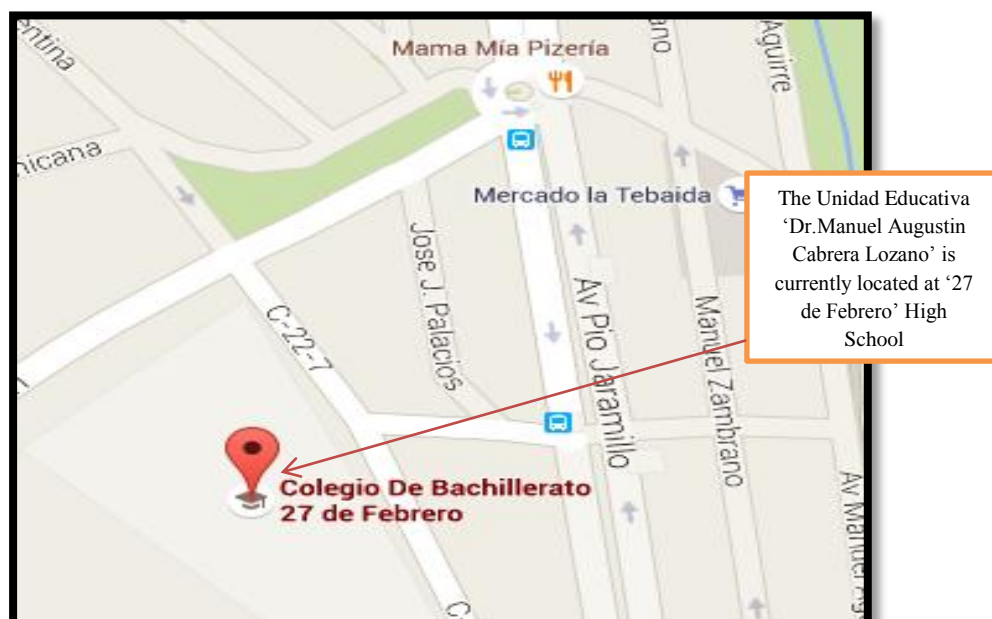
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THESIS OUTLINE

a. TITLE

THE SILENT CARD SHUFFLE AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH YEAR OF BASIC EDUCATION STUDENTS GROUP C AT THE UNIDAD EDUCATIVA DR. MANUEL AUGUSTIN CABRERA LOZANO. ACADEMIC PERIOD 2014 – 2015

b. RESUMEN

El objetivo de esta investigación fue utilizar La Tarjeta Silenciosa Aleatoria como estrategia de aprendizaje cooperativo para mejorar las destrezas básicas de escritura del Idioma Inglés en estudiantes de décimo año de Educación Básica Paralelo C de la Unidad Educativa "Dr. Manuel Augustin Cabrera Lozano" en la ciudad de Loja. Periodo académico 2014-2015. Los instrumentos utilizados para recolectar los datos fueron: pruebas y cuestionarios. El investigador aplicó los métodos científico, descriptivo, analítico y cuantitativo para discutir y resolver el problema que presenta este estudio.

Los resultados del post-test demostraron que La Tarjeta Silenciosa Aleatoria como estrategia cooperativa fue efectiva para el mejoramiento de las destrezas básicas de escritura en los estudiantes.

ASBTRACT

The objective of this research work was to use The Silent Card Shuffle as a cooperative learning strategy to improve basic writing skills with 10th year students of Basic Education Group C, at The Unidad Educativa "Dr. Manuel Augustin Cabrera Lozano" in Loja city. Academic period 2014-2015. The instruments used to collect the data were: tests, and questionnaires. The researcher applied the scientific, descriptive, analytic and quantitative methods to discuss and solve the problem appearing in this study.

The results of the post-test showed that The Silent Card Shuffle as a cooperative learning strategy to improve basic writing skills was effective because of the improvement of basic writing skills on the students.

c. INTRODUCTION

This research work is focused on the use of The Silent Card Shuffle as a cooperative learning strategy in order to improve Basic Writing Skills on students of tenth year of Basic Education Group C, with a total amount of twenty-four students in a public institution. They have five periods of English language classes per week. It implies that the way and materials to support the learning in which the classes are developed does not count with a strategy that works according to their weaknesses on writing in order to facilitate and motivate students to develop basic writing skills and consequently leads to the students become into passive learners.

The main reasons to carry out this research work are to help students to develop and improve their writing skills throughout the use of The Silent Card Shuffle which provides "whole-task practice", allows natural learning, and creates a context which supports learning (Little wood in Liu, 2010:136)". Therefore the research work helps to increase the level of learning process amongst the students. Consequently the present research work is productive for the researcher due to knowledge and experience that obtains for the basic writing skills improvement. On the other hand this research work has not been developed before in the English Language Department of the Universidad Nacional de Loja neither at the Unidad Educativa "Dr. Manuel Augustin Cabrera Lozano".

Additionally, this research work had as general objective to improve basic writing skills throughout The Silent Card Shuffle. To fulfill this objective the researcher investigated the theoretical references about basic writing skills and

effectiveness of The Silent Card Shuffle, to diagnose the difficulties that the students have to design an intervention plan based on The Silent Card Shuffle. Then the researcher diagnosed the limitation issues that students presented in order to improve it. Subsequently, the researcher applied The Silent Card Shuffle as part of classroom activities in order to reduce the limitations in the writing skills and make sure the positive effect that The Silent Card Shuffle had in basic writing skills.

The methodology used to develop this research work was the use of four methods: the scientific method provided the necessary information about the two variables and supported the results obtained from the data collection and also helped to do the conclusions; the descriptive method described the stages of the intervention plan; the analytic-synthetic method helped to analyze and explain the results obtained through tests and questionnaires; and the statistic method was useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires and observations sheets.

The current research worked with a sample of 24 students in a public school. The action research work involved pre and post-tests, pre and post questionnaires during the intervention. This intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enable students to master new words, remembering and at the same time understanding them in context.

The usage of The Silent Card Shuffle assured the improvement of students' writing skills that they gained from the activities provided. The pre-test showed

that most of the students obtained scores (5.50/10) below the expected level. However in the post-test, after the intervention, the results indicated that students reached a positive progress score (8.7010) which is an average level.

This action research was a great practice not only for doing this study but also for gaining experience for the future as an English teacher. This action research work made reflect the researcher about the importance of the use of strategies in the classroom. The questionnaires and tests were the tools of data collection used in the intervention. They were essential for getting the quantitative and qualitative data.

This work is organized in five parts: literature review, materials and methods (methodology), results, discussion, conclusions and recommendations. The literature review section describes the variables Basic Writing Skills and The Silent Card Shuffle as a cooperative learning strategy. The materials and methods section details the design of the investigation, action research, the methods that helped this study and the key points that were considered in the same.

The results of the research are described and analyzed; these results are presented in tables and figures with the corresponding analysis. Another part is the discussion that shows the major findings of the research; the importance of them and why the information obtained is relevant to this study. The last part consist of the conclusions and recommendations which describe what was found in the study and what can be done in the future to improve this issue.

d. LITERATURE REVIEW

Basic writing skills

There are four basic skills used in language teaching learning, they are listening, speaking, reading, and writing. Writing is one of four skills in English that must be acquired by the students. When compared with speaking, writing is far from it in importance. While in mother tongue, speaking is acquired, writing is learned. Writing hard enough even in mother tongue, so rather daunting a task in a foreign language. Thus, helping students to develop basic writing skills is a demanding enterprise for teachers. Looking at it from students' angle-typically in their teens, or younger. Writing skills may not be well developed in their mother tongue either. Their immature L1 writing skills imply: considerable input and practice in "higher order concerns"- development of ideas, organization, *etc.*is needed.

I consider it is important the development of students to work with basic writing skills, before of it, it is essential that the teacher discovers the capacities of the students about writing skills according to the level they are in, the students of the Tenth Year of Basic Education Group C are in Level A.2, therefore students are able to talk about the things around them, using past, present and future tense, students collect information, they know the ideas and they start combining them in order to create a good writing. Good writing skills allow learners to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Oshima and Hogue (1991) define that writing is a "process", and a "product". Its means that in writing we need to process in order to create a good paragraph, first we should think about everything that is related to idea, then; think about the supporting idea in clause form, and after that, we can make the sentences in outline form and then rewrite them to have a good paragraph. Those processes are very important in writing because a good writing depends on how the writer relates idea and supporting details, and after considers the correct use of grammar.

Grauberg (1997) propones the writing skills as three elemental rolls. First, it consolidates and reinforces language learnt orally. The very act of writing down something heard helps to fix it in mind. The written image can serve not only as an aid to memory, but also as a prompt for speech.

Second writing is needed as an important mode of communication, correspondence of all kinds, notes, messages, forms, reports, summaries, essays, etc., and is also useful on occasions where the spoken mode is inappropriate.

Third, it offers to learners with limited proficiency means of individual and quite personal expression, which can be changed, revised, refined and kept as a record (Grauberg, 1997).

Writing subskills

According to Heaton (1995), there are three sub skills which are necessary for writing.

   a. **Grammatical skill:** The ability to write correct sentences. The main tools to domain a wide vocabulary.

- Vocabulary: It is the collection of words that you hear and read throughout your life. It means that vocabulary is not only about knowing the pronunciation, meaning a word but also understanding to use them in daily activities (Walch, 2003).

- Tense: Verb tenses tell readers when events or actions occurred in time—in the past, present, or future. Your verb choices can also indicate *aspect*, which expresses the completeness or effects of an action. So it is very important when students write to keep the same tense during the whole text they are working in (Walch, 2003).

b. **Stylistic skill:** The ability to manipulate sentence and use language effectively.

- Purpose: The purpose is the reason or goal that you have for writing about your topic and your audience is the specific people that you are writing for. So accomplishing all the instructions of the task your work will be excellent (Linse, 2005).

- Organization: In order to avoid problems of thinking for a long time students can get rid of this issue by organizing their writing in advance. Students should use the writing process in order to help they generate, organize, write about, and review ideas for their essay. So the way students organize their task is also important in writing skills (Linse, 2005).

c. **Mechanical skill:** It is the ability to use correctly those conversations peculiar to the written language e.g. punctuation, spelling, word order,

tense, etc. (Peha, 1995).

- Punctuation: It is one of the most useful mechanic skills in which every sentence should include, at least, a capital letter at the start a full stop, exclamation mark or question mark at the end. This basic system indicates that the sentence is complete. (Tannacito, 2009).

- Word Order: In order that sentences have sense and can be understood word orders appears which is the order in which elements occur in a phrase, clause, or sentence. Compared with many other languages, word order in English is fairly rigid. In particular, the order of subject, verb, and object is relatively inflexible (Rose, 2001).

Facets of writing activity

Communicative

Writing is communicative. In real life, we communicate in the written mode because we have a purpose: we either want to inform (by narrating/describing/explaining something) or persuade our readers (by arguing for or against something). To make the task more realistic and organize the writing activity so that the students also get some response to their writing. This response ideally should be of two kinds: response/feedback on the content, and on the layout, organization and language of writing. Both should come from Teaching, ideally also from peers. This fosters peer co-operation and positive group dynamics – both important in Cooperative Language Teaching.

Except for some types of writing (e.g. shopping lists, diaries, and lecture-notes) we do not write for ourselves, most of our writing is a kind of communication

displaced in time and space. Writing is a communication process where the writer needs to recognize the other side, the reader. Successful communication in writing pre-supposes readership awareness, reflected in several aspects of the choices writers make. Writing style should involve sensitivity to readers and their knowledge, beliefs and expectations. Amount and kind of information included depend on consciousness of various features of readership.

Purposive

(Technical term for purposeful)

Similarly to the other skills, writing as a kind of communication that is purposive. We write because we want to inform our audience about an occurrence or our views on a given topic, etc. It is important that students should have a clear purpose and the selection of relevant information. Amount and kind of information the writer includes depend on context.

Accordingly, the writer must provide the reader with context as a guide to the correct interpretation.

Cognitive

Writing involves general problem-solving mental activities besides linguistic skills. The problems we find and how we solve them more or less be different because of the idiosyncratic features of our individual cognitive systems. Writing-simultaneous handling of several separate sub processes, developing content, coherence, readership awareness, linguistic choices and short-term memory is put under particular strain.

One way our limited capacities can cope with the processing demands to

develop regularized/routinized sub processes such as standard phrasing and methods of organization. Put it simply: practice a lot.

Writing in second language

Writers in first language-relatively fully developed oral language system, as a basis for developing a writing system. Second language learners do not bring with them a fully developed second language system. At the same time they do bring with them already developed literacy skills in their first language. Tendency to simply map first language literacy skills onto a second language system which is not fully developed

Stages of the writing process

According to Bacon (2015) there are four stages of the writing process that are:

First stage -rainstorming: Students must take notes about all the ideas that come to their minds, they have to write them down in order to remember later when they have to structure the whole set. Students can work alone at the beginning but when the ideas start to disappear they can share some opinions with their classmates to generate more ideas to add to the content.

- Content and coverage (relevant ideas and/or required information).
- Language (level of formality, style and attitude).
- Type of organization (e.g. similarity/contrast, for/against, pros/cons, cause/effect, before/after, linear account/flashbacks).
- Sequence in which the events/arguments/ideas will be presented. (Gabrielatos, 2002)

Second stage - organizing ideas: Students have to select the relevant ideas, and remove those that are not relevant. Then you have to organize and give them a logical sequence, before writing them down in paper.

Structuring

Bacon (2015) suggests that a good structure will help learners to express themselves more clearly, whether in a dissertation, an essay, a job application letter or a CV. The following tactics may help you to structure your writing:

- Clarify the thoughts and the purpose of the communication before start writing. In business communications, clarity is more important than style.
- Identify the key points, facts and themes.
- Decide on a logical order about what we want to express.
- Create a strong introduction and ending of the paragraph. The first will provide an immediate and positive impression on the reader; the second will remain in their mind after they have finished reading.
- Use short paragraphs and sentences instead of long and rambling ones. Keep to one idea per paragraph and put your point in the first line, then add the supporting information.
- Help key points to stand out by the use of headings, sub-headings and bullet points. This will allow your reader to quickly scan your message for the main points.

Third stage -with previous stage: In this level students have to write all the ideas in a logical sequence where everything must be coherent and have coherence, it is not needed to add too many details to make it look big and full of knowledge.

Fourth stage: revising and editing: At this stage we have to check the organization of the ideas, the sequence and the cohesion and if it is needed to be changed we have to change it. Encourage students to use monolingual dictionaries increase the vocabulary and easiness of handling words, included errors correction as well.

Elements of Good Writing: Process

Grammar, Spelling and Punctuation

Bacon (2015) suggests that the correct use of grammar, punctuation and spelling are essential in written communications forms. The person who reads will create an opinion of you based on the content and presentation, errors included.

- Subjects and verbs agree,
- Verb tenses are consistent,
- Pronouns agree with the subjects they substitute,
- Word choices are clear,
- Capitalization is correct,
- Spelling is correct,
- Punctuation is correct, and
- References are cited properly.

Many students will need to learn new spelling rules to improve their proofreading skills and the readability of their written work. Written work that is barely comprehensible as a result of poor spelling may predispose the reader to a negative judgment of content quality (Isaacson, 2004).

Isaacson (2004) propones as one of the most effective and feasible methods to learn spelling is self-monitoring and proofreading one's own writing. Students become more effective spellers by:

- Analyzing their own spelling problems and describing the spelling rules that give them troubles;

- Pronouncing words carefully, e.g., accept/except; and

- Using mnemonic devices, e.g., "stationery" where the "e" stands for envelope.

According to Isaacson (2004) "Development of more accurate spelling within compositions is promoted by the use of analogy strategies. An analogy strategy, applied when students attempt the spelling of an unknown word, relies on recognition of orthographic patterns in words. Students are instructed to apply the following rule: When words rhyme, the last parts are often spelled the same"

- Sentence structure and syntax;

- Word choice;

- Word usage;

- Spelling;

- Punctuation and capitalization; and

- Appearance or polishing.

Revising

Revising includes creating a structure that highlights the most important points and considering clarity and organization of ideas and feedback from readers of earlier drafts. Drafts reflect the struggle to get words down on paper; they are usually incoherent and incomplete. Revising brings the writing effort to

completion. It is the complex process of deciding what should be changed, added, or retained.

Revising strategies include:

- Reading the text aloud to hear how it sounds;

- Getting feedback from peers about what stands out, if the piece makes sense, and if the message is effectively communicated;

- Asking a set of questions that may draw your attention to various aspects of the writing. For example, "Is my purpose clear?", "Is my message clear?", "Have I addressed the needs of my audience?", "Is my tone appropriate to my audience and purpose?", "Have I included the right level of detail?", and making an outline and asking, "Is there a logical organization?", "Is there a beginning, middle, and end?" (Dianne B. Barber & William D. Barber, 2006).

Editing

According to Gabrielatos (2002) editing is a stage of the writing processing which a writer or editor strives to improve a draft by correcting errors and by making words and sentences clearer, more precise, and more effective.

According to Issacson (2004) editing includes correcting errors in sentence structure, usage, spelling, punctuation, and capitalization. Editing involves reading for conventions rather than content.

According to Robyn M. Gilles, (2008) peer-mediated learning is well recognized as a pedagogical practice that promotes learning, higher level thinking, and pro-social behavior in students from pre-school to college. Children and

adolescents learn from each other in a vast range of formal and informal settings. In informal settings, young people are often required to work and learn together and, indeed small and large group sessions are common in all educational environments from preschool to tertiary education.

Cooperative learning

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

In this research, it is believed that confident student writers can give confidence to those who lack self-confidence. In this regard Zimmet (2000) expresses that: Cooperative work and small group discussion seem to give even the shyest students enough security to participate more frequently. It also shows how collaboration helped take their thinking further than it might otherwise have gone.

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

That is when the use of cooperative learning begins to influence the way students learn and share the ideas about multiple issues presented during the

learning stage, because of the facilities and results that it provides. The cooperative learning is a strategy that promotes the active participation of students through the ideas, beliefs, thoughts of people from different backgrounds, increase the level of learning through the interaction among the learners, leads to a collective achievement of the goals set by the students, also promotes the individual and collective learning with the participation of all the members that are part of the group.

To mention other important facts about cooperative learning are the development of speaking, writing skills, critical thing and self-management as an individual person and the use of collective skills to become a team leader. During the whole process that is being carried out inside a classroom.

Five key elements differentiate cooperative learning

Johnson (2006) proposes these five elements as the main factor of cooperative learning.

  1. Social Skills: Walker (1983) defines social skills as "a set of competencies that a) allow an individual to initiate and maintain positive social relationships, b) contribute to peer acceptance and to a satisfactory school adjustment, and c) allow an individual to cope effectively with the larger social environment".

  2. Positive Interdependence: You will be able know when you've succeeded in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of labor, dividing materials, roles, and by making part of each student's grade dependent on

the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

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

4. Equal Participation: A group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Students learn by interacting with the content and with fellow students so participation must be relatively equal. Structures must be the correct level of difficulty for students to participate. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

5. Simultaneous Interaction: After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Students learn better when a high percentage of them are actively engaged at once. Classroom time is saved because students are engaged and more can be accomplished in a faster time. Simultaneous interaction can be responses or a sharing of ideas in teams or pairs.

Similarly, Kagan (2003) has developed the easily recalled acronym PIES to denote the key elements of positive interdependence, individual accountability,

equal participation, and simultaneous interaction where the latter 2 components encompass the final three described above.

How does the cooperative learning work?

In order for Cooperative learning groups to be successful, Kagan suggests that the teacher and students must all play their part. The teacher's role is to play the part as facilitator and observer, while the students must work together to complete the task.

Use the following guidelines to achieve Cooperative learning success:

- Arrange students heterogeneously in groups as few as two and no more than six.

- Assign each member of the group a specific role such as: recorder, observer, book keeper, researcher, time keeper, etc.

- Monitor each group's progress and teach skills necessary for task completion.

- Evaluate each group based upon how well they worked together and completed the task.

Why use Cooperative Learning?

Several researches suggest that the implications that cooperative learning techniques have inside a classroom are:

- To help student learning and academic achievement.

- To raise the level of student retention.

- To improve student satisfaction with their learning experience.

- To help students develop their skills in oral communication.

- To develop students' social skills.

- To help to increase student self-esteem.

- To help to enhance positive race relations.

How to Success with Cooperative Learning

- Never use group grades.

- Do not assume social skills from students; carefully structure for their acquisition.

- Do not allow interaction that exceeds your management methodology.

- Create the necessity to work together (via teambuilding and class building) before moving to academic tasks.

- Begin with highly structured and brief cooperative tasks, move slowly to unstructured and longer projects.

- When you are ready for academic tasks, begin with tasks that are well within the capacity of even the lowest achiever.

- Do not allow unstructured interaction until students have acquired both the will and the skills to work together.

- Don't try to reinvent the wheel: begin with proven, structured student interaction strategies.

- Take it slow. Make it easy on yourself and your students. Learn one new strategy well before attempting the next new strategy. (Kagan S. , 2009)

Management Tips

- Noise Control - Use the talking chips strategy to control noise. Whenever

student needs to speak in the group they must place their chip in the middle of the table.

- Getting Students Attention - Have a signal to get students attention. For example, clap two times, raise your hand, ring a bell, etc.

- Answering Questions - Create a policy where if a group member has a question they must ask the group first before asking the teacher.

- Use a Timer - Give students a predetermined time for completing the task. Use a timer or stop watch.

- Model Instruction - Before handing out the assignment model the instruction of the task and make sure every student understands what is expected.

Benefits of Cooperative Learning

There are many benefits for cooperative learning. Here are benefits you might notice after implementing some of the strategies:

1. Cooperative learning is a technique that is enjoyable for learn, they enjoy it and are more motivated to work.

2. Cooperative learning is an interactive learning, so students are engaged and in touch with the learning.

3. Cooperative learning allows discussion and critical thinking, so students learn more and remember it for a longer period of time.

4. Cooperative learning requires students to learn how to work in groups and they learn from each other, which is an important skill for their futures.

Outcome of Cooperative Learning

Measuring Achievement

Johnson and Johnson (1990) argue that cooperative methods lead to higher achievements than competitive or individualistic ones among students inside the classroom when measured by a variety of possible indices. They used four indices of achievement:

1. Mastery and retention of material: Students in cooperative learning environments perform at a higher level than those working in competitive or individualistic environments. When achievements in pure cooperative groups is compared with achievement in groups using a mixture of cooperative, competitive and individualistic learning methods, the results show that the pure methods consistently produce significantly higher achievements.

2. Quality of reasoning strategies

   - Individuals working in cooperative groups use focusing strategies more often than those working competitively or individualistically. And use elaboration and metacognition strategies (such as showing an awareness, and self-control of learning) more often than those working in competitive and individualistic situations. This leads to a higher level of reasoning promoted by cooperative learning. But when comparisons are made between students using cooperative, competitive and individualistic learning strategies for tasks requiring higher- or lower-level reasoning strategies to solve them, students in cooperative groups discover and use

more high-level strategy methods.

3. Process gains. Process gains such as new ideas and solutions are generated through group interactions that are not generated when people are working on their own.

4. Transference of learning. There is a high degree of group-to-individual transference after working in cooperative groups. ie when individuals have worked in a cooperative environment, their learning is transferred to situations where they have to work on their own. (Johnson & Johnson, 1990)

Therefore, there are strategies that provide a context for modeling and deliberating issues and practices of student assessment and evaluation that work more appropriate throughout the cooperative group work.

So the cooperative learning strategies are particularly helpful for any student that is learning a second language. Cooperative learning stimulates the peer interaction which helps language development of concepts and content. The importance consists of the mixture of students in each team not too many as maximum four, therefore students learn to express themselves with greater confidence than they normally would do in bigger groups. In which each students has a role and the contribution that each member does is meaningful for the whole team.

The Silent Card Shuffle a current cooperative learning strategy

The Nature of The Silent Card Shuffle

One of learning strategies which can be applied in the classroom is The Silent Card Shuffle. Frangenheim (2005) suggested The Silent Card Shuffle as a cooperative learning strategy to be used in the classroom. It is a cooperative strategy which involves many activities such as sequencing, classifying, matching, mapping or positioning information. This strategy is also used in many other subjects, such as biology, geography, and mathematics.

The Silent Card Shuffle employs the benefits of cards for the learning activities. Cards are a kind of media which are flexible and easy to create. Cards can be designed in many shapes and sizes adjusted with the needs and contents. Harmer (2007) mentions three main uses of cards namely matching and ordering, selecting, and card games.

1. **Matching and ordering:** Cards can be used for an activity like matching questions with the answers. Students can either match them on the table in front of them (in pairs or groups) or they can move around the class to find their pairs. This matching activity can be based on the topic or grammatical construction. This activity is especially good for kinesthetic learners, but it is also good for everyone else.

2. **Selecting:** In this way, the cards contain some particular words, phrases, or pictures. After shuffling them, the cards are placed in a pile face down. Then, the teacher asks one student to pick one card. The student must use

the word or phrase in the cards or describe the picture on the card.

3. **Card games:** There are many possibilities of card games in language learning. The teachers can design the games by themselves based on some considerations such as the number of students in the class, the topic, the learning purpose, and learning activities.

Example of Cards Used in The Silent Card Shuffle

The design of cards can be adjusted with the learning materials. First, the teachers should decide the learning objectives of their lesson. For example, the teacher wants to teach about Language Building. In this activity, the cards represent nouns, verbs, adjectives, adverbs, articles, prepositions, and pronouns.

Nevertheless, for teenagers students-classroom contexts, especially for junior high schools, some formats might seem too grammatical-restricted. It will be difficult enough for the students to understand some English grammatical terms. The important point is not the study of the English grammar or what a sentence consists of, but it is rather on how they understand the meanings of the words and the content of a particular sentence or text. After deciding what the cards contain, then the teacher makes the master copy of the cards, copies the cards, cuts up the cards, and puts them in envelopes for each group. Each group will get the same envelopes contained the same cards with the other groups.

Cards help the teacher to deliver the material, so in this way the learning activities become less teacher-centered and less book-dependent. It will minimize teacher's talk and increase the students' participation. By using the cards as learning media in the classroom, the learning activity will be more enjoyable. The

teachers' creativity is an essential prerequisite to design some sets of cards. The teachers need to explore their ideas and creativity to decide what the cards contain. Besides, the teacher should design the learning activities properly. By doing these steps of making cards, the teacher's creativity will also be improved.

In relation to the teaching of writing in the classroom, cards can be used in three stages of writing. Cards can be used in the pre-writing stage for certain activities such as predicting and previewing the main topic. The cards may contain some lists of vocabulary related to the topic, or pictures which give a general image about the topic. The cards can also be used in the while-writing stage for a particular activity like rearranging cards of a jumbled text. The final result of this activity is to construct a whole paragraph. Next, cards can be used in the post-writing stage for a particular activity such as discussing some points related to the topic. All groups are given the same instruction about the learning procedures of the lesson. After that, each group shuffles the cards and arranges them based on the teacher's instruction. The Silent Card Shuffle Strategy employs some principles of cooperative learning. Johnson and Johnson (2004: 274) in Orlich et al. (2007)mention some characteristics of cooperative learning like in the followings.

a) Uses small groups of three or four students (micro-groups)

b) Focuses on tasks to be accomplished

c) Requires group cooperation and interaction

d) Mandates individual responsibility to learn

e) Supports division of labor

This strategy employs the principles of multiple intelligences. Gardner (1993) in Armstrong (2003) proposes eight types of intelligences as follows.

1. **Linguistic intelligence:** It relates to the understanding of language including the phonology, syntax, semantics and pragmatic uses of language. It involves someone's ability to communicate knowledge, remember information, or reflect to the language itself.

2. **Bodily-kinesthetic intelligence:** This intelligence is related to a person's ability to control the body movement and handle objects skillfully.

3. **Spatial intelligence:** It is related to the ability to perceive the visual world accurately.

4. **Musical intelligence:** This intelligence relates to the ability of comprehending and expressing components of music.

5. **Logical-mathematical intelligence:** It refers to the knowledge and use of logical structures. This involves some activities like experimentation, quantification, conceptualization, and classification.

6. **Intrapersonal intelligence:** This is related to someone's ability to access a person's emotional aspects through the awareness of motivations, intentions, and desires.

7. **Interpersonal intelligence:** It can be defined as a person's ability to differentiate among other people with respect to moods, motivations, and intentions and use them to interact and communicate properly with others.

8. **Naturalist intelligence:** It relates to the ability to distinguish and classify many species of plants and animals; and the ability to interact with living

creatures or with the whole ecosystem.

Key Competencies

The implementation of The Silent Card Shuffle as a cooperative learning strategy does not only focus on the whole-group-performance but in individuals' performance too as members of the group; which are the basis of the group development which are reflected in the following key competences:

- **Listen actively**, recognize different points of view, negotiate, and share ideas.

- **Thinking**: Use creative, critical and reflective thinking to make sense and question information and ideas. Building knowledge and understanding.

- **Participating and Contributing:** Participative actively in class or group. As a group member make connections with other people around them.

- **Contribute to the quality and sustainability** of the activity and or discussion

- **Self-Managing:** Set personal goes; use my initiative, be enterprising and resilient to new challenges.

- **Using Language, Symbols and Text:** Use appropriate language to communicate idea, information and experiences.

Process of The Silent Card Shuffle

- Have sequenced material printed off, cut up and put in envelopes, one per each group.

- Organize students into groups of three or four considering the dynamic of

the students allowing for the most "thinking" from individuals.

- Place the envelope containing the cards on each table, telling them that after you have explained the rules, they have to arrange the cards in a sequence that make sense to them.

Rules of the Silent Card Shuffle

- **Step 1**. **Silent card classification**

  In this step, the students are divided into some groups consisting of three or four students. However, the number of students in each group is adjusted with the number of students in the class. Here students have to open the envelope, spread the cards on the table, read each one (in their minds), and without any talking or whispering arrange the cards into a sequence that makes sense. In this step, the students are not allowed to talk to each other.

- **Step 2**. **Justify and refine**

  Once the students have finished classifying the words according to the teacher's signal, they are allowed to discuss it with their group. They can talk and make changes to their work order as a result of this discussion.

- **Step 3**. **Circulate and observe**

  One student will stay in the group and become the representative while the other member can visit other tables and discuss the order of the other groups. As they move around, they have to discuss what they notice and decide if it makes sense or not. They must not touch the cards. The other

students may ask questions or give opinions to the group representative, but no changes may occur.

- **Step 4**. **Return and refine**

  Each groups return to their own table and decides whether to refine their order as a result of what they have observed or not.

- **Step 5**. **Teacher debriefing**

  The teacher shows the correct classification of the words. Then the students do a self-correction to their answers and discuss it together. The teacher later debriefs. There are various ways of debriefing which can be selected by the teachers. The first way is by displaying the answers (the card order) directly in the board or slide presentation. The second way is by using questions and answer type direction. Many teachers choose the second way because they can use that situation to praise the students in justifying their answers or constructed meaning. The next activities can be conducted by doing silent card shuffle again or the teacher can design a different activity to reinforce what the students have learned before.

Frangenheim (2005) notes that the third step (Circulate and Observe) and the fourth step (Return and Refine) can be optional. If the teachers have limited time, they can go straight to the teacher debriefing after step 2 (Justify and Refine).

- There may not be a "right or wrong" in some instances.
- Set a period of time no longer than 10 or 15 minutes.

Advantages of Using Silent Card Shuffle

The Silent Card Shuffle has some benefits related to the teaching of reading. It builds the students' cognitive skills and provides opportunities for students to work on groups. This is in line with the principles in cooperative learning. Johnson, Johnson and Holubec (1990) in Smith and MacGregor (1992) stated that in cooperative learning, the development of interpersonal skills is as important as the learning itself. Built into cooperative learning work is regular "group processing," a "debriefing" time where students reflect on how they are doing in order to learn how to become more effective in group learning settings. Cooperative learning is a more generic in activities, but its principles are included in The Silent Card Shuffle.

Furthermore, this strategy also has some other advantages. It gives the time for students to think for themselves as the group arranges the cards silently. This will enhance the use of the students' cognitive skills. Next, it provides the opportunity for the students to make changes and justify their changes. This will build the students' ability of judging and decision-making. This strategy also allows the time for the students to circulate, observe, and discuss the decisions of other groups. Through this stage, the students' kinesthetic skills are built.

- Group work can shift the students from being passive to be more active learners.
- Group work encourages the students to be less reliant on the teacher and more reliant to their own ability.
- Group work builds cooperation and respect among students.

- Group work can be a fun and enjoyable way to learn. It can motivate students and increase their active participation in learning.

- Group work gives the teacher a chance to circulate and check each student understanding.

- Group work can improve the student's problem-solving skills and provide opportunities to assess the students' initiative, creativity, tolerance, and communication skills.

If the activities designed by the teacher are well-planned, there will be a lot of positive effects obtained from the use of group work in the classroom activities. Each ordering could be photographed and the same Silent Card Shuffle could be used as an assessment tool later on in unit and differences compared. (Lynch, 2012).

This strategy offers students different activities of writing. Through the silent card shuffle activities, the students can get many language inputs, including grammar, structure, and vocabulary. Through the group working, it will build the students' cooperativeness and they can learn to work in groups which consist of students with multiple intelligences and different characteristics. They can be autonomous learners and problem solvers when they try to solve the tasks together in their groups. In this case, the researcher uses The Silent Card Shuffle to improve basic writing skills on students of Tenth Year of basic education. The researcher gives more opportunities for the students to be more active in learning. The learning process becomes less teacher-centered and focuses more on developing the students' skills.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: the human resources were the students of Tenth year of Basic Education Group C who participated in the development of this action research, the English teacher who helped to monitor students' work, the thesis advisor facilitated to carried out the intervention plan giving suitable suggestions and researcher who applied the intervention plan. The material resources as the paper were used to print the project and to elaborate worksheets. And the technical materials were: a computer that was used to type the information, the projector used to present the information and the internet facilitated to search the information.

Design of the research

The present investigative work corresponds to Action Research, which has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation and at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of improving strategies, practices and knowledge of the surroundings within they are related.

This action research has the aim of improving the English language writing through the application of The Silent Card Shuffle Strategy as a cooperative language strategy.

Besides, this study is an applied educational research work since it is a practical action research that allowed the practitioner to study aspects, analyze and reflect on the results that were derived of the application of different techniques and activities for teaching writing.

Methods

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

The scientific method facilitated the study of the classroom rules applied to improve English classes' discipline. It helped in the observations done before and during the intervention. This one also assisted during the prediction of the possible solution; it assisted to collect data to make relevant predictions and the analysis of it.

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

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

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

data received from the observations. 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 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). The action research was applied in this study because it enabled the practitioner or researcher of this project to follow the steps in the spiral that helped his reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his students' language learning.

Techniques and instruments

Data Collection

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

The test: in the same way, a test was applied at the beginning and at the end of the intervention plan; at the beginning it was used to diagnose the level of writing that students have; and, at the end to verify the level of writing achieved by the students after the techniques and activities applied with The Silent Card Shuffle as a cooperative learning strategy.

Pretest-Posttest: the researcher applied a pretest that provided a measure on the performance of writing skills before the participants received the intervention plan designed in this research project. After the intervention plan, a posttest was applied to measure 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 treated.

The Questionnaire: Summarizing, the results of the observation helped to carry out a qualitative analysis to find out the problematic related to the learning of writing; while the results of the survey and test allowed to develop a quantitative analysis in order to determine if the intervention plan has been successful and in order to achieve the proposed objectives of this action research.

The Observation: It was applied at the beginning of the research in order to identify the problematic related to the learning of the English writing and to analyze the possible solutions that solve the problematic found.

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

Population: All the students of the Tenth Year of Basic Education Group C at the "Unidad Educativa Dr. Manuel Augustin Cabrera Lozano" have been chosen as a population. They receive five periods of English class per week; each class is about 40 minutes long. In group C of this high school there are twenty-four students among 14 to 16 years old.

f. RESULTS

The results obtained from the data collection sources are displayed in this segment. A pretest and a posttest were applied to measure the cognitive dimensions about the performance of writing skills consisting of the essential parts of creating a short paragraph that contains a main idea, providing supporting details and writing a concluding sentence correctly. Furthermore, the writing sub skills such as purpose, organization, vocabulary, word order, verb tense and punctuation were used to knowing the students' level. The pre and post questionnaire were the instruments which measured the students' behaviors and attitudes toward The Silent Card Shuffle as a cooperative learning strategy.

The data collected from the questionnaires supported the test results received through the statistic method which includes the means and percentage calculation in the total results. In addition, the data were analyzed in accordance with three of the five research objectives because they reflected the investigation.

Objective one: to research the theoretical and methodological references about The Silent Card Shuffle as a cooperative learning strategy and its application on EFL basic writing skills was already accomplished in the literature review; which helped the researcher to apply the knowledge of this strategy in order to accomplish the other objectives involved in this research.

Objective two: To diagnose the issues that limit the development of the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano.; in this objective the researcher applied a pre-test in order identify the weaknesses in their writings with a rubric to evaluate them; which counts with different descriptors and the results have been represented in tables and graphics which helped to create a plan intervention in order to solve this issue .

Objective three: to design an intervention plan based on the The Silent Card Shuffle as a cooperative learning strategy in order to improve writing skills amongst tenth year of basic education students group C at the Unidad Educativa "Dr. Manuel Augustin Cabrera Lozano", was fulfilled through planning 8 sections making use of The Silent Card Shuffle to intervene on students' writing skills improvement. The researcher designed an intervention plan, which was divided into 8 macro plans with 24 lesson plans to solve the limitations in this skill. Each lesson plan has different activities of work based on The Silent Card Shuffle. As displayed in the following pages (from 106 to 130).

Objective four: To apply the most suitable techniques of The Silent Card Shuffle as a cooperative learning strategy in order to improve the EFL basic

writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano; was accomplished throughout the implementation of the lessons plans as a guide to apply The Silent Card Shuffle as a cooperative strategy.

Objective five: To reflect upon the effectiveness that the Silent Card Shuffle as a cooperative learning strategy had improved the EFL basic writing skills amongst tenth year of basic education group C students at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano; in this objective the researcher applied a post-test which is the pre-test applied at the beginning of the intervention in order identify the improvement reached by the students after the intervention using The Silent Card Shuffle, and the results obtained have been represented in tables and graphics which demonstrate the effectiveness of this strategy.

Pre-test results

Objective two: To diagnose the issues that limit the development of the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano. Academic Period 2014-2015

a. **Table 1**

The Performance of Writing Skills in Relation to the Performance of 10th Year of Basic Education Group C.

Students' code	P	O	V	T	WO	Pa	Total
	2/2	2/2	1/1	2/2	2/2	1/1	10
UEMCL01	1.00	1.00	0.50	1.00	1.00	0.50	5
UEMCL02	1.00	1.50	0.25	1.00	1.50	0.50	5.75
UEMCL03	1.00	1.50	0.50	1.00	1.00	0.50	5.5
UEMCL04	0.50	1.00	0.25	1.50	1.50	0.50	5.25
UEMCL05	1.50	1.50	0.75	1.50	1.50	1.00	7.75
UEMCL06	1.50	1.50	0.50	1.00	2.00	0.75	7.25
UEMCL07	1.50	1.50	0.50	1.00	1.00	0.75	6.25
UEMCL08	1.00	1.50	0.50	1.50	2.00	0.75	7.25
UEMCL09	1.00	1.00	0.75	1.00	1.50	0.75	6
UEMCL10	0.50	0.50	0.25	0.50	0.50	0.25	2.5
UEMCL11	0.50	0.50	0.25	0.50	0.50	0.25	2.5
UEMCL12	0.50	0.50	0.25	0.50	0.50	0.25	2.5
UEMCL13	1.00	0.50	0.75	1.50	1.50	0.75	6
UEMCL14	1.00	1.00	0.50	1.50	1.00	0.50	5.5
UEMCL15	0.50	1.00	0.50	1.00	1.00	0.50	4.5
UEMCL16	1.50	1.50	0.50	1.50	1.50	0.75	7.25
UEMCL17	0.50	0.50	0.25	1.00	1.00	0.50	3.75
UEMCL18	1.00	1.50	0.75	1.50	1.50	0.75	7
UEMCL19	0.50	0.50	0.25	1.00	1.00	0.75	4
UEMCL20	1.00	1.50	0.50	1.00	1.50	1.50	7
UEMCL21	1.00	0.50	0.50	1.50	1.50	1.50	6.5
UEMCL22	1.00	1.50	0.50	1.50	1.50	0.75	6.75
UEMCL23	1.00	1.00	0.50	1.50	1.50	0.50	6
UEMCL24	0.50	0.50	0.25	1.50	1.00	0.50	4.25
MEAN	0.92	1.04	0.46	1.17	1.25	0.67	5.50

Nota. These are the descriptors used for writing skills. P= Purpose/task. O= Organization, V= Vocabulary, T=Tense, WO5= Word Order. Pa= Punctuation. UEMCL01= Unidad Educativa Manuel Cabrera Lozano First Student.

a. Interpretation and Analysis

The pretest was applied with the aim to measure the level of knowledge about the writing skills of Tenth Year of Basic Education Group C. As seen at the Table 1, the total score mean of the performance of writing skills was 5.50 out of 10, which is below the average. The objective of the test obtained the highest score mean (1.25/2) in Word Order which we can infer that students almost had the idea of the pattern to organize the words to complete a sentence; and the lowest means were 0.46/2 and 0.67/2 for Vocabulary and Punctuation respectively. Therefore, it was inferred that there was an evident deficiency and big problem that tenth-year students were going through when they had to produce or create a short and simple paragraph constituted of a word order of simple sentences with verb agreements and punctuation. To conclude, they did not have a variety in lexical range. Therefore, this important issue involved the researcher to conduct the action research in this single classroom.

Comparison of the Pre and Post-Questionnaire Results

Objective Four: To apply the most suitable techniques of The Silent Card Shuffle as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano. Academic period 2014-2015.

Question 1: ¿How are the activities in the English class developed?

a. Table 2

Frequency of Social Skills as a Cooperative Learning Principle.

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Groups	4	17	20	83
Pairs	1	4	4	17
As a whole class	1	4	0	0
Individually	18	75	0	0

b. Figure 2
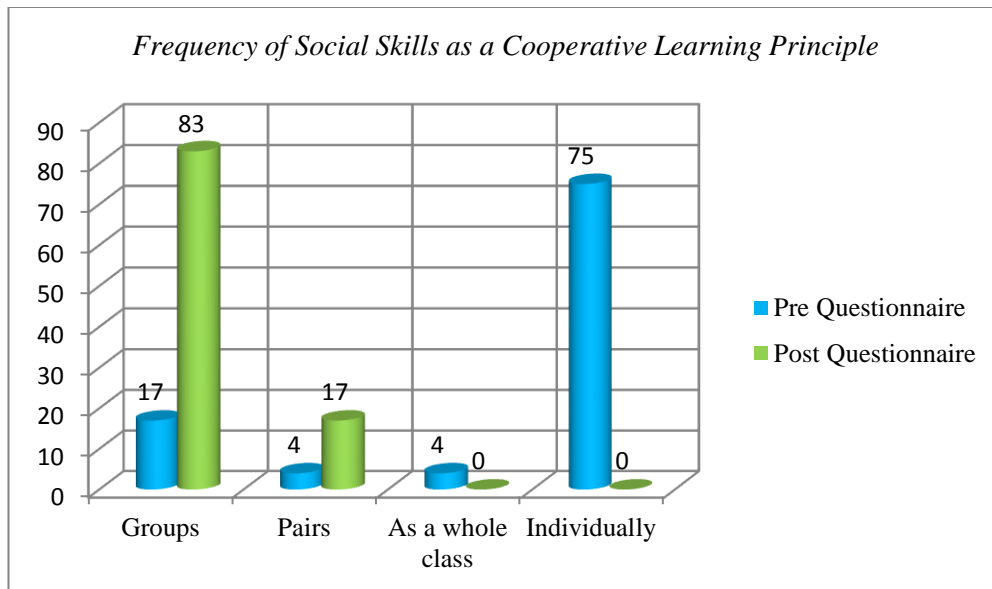
c. Interpretation and Analysis

As seen in table 2, it describes the results obtained from the 10th years students represented on the environment in which cooperative learning strategies were applied.

During the pre-intervention plan phase, a percentage of 17% of students noticed that groups and pairs activities were always conducted as a whole class and individually. This percentage represented a low level of cooperative learning practice. On the other hand, posteriorly to the intervention plan, the researcher

applied a post questionnaire and the same indicator of the pre questionnaire increased from 17% to 83% on group activities, which was a high level. Therefore, the techniques to apply The Silent Card Shuffle as a cooperative learning strategy produced a positive effect inside the classroom environment because more students were able to participate in cooperative tasks assigned during the intervention plan, and in the course of time it increased the level of English on English classes.

Walker (1983) defines social skills as "a set of competencies that a) allow an individual to initiate and maintain positive social relationships, b) contribute to peer acceptance and to a satisfactory school adjustment, and c) allow an individual to cope effectively with the larger social environment" (p. 27).
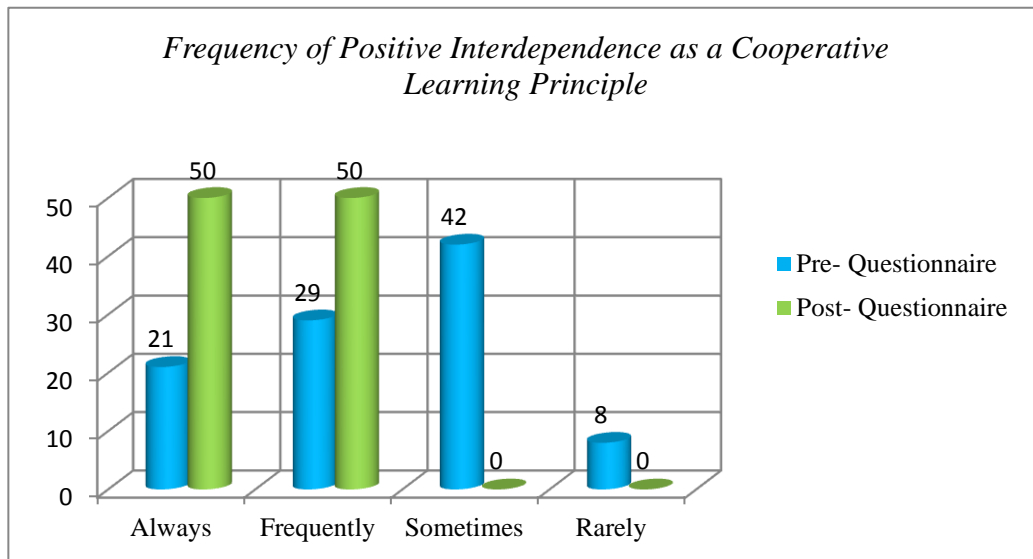
Question 3: The group or pair activities in the English class are developed in a positive and a respectful environment.

    a. **Table 3**

Positive Interdependence

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	5	21	20	83
Frequently	7	29	4	17
Sometimes	10	42	0	0
Rarely	2	8	0	0

b. Figure 3

Frequency of Positive Interdependence as a Cooperative Learning Principle

c. Interpretation and Analysis

As seen in table 3, it reflects the results obtained from the 10th-year during the pre-intervention plan phase. Twenty-one percent of students declared that groups and pairs activities were always conducted in a positive and respectful environment. This percentage was an unexpected level. Meanwhile, after the intervention plan, the researcher applied a post-questionnaire and the same indicator of the pre-questionnaire increased from 21% to 50% of students, which was a moderate level. As a result the implementation of The Silent Card Shuffle as a cooperative learning strategy produced a positive effect in the classroom environment because more students were willing to participate in cooperative tasks assigned during the intervention plan, and in the course of time it reinforced the level of English Learning on English classes.

Johnson, Johnson and Holubec (1998) define PI as: "Positive interdependence links students together so one cannot succeed unless all group members succeed.

Group members have to know that they sink or swim together." In a CL condition, each individual member has a unique contribution to the common effort and each member's effort is necessary and required for the success of the group. All members are united around a common goal. In CL, members should believe that they succeed only when the group succeeds. PI in a CL setting is the belief that the group members upgrade or downgrade together.

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	%
Always	4	21	13	54
Frequently	7	29	11	46
Sometimes	8	33	0	0
Rarely	5	17	0	0

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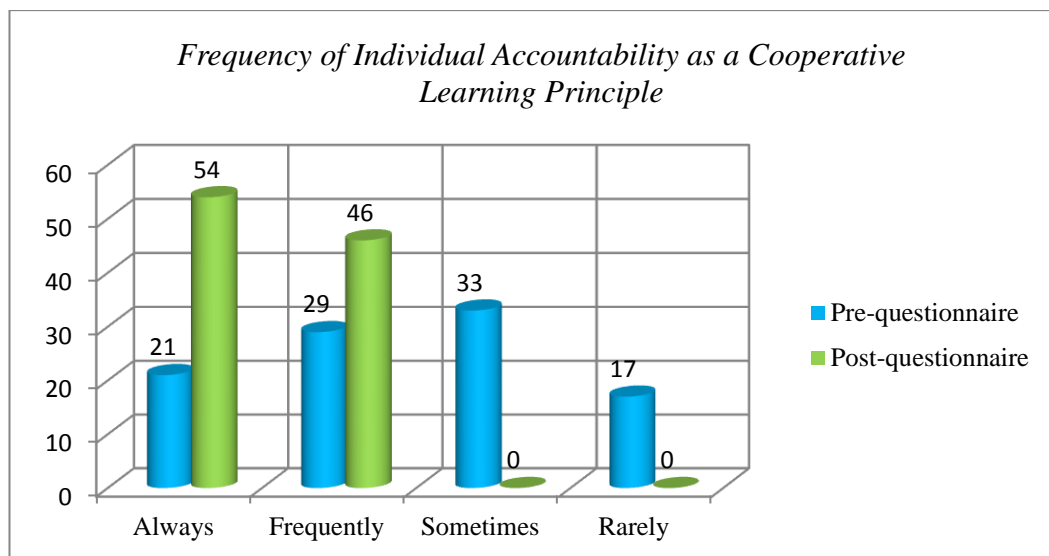
c. Interpretation and Analysis

As seen in table 4, it shows the results obtained from the 10th-year during the pre-intervention plan phase. Twenty-one percent of students declared that groups and pairs activities were always conducted in an individual accountability environment. This percentage represented a low level of cooperative learning. Moreover, once the intervention plan concluded, the researcher administered a post questionnaire and the same indicator of the pre-questionnaire increased from 21% to 54% of students, which was a moderate level. Therefore the implementation of The Silent Card Shuffle as a cooperative learning strategy developed a higher level of collective learning in the classroom environment for the reason that more students participated with individual accountability in collective assignments given during the intervention plan, and during this period it increased the level of English Learning on English classes.

The concept of Individual Accountability is that each member group is accountable for his/her learning and actions as well as the group learning and performance. Individual Accountability is required to prevent a member from getting a free ride on the work of others and to prevent low quality of work being accepted from an individual by peers in the group (Johnson, David W., Johnson, Roger T., and Smith, Karl A., 1991).

Question 5: When do you work in pairs or groups in the English class the participation is equal?

a. Table 5

Frequency of Equal Participation as a Cooperative Learning Principle.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	16	67	18	79
Frequently	3	12	6	21
Sometimes	4	17	0	0
Rarely	1	4	0	0

b. Figure 5

Frequency of Equal Participation as a Cooperative Learning Principle
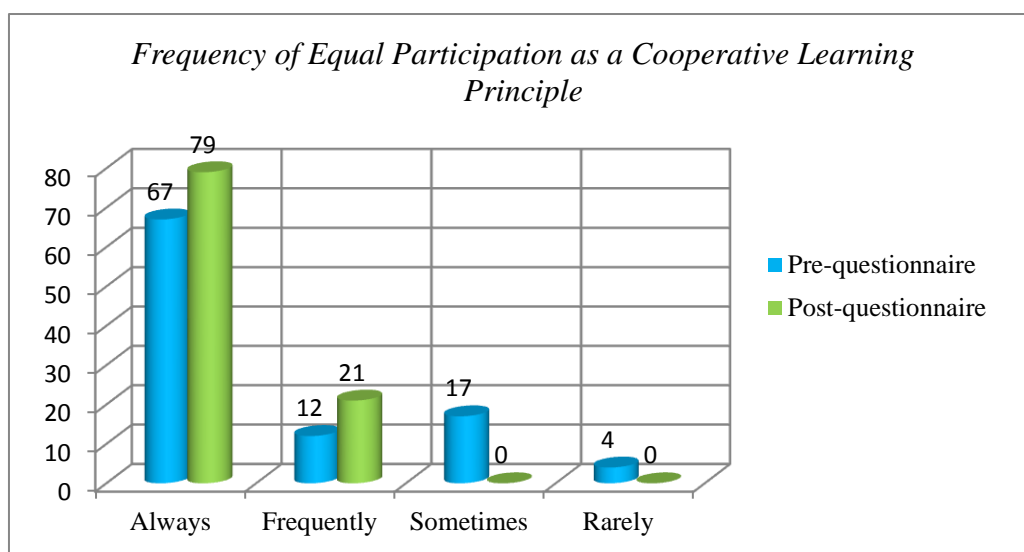
c. Interpretation and Analysis

As seen in table 5, it presents the results collected from the 10th-year during the pre-intervention plan phase. Sixty-seven percent of students declared that groups and pairs activities were always conducted in an equal participation environment. This percentage was an expected level of cooperative learning

practice. Once the intervention plan concluded, the researcher applied a post questionnaire and the same indicator of the pre questionnaire increased from 67% to 79% of students, which was an expectative level. Therefore the implementation of The Silent Card Shuffle as a cooperative learning strategy increased the level of equal participation in the classroom because of a major students' number participated equally in collective assignments given during the intervention plan, and during this time it increased the level of English Learning on English classes.

Equal participation. We structure so that students participate about equally. Participation is an integral part of the learning process. Students learn by interacting with the content and with fellow students. For equitable educational outcomes, we need participation to be relatively equal. David and Roger Johnson, Kagan & Kagan (2009, p. 12.14).

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

a. **Table 6**

Frequency of Simultaneous Interaction as a Cooperative Learning Principle.

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Always	8	33	13	54
Frequently	5	21	11	46
Sometimes	9	38	0	0
Rarely	0	8	0	0

b. Figure 6

Frequency of Simultaneous Interaction as a Cooperative Learning Principle
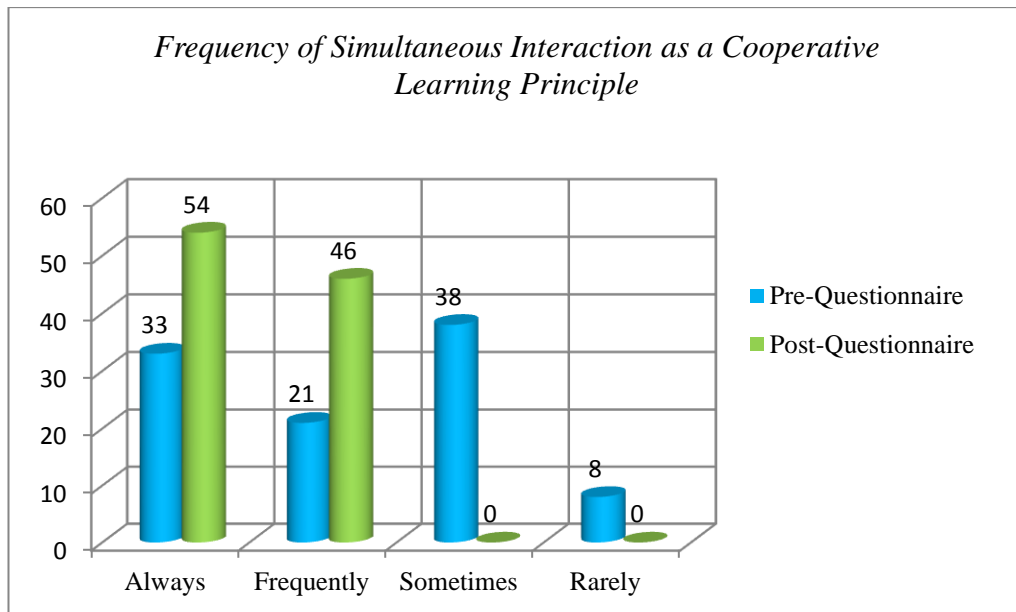
c. Interpretation and Analysis

As seen in table 6, it demonstrates the results gathered from the 10th-year during the pre-intervention plan phase. Thirty-three percent of students declared that groups and pairs activities were always conducted in a simultaneous interaction environment. This percentage was an unexpected level of cooperative learning practice. After, the intervention plan was executed, the researcher applied a post questionnaire and the same indicator of the pre questionnaire increased from 33% to 54% of students, which was a moderate level. Therefore the implementation of The Silent Card Shuffle as a cooperative learning strategy increased the level of simultaneous interaction in the classroom due to a greater students' number developed simultaneous interaction during the intervention plan,

and throughout this period it raised the level of English learning on English classes as well.

Simultaneous Interaction is an active engagement that increases student learning. If students are only occasionally engaged, they learn less than when they are regularly engaged. Effective cooperative learning produces simultaneous, rather than sequential, engagement. David and Roger Johnson, Kagan & Kagan (2009, p.12.19)

Post-Test Results

Objective 5: To reflect upon the effectiveness that the Silent Card Shuffle as a cooperative learning strategy had improved the EFL basic writing skills amongst tenth year of basic education group C students at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano. Academic period 2014-2015.

   a. **Table 7**

Post-test results of the Performance of Tenth Year Students.

Students' code	P	O	V	T	WO	Pª	Total
	2/2	2/2	1/1	2/2	2/2	1/1	10
UEMCL01	2.00	2.00	1.00	2.00	1.50	1.00	9.5
UEMCL02	2.00	1.50	1.00	1.50	1.50	1.00	8.50
UEMCL03	1.50	2.00	1.00	2.00	2.00	1.00	9.5
UEMCL04	2.00	2.00	1.00	2.00	2.00	1.00	10
UEMCL05	2.00	2.00	0.75	2.00	1.50	1.00	9.25
UEMCL06	2.00	2.00	1.00	2.00	2.00	1.00	10
UEMCL07	2.00	2.00	1.00	2.00	2.00	1.00	10
UEMCL08	2.00	2.00	0.75	2.00	2.00	1.00	9.75
UEMCL09	2.00	2.00	1.00	2.00	2.00	1.00	10
UEMCL10	1.50	1.50	0.75	1.00	1.00	0.75	6.5
UEMCL11	1.50	1.50	0.75	1.50	1.00	0.50	6.75
UEMCL12	2.00	1.50	0.75	2.00	1.50	0.75	8.5
UEMCL13	1.50	1.50	0.75	2.00	1.50	1.00	8.25
UEMCL14	1.50	1.50	0.75	1.50	1.50	0.75	7.5
UEMCL15	1.50	1.50	0.75	1.50	2.00	0.75	8
UEMCL16	2.00	2.00	1.00	2.00	1.50	0.75	9.25
UEMCL17	2.00	1.50	0.75	1.50	1.50	1.00	8.25
UEMCL18	2.00	2.00	1.00	2.00	2.00	1.00	10
UEMCL19	2.00	1.50	0.75	2.00	1.50	1.00	8.75
UEMCL20	2.00	1.50	0.75	2.00	1.50	1.00	8.75
UEMCL21	2.00	1.50	1.00	2.00	2.00	0.75	9.25
UEMCL22	1.50	1.50	0.75	1.50	1.50	1.00	7.75
UEMCL23	1.50	1.50	0.50	1.50	1.50	0.75	7.25
UEMCL24	1.50	1.50	0.75	1.50	1.50	0.75	7.5
MEAN	**1.81**	**1.71**	**0.84**	**1.79**	**1.65**	**0.90**	**8.70**

Nota. These are the descriptors used for writing skills. P= Purpose/task. O= Organization, V= Vocabulary, T=Tense, WO5= Word Order. Pª= Punctuation. UEMCL01= Unidad Educativa Manuel Cabrera Lozano First Student.

b. Interpretation and Analysis

In table 7, data revealed that the mean for Purpose as a descriptor of writing skills increased its score (1.81/2) and the (0.84/1) corresponding to Vocabulary got the lowest score. Moreover the total score mean was 8.70 out of 10, it represented a high score. Additionally the posttest means showed a strong and good indication that tenth-year students could be able to achieve the activity with the correct information (purpose). So, students used an organization of the ideas very adequate (organization). Furthermore the students were able to use the necessary new terminology (vocabulary). In the same way, students gave relation between ideas although some sentences didn't follow a logical word order the rest of the instruction very clear. Finally, the punctuation which are periods after each sentence were used almost all the time when necessary.

Teaching writing means that writing is going to be present during classes, where students have writing skills acquired from their mother tongue, and are used to apply these grammatical structures on EFL class. The teacher and the students themselves are able to acknowledge the quality level of their writing which can be very poor varying on students' level.

Grammar refers to the ability to write correct sentences using a wide range of vocabulary, grammatical structure and purpose about what they are writing and what for. Consequently the importance of writing subskills to carry out an evaluation of what has been written. (Grauberg, 1997)
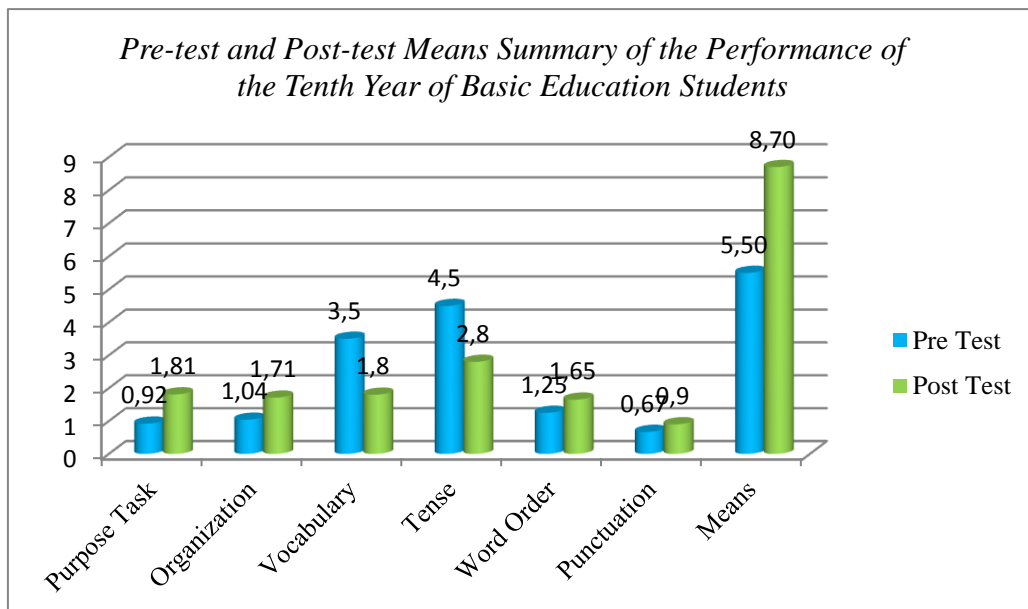
Comparing Pre and Post-Test Means

a. **Table 8**

Pre-test and Post-test Means Summary of the Performance of the Tenth Year of Basic Education Students.

	Pre-test	**Post-test**
Purpose task (2/2)	0.92	1.81
Organization (2/2)	1.04	1.71
Vocabulary (1/1)	0.46	0.84
Tense (2/2)	1.17	1.79
Word order(2/2)	1.25	1.65
Punctuation mark (1/1)	0.67	0.90
Means	**5.50**	**8.70**

b. **Figure 8**

c. Interpretation and Analysis

In the table 8, as you can see the results increased from the first test to the second one, in the second the Purpose task and Tense in writing skills got the high test score means 1.81 and 1.71 out of 2 respectively, but Vocabulary got the lowest score (0.84/1). In effect it showed a positive advance in the students attributed to the implementation and design of cooperative learning activities during the intervention plan. Moreover it is important to recognize the post-test mean (8.70) which was excellent compared to the previous mean of the pre-test which was (5.50/10). The researcher applied all the materials and contents in a correct way in order to improve the writing, where the progress was evident in the results.

Cooperative learning has been proved to be an effective teaching strategy to both the teacher and learner. It encourages learning to take place and allow communication skills to foster among learners (Jacobs, G. M. & McCafferty, S. G, 2006)

According to Brent (2007) the cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. In conclusion, the fluency of cooperative learning to increase the student's writing skills had an optimistic effect thought the presentation of the intervention plan.

g. DISCUSSION

Based on the results of the research, the improvement of the English writing skills through The Silent Card Shuffle as a cooperative learning strategy had a positive impact on the development of students writing skill. This impact is showed in the results of the pre and post-test and pre/post-questionnaires, administered to twenty four students of tenth year of Basic Education Group C at the Unidad Educativa "Dr. Manuel Augustin Cabrera Lozano", which indicated the relevant change that students acquired on writing skill after the intervention plan.

The intervention plan based on The Silent Card Shuffle achieved a great improvement on students; this improvement can be seen in the level of the student's mean from the pre-test that initially was 5.50 and the posttest 8.70 out of 10.

The pre-test showed that students had problems to manage correctly the writing skills due to the lack of strategies used in the classroom to develop them; they could not express their ideas, they had a lot of grammatical mistakes, in the post-test after the application of the intervention plan the results indicated that there was improvement for students' writing skill through the use of The Silent Card Shuffle as a cooperative learning strategy by practicing in groups to describe their favorite sports. These results were consistent with Frangenheim (2005:51) who states that The Silent Card Shuffle is strategy that can raise the level of the challenge among the students, duplicate certain cards and insist that all cards can

be used in the sequence, or in the classifications but the same card cannot be used twice in the same classification. It implies that The Silent Card Shuffle promotes student making a sequence, classification and matching pictures or photos in cards form and then student should think about the card and write something about the picture in a paragraph so this strategy can be used in teaching writing.

During the development of the intervention plan, the students' point of view toward the use of The Silent Card Shuffle improved gradually the percentage from 5.50 to 8.70, considering the difficulties that the students had at the beginning to make a short paragraph because of the lack of strategies to develop writing skills. They began to improve on writing, their paragraphs started to follow grammatical rules, sequences of words with varied vocabulary, correct tense and coherence.

In addition, this research had some ups and downs during the intervention that enhanced and executed the development of the current strategy, some positive aspects on the implemented application were that students had a positive attitude to work in groups with this strategy, they were very receptive to all instructions, they were willing to participate in order to accomplish the objectives per each lesson; however, there were some limitations that must be taken into account, the lack of vocabulary to construct a well-structured short paragraph. At the end the students' writing skill had improved considerably through the implementation of The Silent Card Shuffle as a cooperative strategy. This strategy helped the students to learn and use techniques to improve writing skills. The students were willing to participate during the process of teaching and learning since this

strategy encourages students to be more active and work cooperatively with other classmates they have not worked with before.

At the beginning of the research, students did not like to work on writing activities, they did not use to work with cooperative strategies, they sometimes worked in groups on activities such as describing pictures or spend time to practice enough, but after the application of The Silent Card Shuffle they seemed to be more enthusiastic and willing to work on activities that involve writing. Consequently, they were able to increase the level of writing skills demonstrating it in the last results obtained in the post-test and questionnaires

To sum up; this research work was an important task because I was able to play the role as a teacher, and learnt from this experience things that will help and guide me in the future as professional teacher. I learnt to manage the class and take control of it, also get involved in the process of teaching and learning with students through the use of several strategies and materials and the most important aspect of the research was to improve the students' writing skills during this process.

h. CONCLUSIONS

- The difficulties that limited the writing skills of tenth year students of basic education group C were at the moment they had to write. Also, students did not like to write in English during the class and they did not feel confident and comfortable doing it because of the lack of cooperative and interactive activities students did not practice writing in English, and the lack of implementation of suitable techniques that facilitate the students' learning.

- The use of The Silent Card Shuffle as a cooperative learning strategy for the classroom activities lowered the students' limitation for writing meaningfully. It means that students increased their cooperative learning during the performance of the activities, and consequently they were able to write without mistakes using simple grammar and tense. They were able to realize the mistakes they had made.

- The results of the research showed that the implication of The Silent Card Shuffle as a cooperative learning strategy was meaningful to improve basic writing skills; consequently students at the end of the intervention plan demonstrated they were more attracted and cooperative in English classes, which helped to improve their writing skills through the use of this strategy. And, also, the researcher believes that the use of the present research will be an appropriate and effective instrument for English teachers due to the meaningful results obtained on writing skills after the application of The Silent Card Shuffle.

i. RECOMMENDATIONS

- Teachers should acknowledge the limitations that students present at the beginning of the academic period; therefore these allow them to identify the students' weaknesses in order to create an action plan that works appropriately on the students' needs. Activities which are well-designed will influences the teaching and learning process.

- At the moment of the implementation of a strategy teachers should use techniques that allow them to make tasks easier and more comprehensible the tasks should be given to the students based on the students' needs, age and level of English. Furthermore they should consider suitable processes and resources to develop writing skill during the English Language learning and the variation of the activities in the classroom. Once students are working in group or pair teachers should check each pair or group to know the level that they have in each aspect of writing skills in order to achieve the students work development.

- According to the results obtained, The Silent Card Shuffle as a teaching technique is useful to improve writing skills because of the facilities to work on a variety of vocabulary production, for that reason, teachers should use most of the time The Silent Card strategy to develop the writing skills since this technique allows students to interact each other and work with multiple intelligences.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACION

ENGLISH LANGUAGE DEPARTMENT

THEME

THE SILENT CARD SHUFFLE AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH YEAR OF BASIC EDUCATION STUDENTS GROUP C AT THE UNIDAD EDUCATIVA DR. MANUEL AUGUSTIN CABRERA LOZANO. ACADEMIC PERIOD 2014 – 2015

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

AUTHOR

DIEGO VICENTE LANDACAY MACAS

LOJA - ECUADOR
2015

a. THEME

"THE SILENT CARD SHUFFLE AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL BASIC WRITING SKILLS AMONGST TENTH YEAR OF BASIC EDUCATION STUDENTS GROUP C AT THE UNIDAD EDUCATIVA DR. MANUEL AUGUSTIN CABRERA LOZANO. ACADEMIC PERIOD 2014 – 2015"

b. PROBLEM STATEMENT

Background

This research work will be developed at the "Unidad Educativa Dr. Manuel Augustin Cabrera Lozano" which was created in September 28th,1971 by the Honorable Consejo Universitario of the Universidad Nacional de Loja, its main authority in the present year 2015, is Dr. Miguel Lozano. This institution is located in "Loja" in the city of Loja. This high school offers from Early Childhood Education to Third Year of Bachillerato.

Currently, this institution is conformed for fifty-nine teachers, and it is important to mention that only three of them are English teachers. On the other hand, the number of students that are educated in this institution are eight hundred seventy-six.

In order to carry out this research work, the researcher has considered taking into account the Tenth Year of Basic Education Group C, which involves 24 students who are between 14 and 16 years old. The students present a level A 1.2 of the English Language.

Current situation of the research problem

Currently, the educational world of the English Language is dealing with a great number of issues inside of the educational institutions, the majority related directly with the teaching and learning process that students and teachers present, because of the lack of knowledge about the different fields and situations where teachers can put teaching strategies into the practice and need to be applied.

One element that is important in teaching and learning process is writing, which involves a series of skills and tools to develop the appropriate writing techniques towards an effective development of writing skill, because through writing students can communicate their ideas when they cannot express them orally.

Therefore, in order to diagnose the incidence of English Language in the learning and teaching process of writing the researcher carried out an observation process with the group of students, who are the sample in which the present action research is going to work with.

This observation process on the students of tenth year of education group C of the Unidad Educativa Dr. Manuel Cabrera Lozano during the academic period 2014-2015 demonstrated that the students present a low level of the writing skill development. Many factors have contributed to increase these problems, one apparently issue is that teachers do not know how, who with and when to apply the correct strategies and class activities in an enjoyable way for the class, another issue that has been used since the beginning of the school year is the use of traditional methodology which leads to the failure of teaching writing skills.

As a consequence of these factors students become into passive agents, students who do not participate in class, do not pay attention, feel demotivated and the use of the second languages begins to be meaningfulness because of the use of the first language as a way to communicate inside the classroom.

Research problem:

How does the Silent Card Shuffle as a cooperative learning strategy improve the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?

Delimitation of the research:

Timing

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

Location

This present research work will be carried out at the "Unidad Educativa Dr. Manuel Augustin Cabrera Lozano"

Participants

The researcher

Students of Tenth Year of Basic of Basic Education Group C at the "Unidad Educativa Dr. Manuel Augustin Cabrera Lozano", which is conformed by 24 students,

Sub problems

• What theoretical and methodological references about the Silent Card Shuffle as cooperative learning strategy are adequate for improving the ELF basic

writing skills amongst the tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?

- What are the issues that limit the development of the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?

- What are the phases of the intervention plan that help the current issues to achieve the satisfactory outcome on developing the ELF basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?

- Which of Silent Card Shuffle techniques as a cooperative learning strategy are implemented to improve ELF basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?

- How does the Silent Card Shuffle as a cooperative learning strategy reduce the difficult to develop the ELF basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?

c. JUSTIFICATION

Nowadays, English Language is known as the official language of new era worldwide, it represents an everyday use of the English in many different fields to communicate amongst people from different cultures and parts of the world that are starting to globalize with the industrialization that we are experiencing today with the advanced use of the high technology.

The Ecuadorian Ministry of Education has seen the English language as an important tool that must be included in the curricular planning for students to learn at the different levels of education, and the demand of professional people with the domain of the language and the capacity to teach the language to students is something essential that is required in teachers. The impact that it represents focuses on the development of the writing skills, where teachers have to find the adequate and innovative tools and strategies to work with the students. The Silent Card Shuffle is a co-operative strategy that has several applications, such as sequencing, classifying, matching and mapping. Students have to cooperate with each other, with their ideas and thoughts which lead to discussion and reasoning for their statements as a reflection from all the ideas presented by the learners. The Silent Card Shuffle employs all six levels of Bloom's Taxonomy and most of the Multiple Intelligences.

The researcher considered important all the facts and benefits of using Silent Card Shuffle with students and the relevance of carrying out the present research denominated "The use of Silent Card Shuffle as a cooperative learning strategy" and its suitable techniques and activities to improve the writing skills of students

of Tenth Year of Basic Education group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano, academic period 2014-2015. A relevant issue is that the research will carry out the present research project focused of the improvement of writing skills by the students, with a variety of techniques and materials related to the topics regarded the book that is being used in the institution, in order to make enjoyable the English Language Learning process to improve students' writing skills.

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 Área de la Educación, el Arte y la Comunicación of the Universidad Nacional De Loja.

d. OBJECTIVES

General

- To improve the EFL basic writing skills through the Silent Card Shuffle as a cooperative learning strategy amongst Tenth Year of Basic Education group C at the "Unidad Educativa Dr. Manuel Augustin Cabrera Lozano". Academic period 2014-2015.

Specifics

- To research the theoretical references about the Silent Card Shuffle as a cooperative learning strategy and its application on the ELF basic writing skills.

- To diagnose the issues that limit the development of the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano. Academic period 2014-2015

- To design an intervention plan based on the Silent Card Shuffle as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano. Academic period 2014-2015.

- To apply the most suitable techniques of the Silent Card Shuffle as a cooperative learning strategy in order to improve the EFL basic writing skills amongst tenth year of basic education students group C at the Unidad

Educativa Dr. Manuel Augustin Cabrera Lozano. Academic period 2014-2015.

- To reflect upon the effectiveness that the Silent Card Shuffle as a cooperative learning strategy had improved the EFL basic writing skills amongst tenth year of basic education group C students at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano. Academic period 2014-2015.

e. LITERATURE REVIEW

Basic writing skills

Basically, there are four basic skills used in language teaching learning, they are listening, speaking, reading, and writing. Writing is one of four skills in English that must be acquired by the students. Oshima and Hogue (1991:3) defines that writing is a "process", and a "product". Its means that in writing we need process for creating a good paragraph, the process is firstly we should think about everything that has related to idea, and then think about the supporting idea in clause form, and after that we can make the sentences in outline form and then rewrite them to be a good paragraph. Those process are very important in writing because good or not a writing depend on how the writer relate idea and supporting details, then using grammar correctly. So, we need a process to create a good paragraph.

I consider is important the students' development to work with basic writing skills, before of it is essential that the teacher be aware of the capacities of the students about writing skills according to the level they are in,the students of the Tenth Year of Basic Education Group C are in Level A.2, therefore students are able to talk about the things around them, past, present and future tense, they are able to talk about because they collect information, they know the ideas and they start putting all the essence of ideas as a whole.

Various authors consider writing as the gist of knowledge for communication, such as Hochman who argues that writing skills provide teachers with flexible

approached techniques for the development of written language. Writing skills are an important factor of communication. Good writing skills allow learners to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Walter Grauberg (1997) propones the writing skills as three elemental rolls. First, it consolidates and reinforces language learnt orally. The very act of writing down something heard helps to fix it in mind. The written image can serve not only as an aid to memory, but also as a prompt for speech.

Second writing is needed as an important mode of communication, correspondence of all kinds, notes, messages, forms, reports, summaries, essays, etc., and is useful too on occasions where the spoken mode is inappropriate.

Third, it offers even to learners with limited proficiency a means of individual and sometimes quite personal expression, which can be changed, revised, refined and kept as a record. (Grauberg, 1997)

Writing subskills

1. **Lower order subskills:** Students learn to write simple sentence structures through copying. Dictation, and writing down exercises help students to acquire the ability to write simple sentences structures. The main objective is to increase the habits of writing in the new language, and also the practice help students to retain and recycle learnt language items. The major goal is to develop other aspects of language through the use of writing.

2. **Higher-order subskills:** teaching writing means free writing because learner can write letters, essays or paragraphs. They start writing to develop writing skills. The free writing stage can be achieved through guidance. Students can generate ideas, organize thoughts, and it helps them to wide their limits.

Facets of writing activity

Communicative

When we write we are not writing for ourselves, most of the part is a way to communicate with people, a communication that is beyond time and space. That is why is important that the writer knows the other side, the receptor, the person who receives the message. It is important that students have their goals set, before they have to write a real writing, another important fact is the selection of information that we will include, and the most relevant parts must be taken into account, amount of information and the type depending on the context.

Stages of the writing process

According to Bacon there are four stages of the writing process which are:

First stage - brainstorming.

Students must take notes about all the ideas that come to their minds, they have to write them down in order to remember later when they have to structure the whole set. Students can work alone at the beginning but when the ideas start to disappear they can share some opinions with their classmates to generate more ideas to add to the content.

Second stage - organizing ideas.

You have to select the relevant ideas, and remove those that are not relevant. Then you have to organize and give them a logical sequence, before putting them down in paper.

Third stage: With previous stage

In this level students have to write all the ideas in a logical sequence where everything must be coherent and have coherence, it doesn't need to be added too many details to make it look big and full of knowledge.

Fourth stage: revising and editing.

Here we have to check the organization of the ideas, the sequence and the cohesion and it is needed to be changed we have to change it. Encourage students to use monolingual dictionaries increase the vocabulary and easiness of handling words. Included errors correction.

Structuring

Bacon (2015) suggests that a good structure will help learners to express themselves more clearly, whether in a dissertation, an essay, a job application letter or a CV. The following tactics may help you to structure your writing:

- Clarify the thoughts and the purpose of the communication before start writing. In business communications, clarity is more important than style.

- Identify the key points, facts and themes.

- Decide on a logical order about what we want to express.

- Create a strong introduction and ending of the paragraph. The first will provide an immediate and positive impression on the reader; the second will remain in their mind after they have finished reading.

- Use short paragraphs and sentences instead of long and rambling ones. Keep to one idea per paragraph and put your point in the first line, then add the supporting information.

- Help key points to stand out by the use of headings, sub-headings and bullet points. This will allow your reader to quickly scan your message for the main points. (Bacon)

Elements of Good Writing: Process

Planning

- Content and coverage (relevant ideas and/or required information).

- Language (level of formality, style and attitude).

- Layout (according to the type of text).

- Type of organization (e.g. similarity/contrast, for/against, pros/cons, cause/effect, before/after, linear account/flashbacks).

- Sequence in which the events/arguments/ideas will be presented. (Gabrielatos, 2002)

Grammar, Spelling and Punctuation

Bacon (2015) suggests that the correct use of grammar, punctuation and spelling are essential in written communications forms. The person who reads will create an opinion of you based on the content and presentation, errors included.

All written communications should be re-read before to present it or send it.

There are the 3 main elements about writing:

1) Structure (the way the content have been laid out)

2) Style (the way it was written)

3) Content (what it is being writing about)

To write correctly there are four components about writing in order to start to write:

1) Analyze and organize information,

2) Construct a thesis statement and try it on for "size,"

3) Weed out irrelevant information, and

4) Do an information search to fill in the gaps. (Bacon)

Spelling

Many students will need to learn new spelling rules to improve their proofreading skills and the readability of their written work. Written work that is rarely comprehensible as a result of poor spelling may predispose the reader to a negative judgment of content quality (Isaacson, 2004).

Isaacson(2004) propones as one of the most effective and feasible methods to learn to spell is self-monitoring and proofreading one's own writing. Students become more effective spellers by:

- Analyzing their own spelling problems and describing the spelling rules that give them trouble;

- Pronouncing words carefully, e.g., accept/except; and

- Using mnemonic devices, e.g., "stationery" where the "e" stands for envelope.

According to Isaacson, "Development of more accurate spelling within compositions is promoted by the use of analogy strategies. An analogy strategy, applied when students attempt the spelling of an unknown word, relies on recognition of orthographic patterns in words. Students are instructed to apply the following rule: When words rhyme, the last parts are often spelled the same" (2004, p. 51).

Revising

Revising includes creating a structure that highlights the most important points and considering clarity and organization of ideas and feedback from readers of earlier drafts. Drafts reflect the struggle to get words down on paper, they are usually rough and incomplete. Revising brings the writing effort to completion. It is the complex process of deciding what should be changed, added, or retained. Revising strategies include:

- Reading text aloud to hear how it sounds;

- Getting feedback from peers about what stands out, if the piece makes sense, and if the message is effectively communicated;

- Asking a set of questions that may draw your attention to various aspects of the writing. For example, "Is my purpose clear?," "Is my message clear?," "Have I addressed the needs of my audience?," "Is my tone appropriate to my audience and purpose?," "Have I included the right level of detail?;" and making an outline and asking, "Is there a logical

organization?," "Is there a beginning, middle, and end?" (Dianne B. Barber & William D. Barber, 2006)

Editing

A stage of the writing processing which a writer or editor strives to improve a draft (and sometimes prepare it for publication) by correcting errors and by making words and sentences clearer, more precise, and more effective. (Gabrielatos, 2002)

According to Issacson editing includes correcting errors in sentence structure, usage, spelling, punctuation, and capitalization. Editing involves reading for conventions rather than content. The conventions of writing are the generally accepted mechanics and usage of Edited American English. Items to be checked during editing include:

- Sentence structure and syntax;

- Word choice;

- Word usage;

- Spelling;

- Punctuation and capitalization; and

- Appearance or polishing.

American English usage. Beck and Mingo (2005) list the following proofreading guidelines:

- Subjects and verbs agree,

- Verb tenses are consistent,

- Pronouns agree with the subjects they substitute,

- Word choices are clear,

- Capitalization is correct,

- Spelling is correct,

- Punctuation is correct, and

- References are cited properly.

According to Robyn M. Gilles (2008) peer-mediated learning is well recognized as a pedagogical practice that promotes learning, higher level thinking, and pro-social behavior in students from pre-school to college. Children and adolescents learn from each other in a vast range of formal and informal settings. In informal settings, young people are often required to work and learn together and, indeed small and large group sessions are common in all educational environments from preschool to tertiary education. (Gillies, Ashman, & Terwel, 2008)

Collaborative writing

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

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

Collaborative work and small group discussion seem to give even the shyest students enough security to participate more frequently.She also shows how collaboration helped take their thinking further than it might otherwise have gone.

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

That is when the use of cooperative learning begins to influence the way students learn and share the ideas about multiple issues presented during the learning stage, because of the facilities and results that it provides. The cooperative learning is a strategy that promotes the active participation of students through the ideas, beliefs, thoughts of people from different backgrounds, increase the level of learning through the interaction among the learners, leads to a collective achievement of the goals set by the students, also promotes the individual and collective learning with the participation of all the members that are part of the group.

To mention other important facts about cooperative learning are the development of speaking, writing skills, critical thing and self-management as an individual person and the use of collective skills to become a team leader. During the whole process that is being carried out inside a classroom.

Cooperative Learning Strategies

Spencer Kagan (2009) presents the cooperative learning as a teaching strategy. Classroom teachers use to help their students process information more quickly by

having them work in small groups to accomplish a common goal. Each member that is in the group is responsible for learning the information given, and also for helping their fellow group members learn the information as well.

The Nature of Cooperative Learning

It is pointed out as the act of cooperation is something which is deeply embedded in western societies. It seems to be a fundamental aspect of our everyday lives that people cooperate, although we do make choices about when to cooperate and with whom. Argyle (1991) defines it as, 'acting together, in a coordinated way at work, or in social relationships, in the pursuit of shared goals, the enjoyment of the joint activity, or simply furthering the relationship'. This is a fairly wide ranging definition that can be useful in thinking about the nature of cooperation in learning situations. It emphasizes the role of groups of people in cooperative acts and points to the wider social dimension of cooperation. Cooperation is seen as central to our everyday lives.

Cooperation in Learning

It is the opportunity to learn through the expression and exploration of diverse ideas and experiences in cooperative company. It is not about competing with fellow member of the group to deepen understanding, sharpen judgment and extend knowledge. (Cowie, H. and Ruddock, J., 1988)

A distinction made between cooperative and collaborative learning. Collaborative learning is sometimes associated specifically with helping students become members of a knowledge community. At other times it refers to situations

where students engage in solving problems together (Koschman, 1996). While cooperative learning is process-driven, i.e. those involved engage in a social process and have to pay attention to that process in order for them to achieve their desired end point. It usually involves people working in groups (i.e., at least two people are involved, usually more). There may be group 'products' towards which the learners are working; cooperative learning can give rise to 'products' which are not easily achievable by people learning on their own. And there may be individual 'products' which are achieved through the people in the group helping each other deal with their own individual learning concerns. Because it is usually enjoyable and developmental.

From the work of the soviet scientist Vygotsky (1978), the construct zone o proximal development has been hypothesized. This suggests that a learner's ability is enhanced when they work closely with someone who is more skilled. Their potential development working alone is less than what they can achieve when working under adult guidance or in collaboration with more capable peers. (Wood and Wood,1998).

Kagan suggest that cooperative Learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student. Peers learn to depend on each other in a positive way for a variety of learning tasks.

Through the use of the cooperative learning strategies Kagan manifest that students should be able to:

- Contribute

- Stay on task

- Help each other

- Encourage each other

- Share

- Solve problems

- Give and accept feedback from peers (Kagan S. , 2009)

Five key elements differentiate cooperative learning

Johnson (2006) proposes these five elements as the main factor of cooperative learning.

1. Positive Interdependence: You'll know when you've succeeded in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of labor, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

2. Individual Accountability: The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether

(a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well.

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

4. Interpersonal and Small Group Social Skills: In cooperative learning groups, students learn academic subject matter (task work) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

5. Group Processing: After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both task work and teamwork, with an eye to improving it on the next project.

Similarly, Kagan (2003) has developed the easily recalled acronym PIES to denote the key elements of positive interdependence, individual accountability,

equal participation, and simultaneous interaction where the latter 2 components encompass the final three described above.

How does the cooperative learning work?

In order for Cooperative learning groups to be successful, Kagan suggests that the teacher and students must all play their part. The teacher's role is to play the part as facilitator and observer, while the students must work together to complete the task.

Use the following guidelines to achieve Cooperative learning success:

- Arrange students heterogeneously in groups as few as two and no more than six.

- Assign each member of the group a specific role such as: recorder, observer, book keeper, researcher, time keeper, etc.

- Monitor each group's progress and teach skills necessary for task completion.

- Evaluate each group based upon how well they worked together and completed the task.

Management Tips

- Noise Control - Use the talking chips strategy to control noise. Whenever a student needs to speak in the group they must place their chip in the middle of the table.

- Getting Students Attention - Have a signal to get students attention. For example, clap two times, raise your hand, ring a bell, etc.

- Answering Questions - Create a policy where if a group member has a question they must ask the group first before asking the teacher.

- Use a Timer - Give students a predetermined time for completing the task. Use a timer or stop watch.

- Model Instruction - Before handing out the assignment model the instruction of the task and make sure every student understands what is expected.

How to Success with Cooperative Learning

- Never use group grades.

- Do not assume social skills from students; carefully structure for their acquisition.

- Do not allow interaction which exceeds your management methodology.

- Create the will to work together (via teambuilding and class building) before moving to academic tasks.

- Begin with highly structured and brief cooperative tasks, move slowly to unstructured and longer projects.

- When you are ready for academic tasks, begin with tasks which are well within the capacity of even the lowest achiever.

- Do not allow unstructured interaction until students have acquired both the will and the skills to work together.

- Don't try to reinvent the wheel: begin with proven, structured student interaction strategies.

- Take it slow. Make it easy on yourself and your students. Learn one new strategy well before attempting the next new strategy. (Kagan S. , 2009)

Why use Cooperative Learning?

Several researches suggest that the implications that cooperative learning techniques have inside a classroom are:

- To help student learning and academic achievement.

- To raise the level of student retention

- To improve student satisfaction with their learning experience

- To help students develop their skills in oral communication

- To develop students' social skills

- To help to increase student self-esteem

- To help to enhance positive race relations

Benefits of Cooperative Learning

There are many benefits for cooperative learning. Here are benefits you might notice after implementing some of the strategies:

1. Cooperative learning is a technique that is enjoyable for learn, they enjoy it and are more motivated to work.

2. Cooperative learning is an interactive learning, so students are engaged and in touch with the learning.

3. Cooperative learning allows discussion and critical thinking, so students learn more and remember it for a longer period of time.

4. Cooperative learning requires students to learn how to work in groups and they learn from each other, which is an important skill for their futures.

Outcome of Cooperative Learning

Measuring Achievement

D. W. Johnson and R.T. Johnson (1990) argue that cooperative methods lead to higher achievements than competitive or individualistic ones among students inside the classroom when measured by a variety of possible indices. They used four indices of achievement:

1. Mastery and retention of material. Students in cooperative learning environments perform at a higher level than those working in competitive or individualistic environments. When achievements in pure cooperative groups is compare with achievement in groups using a mixture of cooperative, competitive and individualistic learning methods, the results show that the pure methods consistently produce significantly higher achievements.

2. Quality of reasoning strategies

    -   Individuals working in cooperative groups use focusing strategies more often than those working competitively or individualistically.

    -   Use elaboration and metacognition strategies (such as showing an awareness, and self-control of learning) more often than those working in competitive and individualistic situations.

- Higher level of reasoning is promoted by cooperative learning.

3. When comparisons are made between students using cooperative, competitive and individualistic learning strategies for tasks requiring higher- or lower-level reasoning strategies to solve them, students in cooperative groups discover and use more higher-level strategy methods.

4. *Process gains.* Process gains such as new ideas and solutions are generated through group interactions that are not generated when people are working on their own.

5. Transference of learning. There is a high degree of group-to-individual transference after working in cooperative groups. ie when individuals have worked in a cooperative environment, their learning is transferred to situations where they have to work on their own. (Johnson & Johnson, 1990)

Current strategies of cooperative learning

These strategies provide a context for modeling and deliberating issues and practices of student assessment and evaluation in cooperative group work. Dr. Spencer Kagan proposes the following strategies as the most feasible tools for students of English as a Foreign Language Learning:

Jigsaw

Students are grouped into five or six and each group member is assigned a specific task then must come back to their group and teach them what they learned.

Think-Pair-Share

Each member in a group "thinks" about a question they have from what they just learned, and then they "pair-up" with a member in the group to discuss their responses. Finally they "share" what they learned with the rest of the class or group.

Round Robin

Students are placed into a group of four to six people. Then one person is assigned to be the recorder of the group. Next, the group is assigned a question that has multiple answers to it. Each student goes around the table and answers the question while the recorder writes down their answers.

Numbered Heads

Each group member is given a number (1, 2, 3, 4, etc.). The teacher then asks the class a question and each group must come together to find an answer. After the time is up the teacher calls a number and only the student with that number may answer the question.

Team-Pair-Solo

Students work together in a group to solve a problem. Next they work with a partner to solve a problem, and finally they work by themselves to solve a problem. This strategy uses the theory that students can solve more problems with help then they can alone. Students then progress to the point that they can solve the problem on their own only after first being in a team and then paired with a partner.

Three Step Review

The teacher predetermines groups before a lesson. Then, as the lesson progresses, the teacher stops and gives groups three minutes to review what was taught and ask each other any questions they may have. (Kagan S. , 2009)

Slavin (Slavin, 1990) manifests that in addition to these academic outcomes, cooperative learning has positive effects on social, motivational and attitudinal outcomes promoting intergroup relations, such as cross-cultural relations, which helps to overcome barriers to friendships, interaction and achievement of academically less able students, and can increase self –esteem in students since they work in situations where they are more likely to be liked by their peers, and vice versa which in itself has positive effects on achievement. Students find cooperative learning situations enjoyable and the like to be that class.

Other researchers (Sharan, 1990) suggest that cooperative learning foster knowledge about the learning process, and therefore encourages a spirit of learning to learn. It also informs students about the construction of understanding and knowledge. These two suggested attributes of cooperative learning are highly developmental outcomes.

Johnson and Johnson conclude that generally achievement is higher in cooperative situations than in competitive or individualistic ones and that cooperative efforts result in more frequent use of higher-level reasoning strategies, more frequent process gain, and higher performance on subsequent tests taken

individually (group-to–individual transfer) than do competitive or individualistic efforts (p.26).

The silent card shuffle a current cooperative strategy

Background

The SCS is a co-operative learning strategy that employs all six levels of Bloom's Taxonomy and most of the Multiple Intelligences, which has several applications: mapping, matching, sequencing and classifying.

- Mapping and positioning is when a map, a drawing(heart, the human body) or template (Invoice, formal letter, circuit board) is used as the base on which a range of cards has to be positioned.

- Matching concepts and definitions. A simple rule is if you have ten concepts, then have thirteen definitions otherwise the last few matches could be too easy. Some teacher use pictures as a third set of cards to broaden the range of intelligences being used.

- Sequencing as in Goldilocks, or as in the digestive system-use simple word cards.

- Classification is the selection of cards that belong to the same group and putting all them together.

Key Competencies

Listen actively, recognize different points of view, negotiate, share ideas.

- Thinking: Use creative, critical and reflective thinking to make sense and question information and ideas. Building knowledge and understanding.

- Participating and Contributing: Participative actively in class or group. As a group member make connections with other people around them. Contribute to the quality and sustainability of the activity and or discussion

- Managing Self: Set personal goes; use my initiative, be enterprising and resilient to new challenges.

- Using Language, Symbols and Text: Use appropriate language to communicate idea, information and experiences.

Process

- Have sequenced material printed off, cut up and put in envelopes, one per each group

- Organize students into groups of three or four considering the dynamic of the students allowing for the most "thinking" from individuals.

- Place envelope containing cards on each table, telling them that after you have explained the rules, they are to arrange the cards in a sequence that make sense to them.

- Display the four step rules and explain them the four rules are:

Silent card shuffle

Justify and refine

Circulate and observe

Return and refine

- There may not be a "right or wrong" in some instances.

- Set a period of time no longer than 10 or 15 minutes.

Rules of the Silent Card Shuffle

- **Step 1**. Open the envelope, spread the cards on the table, read each one (in your head), and without any talking or whispering arrange the cards into a sequence that makes sense. Silent Card shuffle.

- **Step 2**. Once the cards have been arranged, members of the group my talk and question each other about the moves, asking them to justify their decisions. They make changes to order as a result of this discussion. Justify and refine.

- **Step 3**. The teacher now needs to orchestrate the movements of the groups so they can visit other tables and discuss the ordering of the other groups. As the move around, they are to discuss what they notice and decide if the various ordering makes sense or not. They must not touch the cards. Circulate and observe.

- **Step 4**. Each groups return to their own table and decides whether to refine their order as a result of what they have observed. Return and Refine.

Debriefing

An answer could be displayed to show students how you see the order and a discussion over discrepancies could valuable. However students should be allowed to justify and reason their ideas with tolerance for differences and constructed meanings.

Each ordering could be photographed and same SCS could be used as an assessment tool later on in unit and differences compared. (Lynch, 2012)

In conclusion based on some definitions about The Silent Card Shuffle, it is a strategy that has several applications, such as; sequencing, classifying, matching and mapping the card that can help the students in writing. This strategy can help students in creating a paragraph, because the student just imagine and sequence what they have seen on the card in written form. So this strategy is suitable for writing because it is a complete package strategy, it means that it not only has several applications that can apply in teaching writing strategy but also has card as media in teaching writing.

f. METHODOLOGY

Design of the research

The present investigative work corresponds to Action Research, which has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation and at the same time as conducting research. Action research can be undertake by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of improving strategies, practices and knowledge of the surroundings within they are related.

This action research has the aim of improving the English language writing through the application of The Silent Card Shuffle Strategy as a cooperative language strategy.

Besides, this study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects, analyze and reflect on the results that will be derived of the application of different techniques and activities for teaching writing.

Methods, techniques and instruments

Methods

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

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

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

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

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

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 his reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

Techniques and instruments

Data Collection

In order to gather the necessary information to carry out this research work, the researcher will apply the following research techniques for collecting data: the observation, the survey and the test.

The Observation: It will be applied at the beginning of the research in order to identify the problematic related to the learning of the English writing and to analyze the possible solutions that solve the problematic found.

The Survey: It will be applied through the instrument of the questionnaire at the beginning and at the end of the intervention plan. First, the survey will gather information related to the techniques and activities that the teacher applies to teach the English language writing and the resources she/he use. And secondly, the survey will help collect information about the techniques and activities applied with Silent Card Shuffle as a cooperative learning strategy that the researcher will be carried out; it will allow finding out if her/his teaching activities have caught

students' attention and have helped improve the English language writing of the students.

The test: in the same way, a test will be applied at the beginning and at the end of the intervention plan; at the beginning it will be used to diagnose the level of writing that students have; and, at the end to verify the level of writing achieved by the students after the techniques and activities applied with Silent Card Shuffle as a cooperative learning strategy.

Summarizing, the results of the observation will help carry out a qualitative analysis to find out the problematic related to the learning of writing; while the results of the survey and test will allow developing a quantitative analysis in order to determine if the intervention plan has been successful and in order to achieve the proposed objectives of this action research.

Procedures

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

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

After that, the researcher investigated the techniques and activities that can be applied using the Silent Card Shuffle 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 Silent Card Shuffle 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 Silent Card Shuffle 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 Year of Basic Education Group C at the "Unidad Educativa Dr. Manuel Augustin Cabrera Lozano" have been chosen as a sample. They receive five periods of English class per week; each class is about 40 minutes. They are twenty four students among 14 to 16 years old.

Intervention plan
Week one

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year students group C at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	Presentation
LEARNING OUTCOMES	**Listening** Students will listen an audio with an introduction example. **Speaking** Students will introduce themselves. **Writing** Students will write a short paragraph about themselves Students will be able to write questions. **Key Vocabulary:** Name, last name, age, birthday, family, favorite activity, favorite kind of music, favorite artist.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on self-introduction. ♦ I will introduce the Content and Language objectives for the lesson orally. ♦ To get started, I will have students activate their prior knowledge related to some words related to introduction (from, like, live, family members, sports, genre of music, singers), 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. The student who is in the front has to answers the question and switch roles. This activity will last 5 or 6 minutes. The students will be placed in two groups so all the students will be rotating. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** ♦ After the warm-up activity, I will present posters with some dialogues about self-introduction.

	♦ After students have finished writing their notes, then they have to share their ideas with a partner to share their personal backgrounds for each statement. To find a partner I will apply the numeral technique, to switch positions. I will ask the student to count from one to six and then all the number ones, twos, threes etc. have to join their groups. ♦ Students have to discuss about the expressions learnt.Once students are sure about new the new expressions, they will work in pairs (free selection.) ♦ The new partners should follow these steps to work: ♦ Students have to use the notes taken previously. ♦ Write a simple and short real conversation using the new useful expressions. ♦ After they finished writing the conversation, they have to dramatize it. ♦ I will be checking my students during the activity to provide information either about the instructions or about the content ♦ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information. ♦ Once they have finished presenting their dramatizations they have to go back to their own seats. ♦ To finish the lesson, , we will review again the learning the vocabulary learnt in the class,
CLASSROOM RESOURCES	Template Audio aids: An audio with a self-introduction and poster with dialogues. Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013)
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Pre-test
SUPPORT	Coaching and guidance from our university professor.

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

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

Week two

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year students group C at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	How often do you go rock climbing?
LEARNING OUTCOMES	**Listening** Students will listen to an audio with the new vocabulary. Students will listen to their classmate to repeat the pronunciation of the new vocabulary **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write definitions of the words from the vocabulary. **Key Vocabulary:** Rollerblades, go climbing, wall climbing, would rather, adverbs, how often, frequency
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on expression of frequency and some sports. ♦ I will introduce the Content and Language objectives for the lesson orally. ♦ To get started, I will have students activate their prior knowledge related to some words related to the topic (rollerblading, climbing, and leisure activities). As a whole class, they will have to remember the words related to foods that they already learned in previous classes. This is a group numeral warm-up activity in which students has to be divided into two groups and tell me a number. I will count the number of the students. The student who has the number said previously has to say some words that belong to the same category of activities to do outside. Once, the student speaks up, I will prompt the other students to say the words again. Then I will ask another student to say a number from the list, to do the same with some other students. This will last 5 or 6 minutes. The students will be placed in two groups so I will pick up some students from each group to tell me a number. ♦ During this warm up stage, I will also assess the

	students' prior knowledge which will allow me to know my students' diverse linguistic background.
	Connection
	◆ After the warm-up activity, I will present flash cards of the new vocabulary in context.
	1. ROLLERBLADE: a type of roller skate on which the wheels are arranged in one straight line.
	2. CLIMBING: the sport of climbing mountains or rocks
	3. WOULD RATHER: to prefer that or to.
	4. ROCK CLIMBING: climbing sheer rock faces or walls that simulate such rock faces, especially by means of specialized techniques and equipment.
	5. CLIMBING WALL: is an artificially constructed wall with grips for hands and feet, usually used for indoor climbing, but sometimes located outdoors.
	6. ADVERBS: any member of a class of words that function as modifiers of verbs or clauses, and in some languages
	7. HOW OFTEN: how many times, or sequence of something that it is been done.
	8. FREQUENCY: the number of periods or regularly occurring events of any given kind in unit of time, usually in one second.
	◆ As students are learning the new vocabulary, they individually have to take notes of the words presented with the respective meaning, for example:
	ALWAYS (Adv) very time; on every occasion; without exception.
	◆ After students have finished writing their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word. To find a partner I will apply the technique Simon says, to switch positions. I will say Simon says: stand up; Simon says: stretch your arms and legs; Simon says, switch positions; Simon says, turn around, Simon says, close your eyes and work with your classmate who is to your left.
	◆ While they are sharing, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their discussion. If they are

wrong, I will help them to get the correct information.

Once they have agreed on a definition for each kind of sports they have to go back to their own seats.

Affirming

♦ Once the students have gone back to their positions, they have to work in groups of four.

♦ At this time, I will hand out and envelopment that contain cards with some words.

Water	Land	Air
Swimming	Jog	Hang gliding
Sea kayaking	Mountain biking	Paragliding
Kite surfing	Mountaineering	Parachuting
Sailing	Adventure racing	Power Kites

♦ The groups should follow these steps to work with the categories and definitions that they already wrote plus the Silent Card Shuffle:

- Each group opens the envelope and spreads out the cards and without talking.
- They then rearrange the cards to complete the task (classifying, matching or positioning)
- The members may talk to each other and ask for explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage.
- I will say to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.
- Each group returns to their home table, and based on what they observed and discussed in the visits to other tables they decide whether or not to make any refinements. Then a student has to explain why he/she put the

	cards in that order. - Next, the other partner takes another vocabulary and does the same as his or her partner. - I will be observing my students during the activity to provide information either about the instructions or about the content. ♦ Once the groups have done the 4 words per each line, I will assess the whole class by asking them to describe again some types of sports. At this point, they won't have to see the cards and they won't see the pictures of the sports either. ♦ As homework, students will write biographical card to express which type of sports they like most and why. We will write the description of the sports as well as the reasons we would like to try that sport.
CLASSROOM RESOURCES	Template Audio aids: CD player Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013) Rubric
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

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

Week three

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year students group C at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	Sports and activities
LEARNING OUTCOMES	**Listening** Students will listen to an audio with the new vocabulary. **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write a paragraph using the words from the vocabulary. **Reading** Students will read a paragraph written by themselves **Key Vocabulary:** Baseball, basketball, biking, bowling, camping, figure skating, football, golf, gymnastics, hockey
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a lesson based on sports and activities. ♦ I will introduce the Content and Language objectives for the lesson orally. ♦ To get started, I will have students activate their prior knowledge related to some words related to food (volley, tennis, soccer, swimming, skateboarding, and rollerblading). As a whole class, they will have to remember the words related to food that they already learned in previous classes. This is an individual warm-up activity. I will ask the students to come to the desk and pick up one or two cards, if the student picked up on picture, that student has to write a short story based on that cards, but if the student picked up two pictures, that student has to write a story combining both cards. The story must contain at least four complete sentences. This activity will last 5 or 6 minutes. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Connection** ♦ After the warm-up activity, I will present student some flash cards and explain their definitions.

	Tennis Soccer Hockey Bowling ♦ As students are learning the new vocabulary, they individually have to take notes of the words presented with the respective meaning. ♦ After students have finished writing their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word and expressions. Students have to make groups to exchange their notes and comments ♦ While they are sharing, I will monitor them to check if they are right or wrong about the statements that are being discussed. 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. Once they have agreed that the other paragraphs are well structured, they have to go back to their own seats. ♦ As homework, students will write a short paragraph using the vocabulary learnt.
CLASSROOM RESOURCES	Visual and audio aids: Flashcards Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013)
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly Data collection source: sub-test on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

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

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

Week four

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year parallel A students at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	Adverbs of frequency
LEARNING OUTCOMES	**Speaking** Students will read aloud the new vocabulary to improve their pronunciation. Students will ask for information to their classmates about their periodical activities. **Writing** Students will write a short dialogue using the words from the vocabulary plus the information from their classmates. **Reading** Students will perform their writings **Key Vocabulary:** Always. Usually, sometimes, often, never, seldom, every day, once a week, twice a week.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a speaking lesson based on adverbs of frequency ♦ I will introduce the Content and Language objectives for the lesson orally. ♦ To get started, I will have students activate their prior knowledge related to some words related to adverbs of frequency (always, sometimes, never). As a whole class, they will have to remember the words related to sports and adverbs that they already learned in previous classes. This is a numeral warm-up activity. I will ask the students to tell me a number then I will check the number in the attendance and I will call the name of the student that are in the list. So that students has to answer a couple of questions. ♦ How often do you play tennis? ♦ How often do you go climbing? This activity will last 5 minutes, 1 minute per student. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.

	Connection ♦ After the warm-up activity, I will present the students flash cards with the new vocabulary in context. ♦ ALWAYS: every time; on every occasion; without exception. ♦ SOMETIMES: on some occasions; at times; now and then. ♦ USUALLY: customarily; at most times; in the ordinary course of events ♦ NEVER: not at all; absolutely not. ♦ SELDOM: on only a few occasions; rarely; infrequently; not often ♦ EVERYDAY: of or relating to every day; daily ♦ ONCE a single time: ♦ TWICE: on two occasions; in two instances. ♦ As students are learning the new vocabulary, they individually have to take notes of the words presented with the respective meaning, for example: *ALWAYS:* every time; on every occasion; without exception. ♦ After students have finished writing their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word. Students have to make groups to exchange their opinions about the instructional words. ♦ 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. Once they have agreed about the use of the words, they have to go back to their own seats. **Affirming** ♦ Once the students have gone back to their positions, they have to work in groups of three. ♦ At this time, I will hand out and envelopment that contain a card.

	  A How often... |	YOU?	PARTNER?
---	---	---
WEAR JEANS?		
EAT CHOCOLATE?		
GO TO THE CINEMA?		
TAKE A TAXI?		
LISTEN TO CLASSICAL MUSIC?		
PLAY FOOTBALL			 ♦ The groups should follow these steps to work with the categories and definitions that they already wrote plus the Silent Card Shuffle: ♦ Each group opens the envelope and spreads out the cards and without talking. ♦ They then rearrange the cards to complete the task (classifying, matching or positioning the adverbs of frequency) ♦ The members may talk to each other and ask for explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage. ♦ Then they have to follow the instructions and draw according to what the instructions says. ♦ I will say to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards. ♦ Each group returns to their home table, and based on what they observed and discussed in the visits to other tables they decide whether or not to make any refinements. ♦ I will be observing my students during the activity to provide information either about the instructions or about the content. ♦ As homework, students will write have to complete the workbook activity related to this topic Following the instructions. ♦ To finish the lesson, we will review again the learning the vocabulary learnt in the class.
CLASSROOM RESOURCES	Silent Card Shuffle Visual and audio aids: Flash Cards and CD player Student's notebook

	Student's textbook: (Abbs, Barker, Freebairn, & Wilson, 2013)
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

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

Week five

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year parallel A students at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	Gerund after verbs.
LEARNING OUTCOMES	**Listening** Students will listen the vocabulary pronunciation. **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write short sentences using the words from the vocabulary. **Reading** Students will read some sentences from themselves. **Key Vocabulary:** Like, love, mind, prefer, hate, boring, nice, beautiful, amazing, great, healthy.
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a speaking lesson based on Gerunds after verbs and adjectives to describe the activities. ♦ I will introduce the Content and Language objectives for the lesson orally. 1. To get started, I will have students activate their prior knowledge related to some words related to verbs (those that express actions love, like etc.) and also adjectives (awesome, pretty, nice, cool, fun, entertain). As a whole class, they will have to remember the words related to verbs that they already learned in previous classes This is a warm-up activity in which students have to pass a ball while I say *tingo, tingo, tingo, tingo, tango*. When I say *tango* the ball should stop. The student who has the ball is going to mention some kinds of healthy food. The second person has to mention types of unhealthy food. This will last 5 minutes. The students will be placed in five columns so that the ball will be passed column by column. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to

know my students' diverse linguistic background.

Connection

- After the warm-up activity, I will present the students flash cards with the types of healthy and unhealthy food and explain the differences of them.

- As students are learning the new vocabulary, they individually have to take notes of the words presented with the respective meaning, for example:

  Love... playing. Like going out

- After students have finished writing their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word. Students have to make groups to exchange their opinions about opinions about the topic.

- 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.

Once they have agreed about the use of the words, they have to go back to their own seats.

Affirming

- Once the students have gone back to their positions, they have to work in groups of three.
- At this time, I will hand out and envelopment that contain cards with some instructions.

Silent Card Shuffle			
Followed by Gerunds		Followed by Infinitive	
Hate	Coming late	Expect	Have
Like	Swimming	Want	Live
Enjoy	Dancing	Try	Use

♦ The groups should follow these steps to work with the categories and definitions that they already wrote plus the Silent Card Shuffle:
- Each group opens the envelope and spreads out the cards and without talking.
- They then rearrange the cards to complete the task (classifying, matching or positioning)
- The members may talk to each other and ask for explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage.
- Then they have to follow the instructions and draw according to what the instructions says.
- I will say to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.
- Each group returns to their home table, and based on what they observed and discussed in the visits to other tables they decide whether or not to make any refinements. Then a student has to explain why he/she put the cards in that order.
- I will be observing my students during the activity to provide information either about the instructions or about the content.
- Once the groups have finished they have to go back to their seats.

♦ As homework, students will write have to write 10 sentences using gerunds and infinitives after the verbs
To finish the lesson, we will review again the learning the vocabulary learnt in the class.

CLASSROOM RESOURCES	Template Visual and audio aids: Flash cards and CD Player Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013).
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

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Week six

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year parallel A students at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	Express preferences: *Would rather*
LEARNING OUTCOMES	**Listening** Students will listen the vocabulary pronunciation. **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write short sentences using the words from the vocabulary. **Reading** Students will read some sentences from themselves. **Key Vocabulary:** Going out, go fishing, watching TV, reading, singing, play soccer, play hockey, listening to music etc.
INSTRUCTIONAL FOCUS	**Activation** ◆ I am building a speaking lesson based on things that people like or hate to do. ◆ I will introduce the Content and Language objectives for the lesson orally. ◆ To get started, I will have students activate their prior knowledge related to some words related to activities (rollerblade, go camping, watch TV etc). As a whole class, they will have to remember the words related to activities that they already learned in previous classes. In this game everyone writes down 2 answers to questions about themselves. After writing down the answers, people have to form pairs or small groups and try to find out what the questions are. *Example*:"What is your favorite sport?" "Tennis" "What sport do you hate?" "Soccer." You can stop at three guesses if you want, or keep going until someone in the club can guess the question. This will last 5 minutes. ◆ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.

	♦ Once the activity has finished students have to seat in their seats. **Affirming** ♦ Once the students have gone back to their positions, they have to work in groups of three. ♦ At this time, I will hand out and envelopment that ♦ contain cards with some instructions.

Favorite Activities	
Every morning I like	To have cereal with milk.
After breakfast I jog around	The park with my mother and
My dog	It likes running with us
On vacation we will go	Fishing but my friend are going to
Go to the beach because	They like swimming and surfing,
Maybe the next time I can	Go with them.

 ♦ The groups should follow these steps to work with the categories and definitions that they already wrote plus the Silent Card Shuffle:
- Each group opens the envelope and spreads out the cards and without talking.
- They then rearrange the cards to complete the task (classifying, matching or positioning)
- The members may talk to each other and ask for explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage.
- Then they have to follow the instructions and draw according to what the instructions says.
- I will say to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.
- Each group returns to their home table, and based on what they observed and discussed in the visits to other tables they decide

	whether or not to make any refinements. Then a student has to explain why he/she put the cards in that order.
	- I will be observing my students during the activity to provide information either about the instructions or about the content.
	- Once the groups have finished I will show them the correct drawing to let them know how the instructions had to be followed.
	♦ As homework, students will have to write a story about their favorite activities.
	To finish the lesson, we will review again the learning the vocabulary learnt in the class.
CLASSROOM RESOURCES	Template Visual and audio aids: Flash cards and CD Player Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013).
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

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Week seven

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year parallel A students at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	Sports for boys and sports for girls
LEARNING OUTCOMES	**Listening** Students will listen the vocabulary pronunciation. **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write short sentences using the words from the vocabulary. **Reading** Students will read some sentences from themselves. **Key Vocabulary:** Soccer, tennis, basketball, dancing, biking, running,
INSTRUCTIONAL FOCUS	**Activation** ♦ I am building a speaking lesson based on Sports for boys and sports for girls. ♦ I will introduce the Content and Language objectives for the lesson orally. 2. To get started, I will have students activate their prior knowledge related to some words related to sports (hockey, biking, go camping, go climbing). As a whole class, they will have to remember the words related to sports that they already learned in previous classes. This is the Broken Telephone where the leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! In a big group you can send the message two ways and find out which team comes closest to the real message. This will last 5 minutes. The

students will be placed in 4 columns.

♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background.

Affirming
♦ Once the students have gone back to their positions, they have to work in groups of three.
♦ At this time, I will hand out and envelopment that
♦ contain cards with some instructions.

Types of Sports	
Boys	*Girls*
Soccer	Basketball
Hockey	Tennis
Volley	Vollvey
Boxing	Golf
Bowling	Gymnastics

♦ The groups should follow these steps to work with the categories and definitions that they already wrote plus the Silent Card Shuffle:
- Each group opens the envelope and spreads out the cards and without talking.
- They then rearrange the cards to complete the task (classifying, matching or positioning)
- The members may talk to each other and ask for explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage.
- Then they have to write a paragraph describing why they consider that those activities are for men and women.
- I will say to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.
- Each group returns to their home table, and based on what they observed and discussed

	in the visits to other tables they decide whether or not to make any refinements. Then a student has to explain why he/she put the cards in that order. - I will be observing my students during the activity to provide information either about the instructions or about the content. - Once the groups have finished we all discussed about the correct order. - To finish the lesson, we will review again the learning the vocabulary learnt in the class.
CLASSROOM RESOURCES	Template Visual and audio aids: Flash cards and CD Player Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013).
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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Week eight

RESEARCH PROBLEM	*How does the Silent Card Shuffle as cooperative learning strategy improve the writing skills amongst tenth year parallel A students at Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?*
Topic	How many and how much
LEARNING OUTCOMES	**Listening** Students will listen the vocabulary pronunciation. **Speaking** Students will read aloud the new vocabulary to improve their pronunciation. **Writing** Students will write short sentences using the words from the vocabulary. **Reading** Students will read some sentences from themselves. **Key Vocabulary:** Cheese, water, eggs, cars, people, money, salt, sugar, hours
INSTRUCTIONAL FOCUS	(Procedures / Teaching techniques) **Activation** ♦ I am building a speaking lesson based on quantifiers how much and how many. ♦ I will introduce the Content and Language objectives for the lesson orally. 3. To get started, I will have students activate their prior knowledge related to some words related to quantity (pizza, chips, sandwich, bacon, bread, butter, cereal, coffee, apples, grapes, eggs). As a whole class, they will have to remember the words related to food and countable and uncountable nouns that they already learned in previous classes. In this game, one person tells a short story about themselves or someone they know or heard about. Usually it is something funny or crazy. It can be a true story, or something made up. This will last 5 minutes. ♦ During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. **Affirming** ♦ Once the students have gone back to their

positions, they have to work in groups of three.
- ♦ At this time, I will hand out and envelopment that contain cards with some instructions.

Nouns	
Countable ✔	*Uncountable* ✘
People	Pasta
Apples	Rice
Fingers	Fried chips
Books	Soda
Cars	Money

- ♦ The groups should follow these steps to work with the categories and definitions that they already wrote plus the Silent Card Shuffle:
  - Each group opens the envelope and spreads out the cards and without talking.
  - They then rearrange the cards to complete the task (classifying, matching or positioning)
  - The members may talk to each other and ask for explanation or justification for the positioning of certain cards. Refinements or changes may be made at this stage.
  - I will say to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.
  - Each group returns to their home table, and based on what they observed and discussed in the visits to other tables they decide whether or not to make any refinements. Then a student has to explain why he/she put the cards in that order.
  - I will be observing my students during the activity to provide information either about the instructions or about the content.
  - Once the groups have finished I will show them the correct answers to let them know how the instructions had to be followed.
  - Students have to go back their seats to take the posttest.

CLASSROOM RESOURCES	Template Visual and audio aids: Flash cards and CD Player Student's notebook Student's textbook (Abbs, Barker, Freebairn, & Wilson, 2013).
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Post-test
SUPPORT	Coaching and guidance from our university professor.

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

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g. TIMELINE

PHASES	ACTIVITIES	2015											2016		
		FEB	MAR	APRIL	MAY	JUNE	JULY	AUGUST	SEP	OCT	NOV	DIC	JAN	FEB	MAR
Project	Presentation	x													
Project	Correction	x x													
Project	Approval		x x x												
Project	Appointment of the Thesis Advisor		x	x											
Intervention Plan	Validation of Data Collection Instruments			x											
Intervention Plan	Act and Observe			x x x	x x x	x x									
Intervention Plan	Data Organization and Tabulation					x x									
Proces	Interpreting and Reflecting						x x x								
Proces	Writing up and Reporting						x x									

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Thesis Review and Certification																							x	X																																				
Graduation Application Procedures																									X	x	x	x	x	x	x	x	x	x	x																								
Private Review of the Thesis																																					x	x	x	x	x	x																
Corrections																																													x	x													
Public Presentation																																																x	x	x	x	x	x	x	x	x	x	x	x

h. BUDGET AND FINANCING

1. Resources

Human

- The researcher
- The students of tenth year of basic education group C of the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano.

Material

- Silent card shuffle
- Student's book
- Student's notebook
- Pen
- Copies

Technical

- Computer
- Speakers
- Projector

2. Budget

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

The financing of the expenses derived from the present research work will be assumed by the research author.
All the expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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OBSERVATION SHEET		
Observation #: **Topic:** **Objective of the session: (What will students be able to do/know at the end of this session)**	**Date/Time:** **Class size:** **Participants:** Tenth year students.	**Location:** **Duration of the observation (start/end times):** **Observer involvement:** **Participant/Non participant**

Dependent variable 1: Basic writing skills					
Rating scale: 4= always 3=usually 2= sometimes 1=rarely 0=not observed					
Descriptors	4	3	2	1	0
Do students have problems to write down a short paragraph or a simple sentence?					
Are the sequence of ideas logical?					
Do students connect all the ideas according to the topic?					
Are students able to explain the connection of ideas?					
Do students use the correct punctuation marks in their class activities?					
Do students use properly the pronouns and their possessives in a paragraph?					
Are the ideas organized in a meaningful way?					
Do students use new vocabulary in order to write correctly?					
Do students have grammatical errors in the development of their work?					

Independent variable: The team word webbing as a cooperative learning strategy					
Rating scale: 4=always 3=usually 2=sometimes 1=rarely 0=not observed					
Descriptors	4	3	2	1	0
Students have problems to get in groups.					
Students discuss among them in the group.					
Students feel comfortable working in groups or pairs.					
Each student in the group participate with his/her ideas.					
All collaborate in the development of the work activities.					
Students disagree politely.					
Students question to one another					
All group activities produce positive attitudes in students.					
Students are able to establish a good relationship among them.					
Students ask their teacher/classmates for clarification to make or prepare their responses for the group.					

Pre and Post-test

UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code: ……………………………………………………………….

Date: ……………………………………………………………………………

Instructions:

Write a brief paragraph about your favorite sports. Take into account the next questions as a guide to write the paragraph, is not necessary to answer each question. Do you like sports? What is your favorite sport? Why do you like it? How often do you practice it? Is it an extreme sport? From other sports which one of them have you practiced or you would like to?

Duration of the task: 25 minutes

Length of the paragraph: 6 – 10 lines

SPORTS

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Thanks

RUBRIC FOR THE PRE POST TEST

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

Dimension		1 = Weak	2 =Moderately Weak	3 = Average	4 = Strong	Total
Purpose/Task		Accomplishes the task; includes **few** details, some of which may be only **loosely connected** to the task. There are many irrelevancies.	Accomplishes the task; includes **few** details, some of which may be only **loosely connected** to the task. There are many irrelevancies	Accomplishes the task; includes **some** details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes **many** details that are clearly connected to the development of the task, but there may be minor irrelevancies.	
Organization		The topic is not introduced in an expected way.	Introduce the topic in a non-clear way.	Introduce the topic in a fairly way	Introduce the topic in a clear and interesting way	
Vocabulary		Includes **limited** vocabulary and /or most vocabulary is inaccurate or unrelated to the topic.	Includes **basic** vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes a **variety** of vocabulary related to the topic.	Includes a **wide variety** of vocabulary that expands the topic but there may be minor inaccuracies	
Structure/ Conventions	**Tense**	Verbs do not agree with one another and there is little to no fluidity within writing because of verb tense confusion.	Little to no verb agreement. Fluidity of writing is affected by verb tenses.	Some verb tenses agree and fluidity is slightly affected by verb tenses.	No verb disagreement. Fluidity of writing is not affected by verb tenses.	
	Word Order	The sentences don't make sense at all.	Few sentences follow the logical and word sequential order	Some sentences do not follow a logical word order.	The facts are presented in a sequential word order	
	Punctuation	The paragraph is not clear, and very difficult to understand, not punctuation is presented.	The paragraph is not clear, sometimes difficult to understand, only with few punctuation	The paragraph is somewhat neatly handwriting. With some punctuation.	The paragraph is neatly handwriting, with most of the appropriate punctuation	
TOTAL SCORE						

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Pre and Post-Questionnaire

UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE TEST / POST-QUESTIONNAIRE

Dear students, I request your cooperation in order to complete the following questionnaire being the most sincere, related to the English subject. Your answers will be anonymous and confidential

Student's code: …………………………………………………………………………….

Date: …………………………………………………………………………………..

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

    4 Groups   2 As a whole class
    3 Pairs   1 Individual
                                                1 Sometimes
    2 Usually

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

    4 Always   2 Usually
    3 Frequently   1 Sometimes

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

    4 Always   2 Usually
    3 Frequently   1 Sometimes

4.   When do you work in pairs or groups in the English class the participation is equal?

4 Always   2 Usually
3 Frequently   1 Sometimes

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

4 Always   2 Usually
3 Frequently   1 Sometimes

Thank you for your attention.

Research Matrix

PROBLEM	OBJECTIVES	LITERATURE REVIEW	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
General How does the silent card shuffle as a cooperative learning strategy improve the English foreign language learning basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?	**General** To improve the English foreign language basic skills through the silent card shuffle as a cooperative learning strategy amongst tenth year group C of basic education students at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period.	**Writing Skills** Basic writing skills -Writing Subskills -Facets of writing activity -Stages of the writing process -Structuring -Elements of Good Writing: Process -Grammar, Spelling and Punctuation -Spelling -Revising -Editing -Collaborative writing Cooperative learning The cooperative	**Preliminary investigation** -Observing the English classes. -Stating the background of the problem. -Describing current situation. -Locating and reviewing the literature. -Creating a methodological framework for research. -Designing an intervention plan. **Intervention and Observation** -Administering tests and questionnaires. -Observing and monitoring students` performance according to	-Observation Sheet (Participant and Nonparticipant Observation) -Pre and Posttest -Pre and Post Questionnaire.

		learning as a communicative strategy -Cooperative learning strategies -The nature of cooperative learning -Cooperation in learning -How does the cooperative learning work? -Management tips -How to success with cooperative learning -Why use cooperative learning? -Benefits of cooperative learning -Current strategies of cooperative learning.	the intervention plan. **Presenting of research findings** -Reflecting, analyzing and answering the proposed inquiries. -Organizing the final report.	

Specific	Specific		Preliminary investigation	-Observation Sheet (Participant and Nonparticipant Observation)
-What theoretical and methodological references about the silent card shuffle as a cooperative learning strategy are adequate for improving the English foreign language basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?	-To research the theoretical and methodological references about the silent card shuffle as a cooperative learning strategy and its application in English foreign language basic writing skills.		**-**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.	-Pre and Posttest -Pre and Post Questionnaire.
-What are the issues that limit the development of English foreign language basic	-To diagnose the issues that limits the development of the English foreign language basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?		**Intervention and Observation** -Administering tests and questionnaires. -Observing and monitoring students` performance according to the intervention plan. **Presenting of research findings** -Reflecting, analyzing and answering the proposed inquiries.	

writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period? -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 basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano	-To design an intervention plan based on the silent card shuffle as a cooperative learning strategy in order to improve the English foreign language basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period? -To apply the most suitable techniques of the silent as a cooperative learning strategy in order to improve the English foreign language basic writing skills amongst tenth year of basic education		-Organizing the final report.	

during the 2014-2015 academic period? -Which extension wheel techniques as a cooperative learning strategy are implemented to improve English foreign language basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period? -How does the silent card shuffle as a cooperative technique reduce the difficulty to develop English foreign	student group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period? -To reflect upon the effectiveness that the silent card shuffle as a cooperative learning strategy had amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?			

language basic writing skills amongst tenth year of basic education students group C at the Unidad Educativa Dr. Manuel Augustin Cabrera Lozano during the 2014-2015 academic period?			

ANNEX 2 GRADING SCALE
Basic writing skills

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

Foldables 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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