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ENGLISH LANGUAGE DEPARTMENT

TITLE

"THE TEAM WORD WEBBING AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH AS A FOREIGN LANGUAGE BASIC WRITING SKILLS AMONGST TENTH-GRADE, GROUP "A" 10, STUDENTS AT BACHILLERATO BEATRIZ CUEVA DE AYORA HIGH SCHOOL, 2014 – 2015 ACADEMIC PERIOD."

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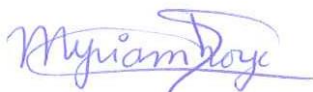**2016**

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THE AUTHOR

DEDICATION

With deep love I dedicate my thesis work to my parents who are the best gift that God gave me because they always have supported, giving me all their unconditional help to accomplish my goals. They have devoted completely their life to my siblings and me. One of them is the study, that has been the most important base to continue ahead to be an excellent person.

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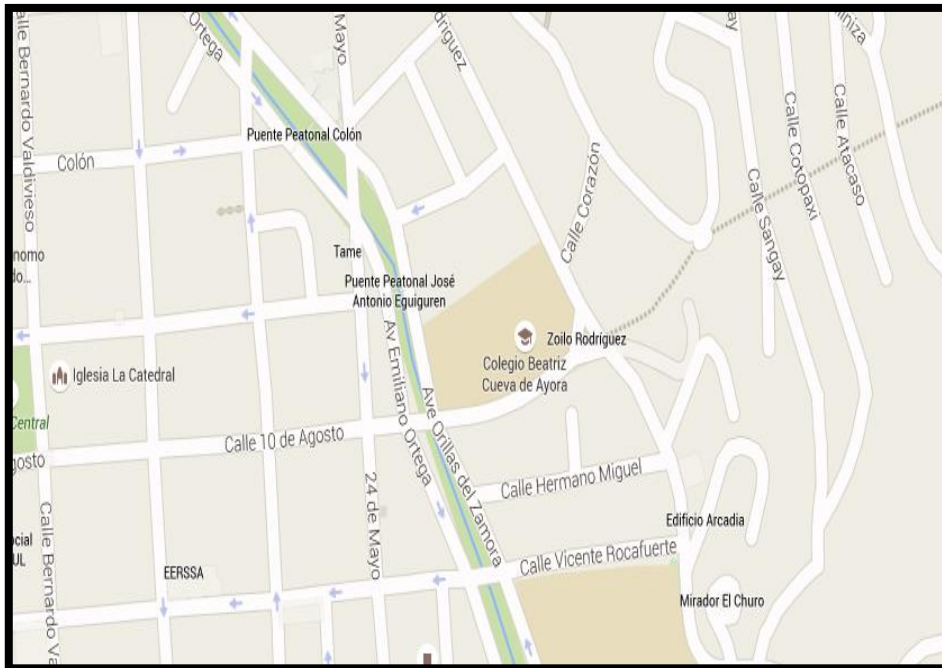
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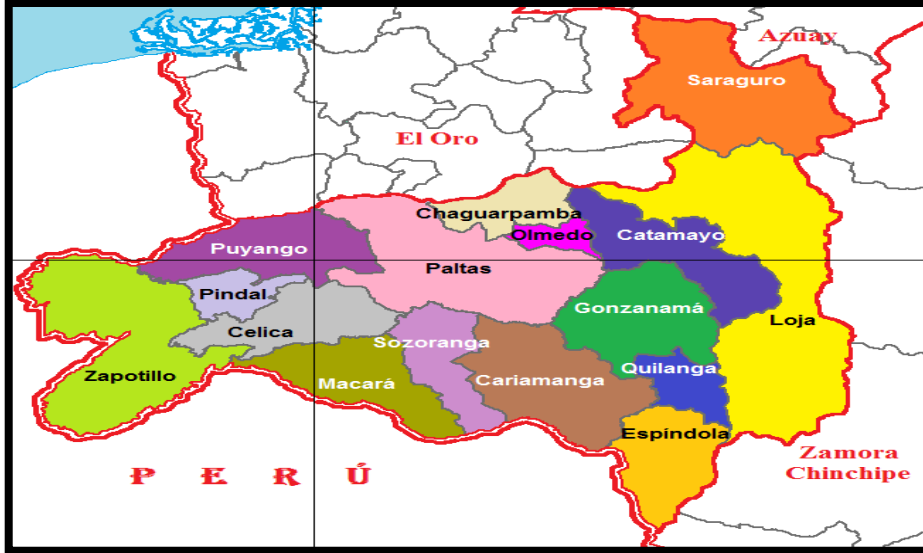
CROQUIS DE LA INVESTIGACIÓN EN EL COLEGIO "BACHILLERATO BEATRIZ CUEVA DE AYORA"

THESIS OUTLINE

a. TITLE

"THE TEAM WORD WEBBING AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH AS A FOREIGN LANGUAGE BASIC WRITING SKILLS AMONGST TENTH-GRADE, GROUP "A" 10, STUDENTS AT BACHILLERATO BEATRIZ CUEVA DE AYORA HIGH SCHOOL, 2014 – 2015 ACADEMIC PERIOD."

b. RESUMEN

Este trabajo de investigación se llevó a cabo con el objetivo de mejorar las habilidades de escritura a los estudiantes a través del uso de la Relación de Palabras en Grupo como estrategia de aprendizaje cooperativo. Los participantes fueron 33 estudiantes de décimo año A 10, en el colegio Bachillerato Beatriz Cueva de Ayora. En esta investigación la investigadora usó los métodos científico descriptivo, analítico y estadístico para obtener suficiente información. Así mismo, se aplicaron los instrumentos pre/post test y pre/post cuestionarios para medir el conocimiento de los estudiantes los cuales participaron para validar esta investigación y hacer respectivas interpretaciones. Se concluye que al final de la intervención los estudiantes incrementaron sus habilidades de escribir, trabajar en actividades de grupo, y participar espontáneamente en actividades de clase. Además, los estudiantes adquirieron gran cantidad de nuevo vocabulario esencial para escribir claramente un párrafo breve.

ABSTRACT

This research work was carried out in order to improve students' writing skills through the use the Team Word Webbing as a cooperative learning strategy. The participants were 33 students of tenth-grade, group A 10 at Bachillerato Beatriz Cueva de Ayora High school. In this investigation, the researcher used the scientific, descriptive, analytic-synthetic and the statistic methods to obtain the sufficient data. In addition pre/post-test and pre/post questionnaires instruments were applied to measure students' knowledge whose results were used to validate this investigation and make the respective interpretations. It is concluded that, at the end of the intervention students increased their writing skills, their attitudes to work in group activities, and participate spontaneously in the class. Therefore, students acquired a big bunch of new vocabulary essential to write clearly a brief paragraph.

c. INTRODUCTION

This investigation was very important since students had a notable improvement of their writing skills after the application of the intervention plan. Additionally, they acquired enough knowledge of the different steps to write correctly. They were able to write a short paragraph. This research work was carried out in order to answer the problem: How The Team Word Webbing as cooperative learning strategy developed the writing skills amongst tenth-grade, group "A" 10.

In order to develop students' writing skills, the researcher applied The Team Word Webbing as a strategy to improve writing skill. This is one of the four basic skills to domain the language due to the fact that English plays a valuable role in the world. Consequently, the issue of writing skills was satisfactorily solved because students had a good performance at the end of the intervention. So, from this investigation the researcher could benefit through getting high scores after applying the posttest and post questionnaire and getting more experience; and learners also because by the constant practice to write simple sentences they could reinforce their writing skills and be able to construct a brief paragraph, and improve their relation to work in group activities.

The following specific objectives were stated: to research the theoretical and methodological references about The Team Word Webbing as a cooperative learning strategy and its application on the English as a foreign language basic writing skills; to diagnose the issues that limit the development of English as a

foreign language basic writing skills; to design an intervention plan based on the Team Word Webbing as a cooperative learning strategy; to apply the most suitable techniques of it as a cooperative leaning strategy; to show the effectiveness that The Team Word Webbing as a cooperative learning strategy had in students' writing skills.

The following methods were used: the scientific method which helped the researcher in the observations done before and during the intervention; the descriptive was used to explain and analyze the object of the investigation and it facilitated in the description of the different stages of the study and the kind of resources used by the researcher; the analytic-synthetic method that was used to make the quantitative statistical analysis from the obtained results through the questionnaires and tests; and finally the statistical method was used to make the quantitative and qualitative statistical analysis of the data obtained from the questionnaires and tests.

Finally, this research work contains four parts distributed in the following way: The first part is Literature Review that includes all the theoretical references which helped the researcher to understand better the importance of developing writing skill and it contains primary information related to The Team Word Webbing strategy and writing skills; next, the second part involves the methodology includes: methods, techniques and the population; after that, the third section are the results with the respective charts and graphs, which represents the obtained data; it also has the corresponding analysis of each question; finally,

the fourth part refers to the conclusions that were a base to generate the recommendations given to the researched institution.

d. LITERATURE REVIEW

**The team word webbing as a current cooperative learning strategy**

The team word webbing is one of the cooperative learning strategies that help students to increase their writing skills and to work cooperatively among classmates. This strategy is a graphic organizer that provides a visual picture of how words or phrases connect to an object, concept, or topic (Buzan, 2013).

As students determine the characteristics of an object or idea, they start to define the object by classifying its characteristics. Students begin to understand how the object or idea is similar or different from others. Webbing is a useful strategy that helps students clarify concepts and new terms (Killen, 2006).

The Team Word Webbing shows the relationships between words. A variation on webbing, sometimes called a "double-bubble" or "double cell diagram" is great for building compare-and-contrast ideas. For example, learner can write in the sides two different words where they can make a contrast or comparison of ideas of a theme (Morino, 2012).

This strategy can be used individual or in groups. In both cases students are able to develop their analytical capacity to interpret a topic and write the main idea and the ideas that support the principal.

Example of Team Word Webbing strategy:
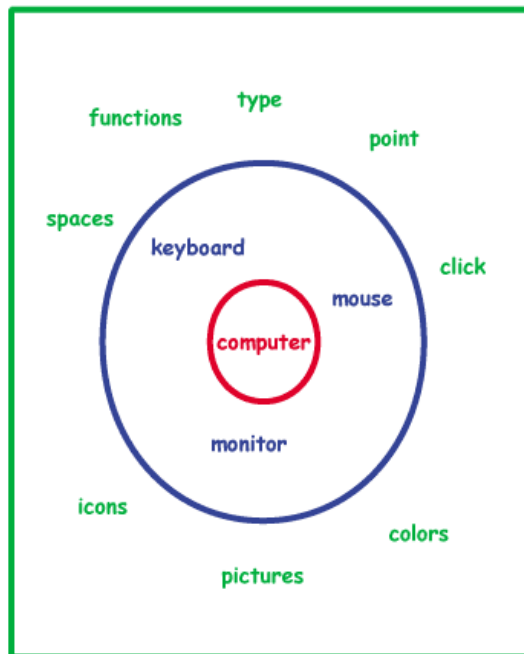
Adapted from Institute, M. (2012). Technology, media & project-based learning to inspire young minds. En M. Institute, *Technology, media & project-based learning to inspire young minds.* Virginia: Education Development Center. Obtenido de Google: http://www.youthlearn.org/learning/teaching/techniques/webbing/webbing

This picture you can visualize that: students write the main idea in the middle and the secondary ideas are located outside of the circle in order to support the main topic.

The Materials that students should use with this strategy are large paper, chart paper, bulletin board paper cut into pieces, construction paper, markers that can be of different colors in order to give elegance the text and board in the case teacher wants that students reinforce what they learned.

To use this strategy, in the center of the web students should list an object or idea to clarify. Also students can brainstorm words or phrases which describe the object. These are recorded on the spokes of the web. Webs can be used for both

review of material already studied or for preview of upcoming material. Students can also use this strategy individually in planning their writing or in studying for a test.

This strategy is applied to some of the principles of Johnson D.W, Johnson R., & Smith K. (1998):

- Individual Accountability: Because this strategy is applied also to one students. So, the performance of each individual learner is assessed and the results given back to the group and the individual.

- Positive Interdependence: Because learners help, assist, encourage, and support each other's efforts to learn.

- Skilled Interpersonal Communication: Learners must have, and use, the needed leadership, decision making, trust-building, effective communication, and conflict-management skills.

- Face-to-Face Promote Interactions: In this way learners learn to establish good relationships with their classmates

Before implementing The Team Word Webbing, students should have had numerous opportunities to web as a teacher-directed activity. One application before it, is Literacy: Here Triads work well in this structure, which can be used to help students understand multiple relationships and analyze concepts into components. It can be used with either narrative or expository material (Wiesendanger & Bader, 1992).

The role of the teacher in the classroom:

- The teacher will give to students an explanation of what is a mind map or word webbing.

- He will clarify well each topic in order they understand and be able to use the word webbing.

- The teacher will give each student or each group a different colored pen or marker.

- He will give each team a large poster-sized piece of paper.

- The teacher will give students the theme to be applied.

- The teacher will control that all students be active in the development of the activity.

- The teacher will encourage students to support the key terms written in the paper.

The role of students:

- Students will have to pay attention during the class lesson.

- They will have to include in the poster only key terms that have relationship among them.

- They will be active and participative along of the procedure.

- They will be able to explain clearly the words added in the chart.

The benefits:

- To provide opportunities for the visual learner to recall the characteristics of an object or idea and to make connections for later use

- To help students use and share their prior knowledge

- To help students identify patterns of information

- To provide students opportunities to think critically about an idea and determine its critical attributes

- Increases vocabulary that is built and shared

- Higher-order thinking skills practiced

- Increases academic language and builds peer relationships

To the development and the success of this strategy in the classroom, it is necessary to take into account some suggested techniques by (Vess & Nelson, 2014)

- Brainstorm of ideas in the students' notebooks.

- Web of relationships, it is applied to know each student in a classroom.

- Trust Building: Learners Brainstorm around the idea of trust as an important element of communication.

- How is the weather today? Where students in a sheet of paper write the how is the weather.

- Tingo – tango where they pass a balloon to the whole class in order to be evaluated.

- Categories, where one student thinks of a category, such as FRUITS. In a circle, everyone must take a turn thinking of a kind of fruit.

- Round Table or Rally Table: The roundtable has three steps to it. In the first step, the teacher poses a question that has multiple answers. Step two, the first student in each group writes one response on a paper and passes the paper counterclockwise to the next student. Finally, in step three,

teams with the greatest number of correct responses gain some type of recognition.

- Rally Robin: A question is posed by the teacher with many possible answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style.

To sum up, The Team Word Webbing is an effective strategy that increases students' learning to write clearly the composition of a topic by including only the main point and their parts in order to make a text interesting and to have the ability to make a comparison or contrast. With this strategy learners have the advantage to work alone or in groups, where they accomplish with the principles of accountability, positive interdependence and skill intrapersonal communication of cooperative learning. It also helps learners to identify patterns of information, think critically about an idea and determine its critical attributes and to increase academic language and builds peer relationships.

Common European Framework

The following work of thesis has been focused in two variables, one of them is writing skills and the other cooperative learning. The issue detected in Bachillerato Beatriz Cueva de Ayora High School with students of tenth-grade was related to the first variable writing skills.

Therefore this investigation follows the guidelines of the Common European Framework that are included in the Ecuadorian Ministry of Education. Ecuadorian Ministry of Education has the responsibility to offer a significant learning that

allows students to become successful professionals in a future, to veil by the welfare of each person and to offer good opportunities after finishing his/her career.

To accomplish all the challenges in the education such as in the English language, the Ecuadorian Ministry of Education is aligned with the Common European Framework because this planning tool has international standards that allows learners to have a significant and effective learning in the classroom. Like currently English plays an important role is needed to take into account the Common European Framework to improve and raise the quality of the education in English language.

The Common European Framework basically proposes a scale for language proficiency levels that goes from A1.1, A1.2, A2.1, A2.2, B1.1 and B1.2 that have been implemented in the system of education. So, once students finish the school year with the level of A2.1, tenth-grade will be able to produce everyday expressions in order to satisfy simple needs of concrete types, to perform and respond simple language functions, and to memorize phrases to particular situations (MiniEduc, 2014).

Writing is one of the receptive skills that Common European Framework focuses in order to increase in students the ability to communicate in a global society and also to transmit the thoughts and ideas among students.

Basic writing skills

Throughout the observation carried out at the Bachillerato Beatriz Cueva de Ayora High school, the problem detected among students tenth-grade was related

to writing skills. For that, this research work has been focused in writing skills in order to help students to improve their receptive skills. Writing is a useful tool to express our thoughts, feelings and for the communication process, and also it is essential that a foreign learner follows the correct steps at the moment to write essays, paragraphs or a simple tittle to a lecture.

It encourages people to think, to be critical and to make them to write with clearness, precision and style.

The following basic writing skills in order to write correctly were considered by Fallahi (2012):

- Grammar: It means the attention to subject-verb agreement, verb tense, proper use of pronouns, adjectives and adverbs.

- Writing style: It is the improvement of sentence structure and clarify of writing, avoidance of word sentences, appropriate use the language to the audience.

- Writing mechanics: Those are appropriate use of capitalization, spelling, numbering and punctuation with its marks.

- Referencing: This means the proper use of original text without plagiarism and following all the important elements of APA.

It is vital to domain the writing skills in order to establish great communication with the people that is around us and to show others how a person thinks.

Writing skills

Writing skills are an important part of communication. These skills allow students to communicate their messages with clarity to any spectators than through face-to-face or telephone conversations in order to gain fluency and creativity in writing.

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Kinds of writing skills

There are some useful writing skills that will allow students to improve their ability to write down (Siti Utami, Rais, & Setyaningsih, 1998).

- Comprehensibility skills: This type includes understanding and that writing is communicating messages or information.

- Fluency skill: It includes recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the parts of words

- Creativity skills for writing include the ability to write freely anything the learner wants to write.

- Audience and format: It means to write in an appropriate format. The format, as well as the audience, defines the writing voice.

- Composition and style: The reader should be introduced with the subject and create an outline- Outlines help in identifying which steps to take in which order.

- Structure: It means that the document should be as reader friendly as possible. Also to use headings, subheadings, bullet points, and numbering.

- Grammatical errors: It's essential to learn grammar properly, and to avoid common mistakes that the spell checker won't find.

- Proofing: Finally to read the document out loud. This way one is more likely to catch mistakes (Siti Utami, Rais, & Setyaningsih, 1998).

Writing subskills

Writing sub skills are related to two parts: one is accuracy and the second is communicating our ideas. In accuracy means spelling correctly, forming and joining letters correctly, writing legibly, using correctly the punctuation etc. In communicating our ideas refers writing clearly with precision; therefore, it must include using appropriate style and register, organizing our ideas. (Spratt, Pulverness, & Williams, 2011).

Writing can be divided into sub-skills like descriptive, narrative and expository writing skills. The style of what is written will automatically be affected by the status of the addressee, age, profession and relationship with the writer (Widdowson H. , 2013).

According to Henry the sub-skills of writing are divided in three parts:

- Descriptive skill: description of people, places and things.

- Narrative skill: narrating stories, incidents, and events with proper sequence in chronological order.

- Expository skill: writing with the purpose to justify, explain, define, classify, compare and contrast.

A writer must have a good style to write in order to communicate clearly his/her thoughts and ideas, and also in order the reader understand the gist of a text.

Styles of Writing

It is related with selection because every writer has accessible the enormous resources of a whole language and each writer chooses the arraignments of words that he/she thinks will best express the intended meaning, emphasize and tone to produce the desired response from readers (Kirkman, 2005).

There are some different elements to take into account in writing style such as: Description, evaluation, explanation, analysis and reflection (Aveyard, Charp, & Woolliams, 2011).

Description

This means when the information is given in factual manner. It contains only data and facts that should be concise for example, at the moment to make apprise of a piece of research to describe key points (Aveyard, Charp, & Woolliams, 2011).

Evaluation

It is about judging and forming opinion, based on a sound argument. It allows the writer to demonstrate skills in evaluating and appraising what the person read, see or hear (Aveyard, Charp, & Woolliams, 2011).

Explanation

It means to provide a justification or reasons for the views and arguments made by the writer. In other words it is to explain why the writer believe something, or

why he/she have chosen to act in a certain way (Aveyard, Charp, & Woolliams, 2011).

Analysis

It is about breaking down a concept or an experience into parts. It helps to compare different views or perspectives on a topic, issue or experience and identifying the differences between them (Aveyard, Charp, & Woolliams, 2011).

Reflection

It is about reviewing an experience in order to learn from it. It benefits the writer to explore a complex issue in greater depth and to make more sense about it (Aveyard, Charp, & Woolliams, 2011).

The majority of students have problems with writing skills because they have interference with their mother tongue, they have a lack of the practice in writing and also because they don't follow the steps to write correctly. All these causes make that students present problems writing.

Difficulties in writing skills

Writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary and write legibly (Westwood, 2000).

Writing is often difficult for students because many have trouble expressing themselves due to difficulty in organizing ideas, thoughts and events, and giving attention with detail.

One of the reason why writing is complex for writer is the over personal tone. It means when people use phrases such as: 'I think' and 'I feel' that is excessively personal and subjective. (Johnson, 1995).

Planning can eliminate the problems related to writing down a simple paragraph, tittles or sentences, leaving the person free to concentrate on detail. By thinking about the subject before writing, the writer can decide what these separates topics are and he/she can arrange them in some logical sequence (Johnson, 1995).

The researcher has taken this important point because the majority of people have problems to write down their thoughts. Thus, it needs a lot of practice like a hobby in order to be successful in the development of a written work.

The majority of students have problems to write in the second language. It is due to the interference of the first mother tongue which difficult students to write correctly and students need to have a wide knowledge and vocabulary on order to write with style.

The writing process and English language learners

The process approach to write is ideally suited to the second language learner since listening, speaking, and reading can be so naturally integrated with it. There are some of the stages in writing: (Hoch, 2003).

Pre-writing

Pre-writing is indispensable for the writer whose first language is not English especially at the lower levels of proficiency, students have a limited lexicon and therefore often have difficulty expressing their ideas.

Some of the important steps for prewriting were considered by Hoch (2003):

- Brainstorming: It refers to the ideas that students have in their minds and also it depends on the students' level of language.

- Word banks: Those are generated by the students or as assigned by the teacher

- Drawing and sketching: This allow students to illustrate ideas for which they do not have the language.

- Discussion with native English-speaking peers or with the teacher.

- Note-taking (often with the use of charts)

- Graphic organizers for eliciting, organizing and developing background knowledge

- Dictations: It gives learners some alternative models for addressing a writing task.

- Researching and gather data by viewing videos, reading, talking, interviewing, and searching reference books or internet Hoch (2003).

The researcher considers the prewriting process the first element where students began to write their work and decide what topic to be written. Throughout the use of brainstorming ideas, taking notes and using graphic organizers will facilitate students the constructions of his draft.

Drafting

In this stage students write their ideas down using some of the notes, language, and structures generated during the pre-writing activities (Hoch, 2003). The following steps to make a good draft were stated by Hoch (2003):

- Using notes taken during pre-writing activities that will help students with a starting point and a skeleton of ideas.

- Sentence completions: It may address the different ways to begin or end a paragraph or a story or may focus on vocabulary needed to describe or narrate a story.

- Journal writing: It allows students to take risks and experiment with language; it can provide a starting point for a longer writing assignment Hoch (2003).

The researcher argues that in this second element students do not have to take care of mistakes or misspelling because the most important is the gist of the content in the draft and to have a general idea of what the writer is going to talk. After students make their draft they must continue with the following step of revising and editing.

Revising/editing

Once students have finished to write down their work, they will need assistance during the revising/editing stage from teachers and from other students. Changes in writing will need to address word usage and clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization (Hoch, 2003).

In order to check the work, these points were suggested by Hoch (2003):

- Peer or group reviews

- Language expansion and sentence combining activities.

- Using dictionaries, including personal dictionaries, and other resource materials such as grammar books and textbooks.

It is the view of the writer that in publishing and editing process students present all what was written with the respective revision from students and teachers and following the previous steps to guarantee the quality of the written work.

Word processing

The work of Hoch indicates that in word processing second language learners should be encouraged to use word processing programs throughout the writing process. The programs facilitate the process and are especially helpful with the composing, revising, and editing stages because they do not require students to rewrite their work (Hoch, 2003).

This step indicates that students should use a word processing program in order they do not spend enough time rewriting their work. Also it will be helpful because the composition, revision and editing will be great at the moment to use a word processing.

Translating

Translating is to translate what was written in other language but it is the least useful strategy for writing in a second language. Students frequently resort to using a dictionary to look up every word and end up with a literal translation that may be completely incomprehensible and even embarrassing (Hoch, 2003).

Writing skills is one of the important productive skills that help students to communicate what they think or to transmit through a simple letter or sentence

his/her thoughts. In order to write correctly students must follow some important steps such as pre-writing, drafting, revising/editing, word processing and translating, whit these steps students will be able to organize their ideas clearly and communicate neat and tidy a message.

English language learning also implies that students learn to work cooperatively sharing and working together as a whole group in order to be successful in the development of an activity and to learn to communicate among them.

e. MATERIALS AND METHODS

Materials

The resources that helped the researcher to do this research work were: first the most important human resources: teacher who was in charge to carried out the application of the intervention plan and students from tenth-grade A10 that allowed the researcher to apply the thesis and to increase their abilities in writing skills. Another were printed materials essential to work in the activities planned; books and e-books that helped the researcher to find information of the theme to write on the literature review according to the strategy; the computer was a useful tool to work with the development of the thesis and all the procedures that carry this work; printer and internet connection facilitated to the researcher to search data of the contents that imply the theme.

Design of the research

The design used in the research was action research because it was implemented for studying and addressing a practical problem or issue within a single classroom, for improving the educational setting (10th grade) and because University encouraged the teacher candidate to get involved in real-life teaching practices.

Methods

The researcher applied the following methods **scientific method**: This method supported to make anticipation of possible solutions; therefore it assisted with gathering data to make relevant predictions and the analysis of it.

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

Analytic-synthetic method: It was used to make quantitative statistical analysis from the obtained results through the questionnaires. Also to make the interpretation of the data, the logical analysis and draw up the conclusions.

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

Once the empiric information was gathered the following procedures were followed: Tabulation was used for the closed questions and unifying criteria from the reason or explanation of every question, Organization served to know about the level of knowledge of students and to prove how was carried out the research and Description was used to show the frequency and the percentage of the obtained indicators in the applied instruments.

Techniques and instruments

The quantitative and qualitative elements were used for 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 observation sheets, questionnaires and test.

Test: Pretest-A pre-test was applied at the beginning and at the end was applied a post-test. The pre-test provided a measure on the performance of writing skills before the participants receive a treatment through the intervention plan designed in this research project.

After the intervention plan, a posttest measured again the performance of the writing skills in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants being treated.

Questionnaires: A questionnaire was applied to collect students' answers about the cooperative learning and writing skills in 10th year at the beginning and at the end of the intervention. All questionnaires were conducted in class so that researcher gave a clear explanation to students and clarify all questions raised. Furthermore, the data collected by the questionnaires supported the test results.

Observation: There were two types of observations such as: nonparticipant observation where the researcher was not involved in the situation being observed. She observed and recorded behaviors but did not interact in the setting under study. The second is participant observation, the researcher became a part and a participant in the situation being observed.

Observation Sheet: The researcher needed an observation sheet to record the participants' behaviors shown on both variables: performance of the basic writing skills and the attitudes and feelings toward the team word webbing as a cooperative-based strategy.

Population

The population who were part of this study were 33 students at tenth-grade A10, between fifteen and sixteen years old at Bachillerato Beatriz Cueva de Ayora High School.

f. RESULTS

This section shows the accomplishment of the five specific objectives of the thesis work:

Objective 1. To research the theoretical and methodological references about the team word webbing as a cooperative learning strategy and its application on the English as a foreign language basic writing skills. To achieve this objective, the researcher searched information in several sources such as books and e-books that helped to complete the data about the issue to develop writings skills such as grammar, sentence structure, punctuation, topic and vocabulary in students through the application of The Team word Webbing as a cooperative learning strategy.

Objective 3. To design an intervention plan based on the team word webbing as a cooperative learning strategy in order to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year. After, the objective 3 was completed with the elaboration of 8 macro plans which included a total of 24 lesson plans (see annex page. 86-111)

Finally, the information was analyzed related to 3 of the 5 research objectives of the investigation because they supported and reflected emphatically the investigation and they were represented with tables and figures.

Objective 2. To diagnose the issues that limit the development of English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

a. Table 1

Pretest results on the Performance of Tenth-Grade Students' Writing Skills

Student's code	T/1 2/2	SS/2 3/3	M/3 1/1	G/4 1/1	V/5 3/3	TOTAL /10
BBCA10A1001	1.00	1.50	0.50	0.50	2.25	5.75
BBCA10A1002	1.00	1.50	0.75	0.75	1.50	5.5
BBCA10A1003	1.00	1.50	0.50	0.50	2.25	5.75
BBCA10A1004	1.00	1.50	0.50	0.50	2.25	5.75
BBCA10A1005	0.50	0.75	0.25	0.25	0.75	2.5
BBCA10A1006	1.50	2.25	0.75	0.75	2.25	7.50
BBCA10A1007	1.50	2.25	0.50	0.50	1.50	6.25
BBCA10A1008	1.50	2.25	0.75	0.75	2.25	7.50
BBCA10A1009	1.00	1.50	0.50	0.50	1.50	5.00
BBCA10A1010	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1011	1.50	1.50	0.75	0.50	1.50	5.75
BBCA10A1013	1.00	1.50	0.75	0.50	2.25	6.00
BBCA10A1014	1.00	1.50	0.50	0.50	1.50	5.00
BBCA10A1015	2.00	2.25	0.75	1.00	3.00	9.00
BBCA10A1016	1.50	2.25	0.50	0.75	3.00	8.00
BBCA10A1017	1.50	2.25	0.50	0.75	2.25	7.25
BBCA10A1018	1.00	1.50	0.50	0.75	2.25	6.00
BBCA10A1019	1.00	1.50	0.50	0.50	1.50	5.00
BBCA10A1020	1.00	1.50	0.75	0.50	2.25	6.00
BBCA10A1021	1.50	2.25	0.75	0.75	2.25	7.50
BBCA10A1022	1.00	1.50	0.75	0.50	2.25	6.00
BBCA10A1023	1.50	1.50	0.75	0.75	1.50	6.00
BBCA10A1024	1.50	2.25	0.50	0.75	2.25	7.25
BBCA10A1025	0.50	0.75	0.50	0.25	0.75	2.75
BBCA10A1026	1.00	1.50	0.50	0.50	1.50	5.00
BBCA10A1027	1.00	1.50	0.50	0.50	1.50	5.00
BBCA10A1028	1.50	1.50	0.50	0.75	1.50	5.75
BBCA10A1029	1.50	2.25	0.50	0.50	2.25	7.00
BBCA10A1030	0.50	1.50	0.50	0.50	0.75	3.75
BBCA10A1032	1.50	1.50	0.75	0.75	1.50	6.00
BBCA10A1033	1.50	1.50	0.75	0.50	1.50	5.75
Mean	**1.21**	**1.69**	**0.60**	**0.60**	**1.89**	**5.98**

Note: Parameters evaluated through the writing rubric in the pretest in the development of the team word webbing strategy: T=topic, SS= sentence structure, M= mechanic, G= grammar, V= vocabulary, BBCA10A1001 "Bachillerato Beatriz Cueva de Ayora", tenth-grade 10 A, first student.

b. Analysis and Interpretation

As it can be seen in table 1, the results obtained from the pretest related indicated that in sentence structure students got the lowest score (0.60/1); and the highest score on vocabulary with a 1.89/3, it is evident that learners had not enough bunch of vocabulary to construct sentences. On the other hand, the total score **mean** was 5.98 out of 10, which is below the average. (See grading scale page 130)

Consequently, the researcher inferred that there was a shortcoming in writing skills for tenth-year students to use capitalization, spelling, numbering and punctuation with its marks, to produce sentence, correct use of mechanics, use of new vocabulary and the appropriate use of tenses in a paragraph such as subject-verb agreement, verb tense, proper use of pronouns, adjectives and adverbs, and vocabulary because students did not use a branch of new words.

Therefore, the previous **data** represented an issue which motivated the researcher to carry out this action research in this institution in order to help students to increase their writing.

Objective 4. To apply the most suitable techniques of the team word webbing as a cooperative leaning strategy in order to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

Pre and post questionnaires were applied in order to know students' knowledge and attitudes towards team word webbing strategy which contains five indicators related to the cooperative learning principles to consider.

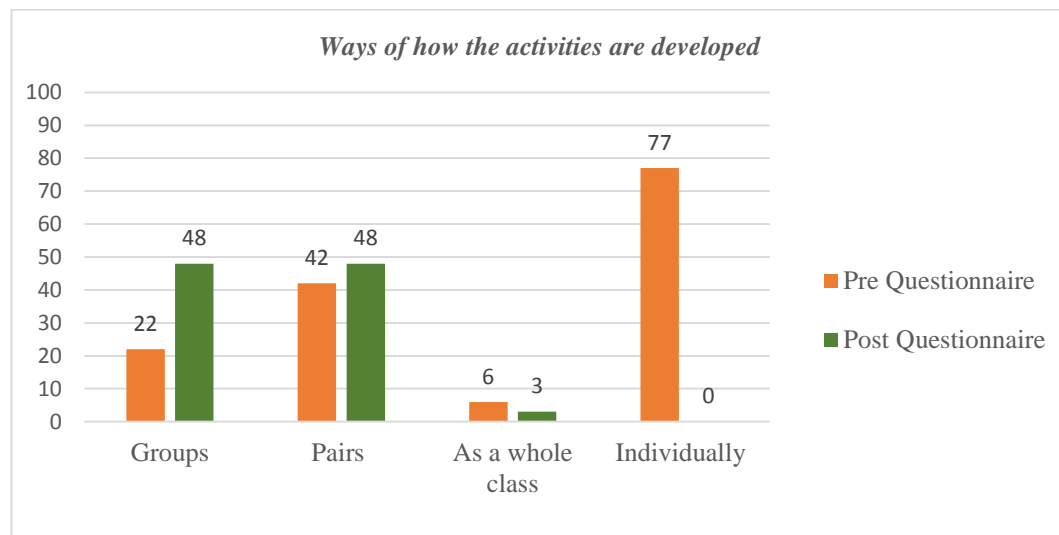Question 1. How are the activities in the English class developed?

a. Table 2

Ways of how the activities are developed

	Pre Questionnaire		Post Questionnaire	
	f	**%**	**f**	**%**
Groups	4	22	15	48
Pairs	6	42	15	48
As a whole class	2	6	1	3
Individually	19	77	0	0

b. Figure 2

c. Analysis and Interpretation

As it can be visualized in table 2. Previous the intervention plan, few students (22 %) manifested that the English classes were not developed in groups, where the data indicated that activities in the English classes were not developed totally in groups. So, it was one of the causes why the researcher carried out the investigation in order to increase the activities in group through the team word webbing strategy.

Meanwhile, in the post questionnaire (48%) of students said that they worked in groups and in pairs successfully, in other words the score was moderate compared to the pre questionnaire.

To work as a team is the best way to learn because students can share their ideas and interact with each other as teammates. This manner to learn is called social skills and usually some explicit instruction in social skills is needed to ensure successful interaction (David W. & Roger T.1994).

Question 2. The group or pair activities in the English class are developed in a positive and a respectful environment.

a. Table 3.

Frequency of the Environment which the English classes are developed

	Pre Questionnaire		Post Questionnaire	
	f	**%**	**f**	**%**
Always	10	32	26	84
Frequently	5	16	4	13
Sometimes	10	32	1	3
Rarely	6	19	0	0

b. Figure 2

Frequency of the Environment which the English classes are developed
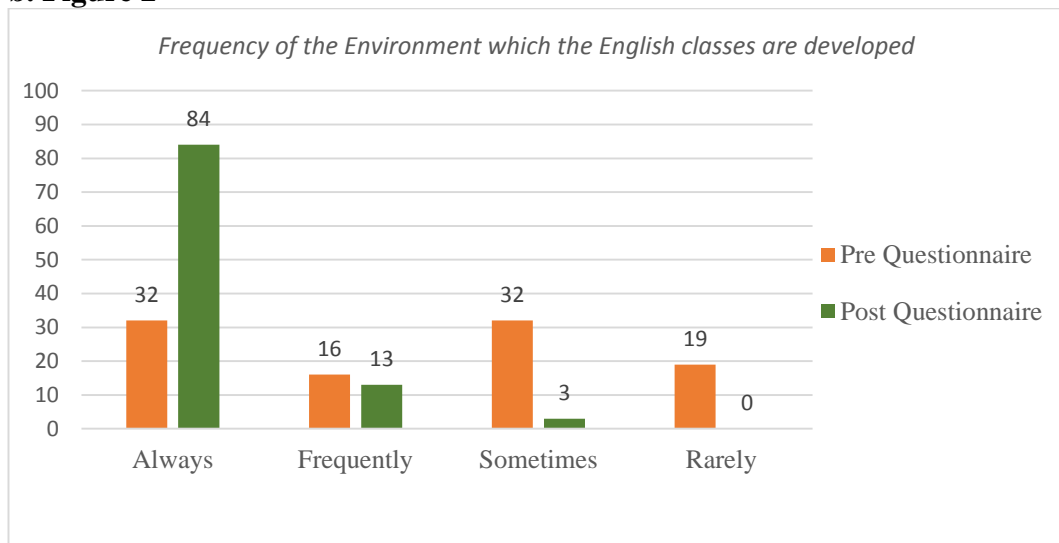
c. Analysis and Interpretation

Table 3 refers to the environment in which the English classes are given, with percentages of pre and post questionnaires. In the pre questionnaire (32%) of students manifested that always the English classes were developed in a respectful environment. So, it means that the environment where students learned was not developed with positivism and respect. On the other hand, in the post questionnaire (84%) of students said that classes were developed in a good environment. So, it was a high score which means that students improved their environment to work in English classes. A good environment is the key to have a successful learning and the results of this table have showed it.

With Positive interdependence, learners help, assist, encourage, and support each other's efforts to learn. It also occurs when group members feel that what helps one member helps all and hurts one member hurts all. For example, a group may produce a single product such as an essay or the scores for members of a group may be averaged (D.W, Johson R., & Smith K, 1998).

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

a. Table 4

Contribution of members in the development of group activities.

	Pre Questionnaire		Post Questionnaire	
	f	**%**	**f**	**%**
Always	13	42	19	61
Frequently	14	45	10	32
Sometimes	4	13	2	6
Rarely	0	0	0	0

b. Figure 3

Contribution of members in the development of group activities.
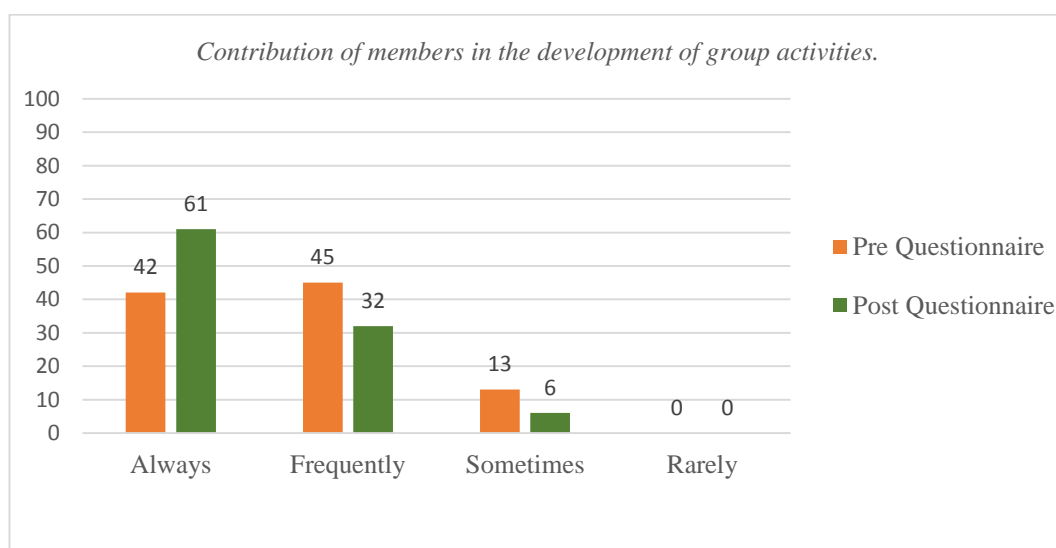
c. Analysis and Interpretation

The data shows the result of the pre and post questionnaires, almost half of students (42 %) said that all the members of the group did not give always a total contribution to the accomplishment of the task. This data indicate a moderate score.

However, in the post questionnaire a majority of students (61%) stated that there was always a good contribution to develop group activities, and they felt more motivated to develop the tasks. So, it means that after the intervention students were able to contribute and share their opinions in the group activities.

Individual Accountability is another principal of cooperative learning that the researcher focused in this question. Here the performance of each individual learner is assessed and the results given back to the group and the individual (Johnson D.W, Johson R., & Smith K,1998).

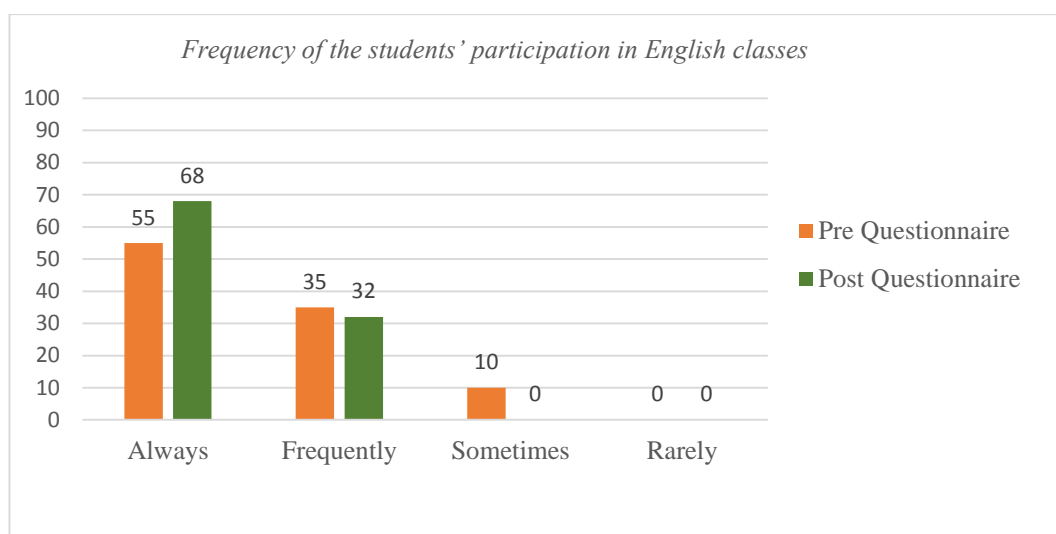Question 4. When do you work in pairs or groups in the English class is the participation equal?

a. Table 5.

Frequency of the students' participation in English classes.

	Pre Questionnaire		Post Questionnaire	
	f	**%**	**f**	**%**
Always	17	55	21	68
Frequently	11	35	10	32
Sometimes	4	10	0	0
Rarely	0	0	0	0

b. Figure 4

Frequency of the students' participation in English classes

c. Analysis and Interpretation

The data in table 5 illustrates the results from the pre and post questionnaires of the fifth question. In the pre questionnaire few students (10%) expressed that sometimes their participation was equal in English classes. It means that students not always participated in the development of group assignments because the leader of the team sometimes did not take into account all classmates' ideas.

On the other hand, after the intervention the majority of students (68%) said that when they work in pairs or groups in English classes their participation was always equal. This percentage indicates the success of the intervention because students increase their participation in the group activities. Each student in the group shared what they think. Furthermore, students understood that it is important to take into account all classmates' ideas in order to make the task interesting, and also to motivate them to go on making a work all together.

To develop this question the researcher took the principle of Equal Participation. Participation is the key to learn and when all students participate

actively it is said that equal participation happens. In other words everyone contribute in the group activities and take turns to give their ideas (Spendlove, 2009).

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

a. Table 6

Frequency of students' learning when they work in group or individual.

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	10	32	24	77
Frequently	9	29	7	23
Sometimes	6	19	0	0
Rarely	6	19	0	0

b. Figure 5

Frequency of students' learning when they work in group or individual.
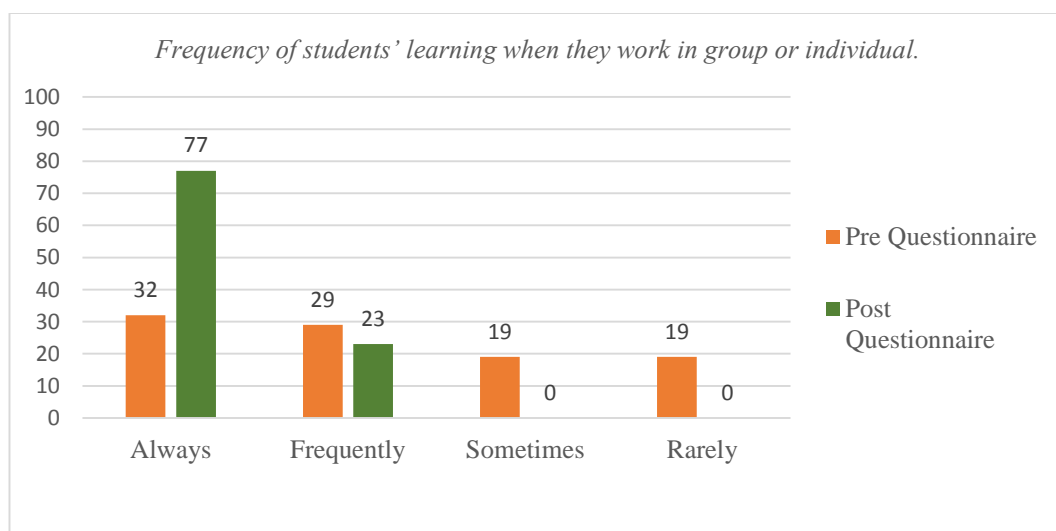
c. Analysis and Interpretation

As it can be seen table 6 represents the results related of how students learn better in their classes. Before the intervention plan few students (32 %) answered

that they always learn more when they work in groups than individually. This data is an unexpected score. However, the responses of the post questionnaire showed that many students (77 %) learned more when they got in groups or pairs. This data means an expected score where the researcher could determine that the application of the strategy was great.

In order to know if students learn more in groups or pairs rather that individually, the researcher applied the principle of simultaneous interaction which is similar to the one of face to face because it promotes interactions and in this way learners learn to establish good relationships with their classmates (Johson D.W, Johson R., & Smith K., 1998).

Objective 5. To reflect upon the effectiveness that the team word webbing as a cooperative learning strategy has amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

a. Table 7

Posttest results on the Performance of Tenth-Grade Students' Writing Skills

Students' code	T 2/2	SS 3/3	M 1/1	G 1/1	V 3/3	TOTAL /10
BBCA10A1001	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1002	1.50	1.50	0.50	0.75	2.25	6.50
BBCA10A1003	2.00	3.00	1.00	1.00	3.00	10.00
BBCA10A1004	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1005	1.50	1.50	0.75	0.75	2.25	6.75
BBCA10A1006	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1007	1.50	2.25	1.00	1.00	3.00	8.75
BBCA10A1008	1.50	3.00	1.00	1.00	3.00	9.50
BBCA10A1009	1.50	1.50	0.75	0.75	2.25	6.75
BBCA10A1010	2.00	3.00	1.00	1.00	3.00	10.00
BBCA10A1011	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1013	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1014	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1015	2.00	3.00	1.00	1.00	3.00	10.00
BBCA10A1016	2.00	2.25	1.00	1.00	3.00	9.25
BBCA10A1017	1.50	2.25	0.75	1.00	3.00	8.50
BBCA10A1018	1.50	2.25	0.75	1.00	3.00	8.50
BBCA10A1019	1.50	2.25	0.75	0.50	2.25	7.25
BBCA10A1020	1.50	2.25	0.75	0.50	3.00	8.00
BBCA10A1021	1.50	2.25	1.00	0.75	3.00	8.50
BBCA10A1022	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1023	1.50	2.25	0.75	1.00	3.00	8.50
BBCA10A1024	1.50	2.25	0.75	1.00	3.00	8.50
BBCA10A1025	1.50	2.25	0.75	0.75	3.00	8.25
BBCA10A1026	1.50	2.25	1.00	0.75	3.00	8.50
BBCA10A1027	1.50	2.25	0.75	1.00	3.00	8.50
BBCA10A1028	2.00	3.00	1.00	1.00	3.00	10.00
BBCA10A1029	2.00	2.25	1.00	0.75	3.00	9.00
BBCA10A1030	1.50	2.25	1.00	0.75	3.00	8.50
BBCA10A1032	2.00	2.25	0.75	0.75	3.00	8.75
BBCA10A1033	1.50	2.25	0.75	0.75	1.50	6.75
MEAN	1.61	2.30	0.83	0.83	2.85	8.43

Note: These are the parameters that the researcher evaluated through the writing rubric in the posttest in the development of the team word webbing strategy: T=topic, SS= sentence structure, M= mechanic, G= grammar, V= vocabulary, BBCA10A1001 "Bachillerato Beatriz Cueva de Ayora", tenth-grade 10 A, first student.

c. Analysis and Interpretation

According to the data the **mean** of the performance of writing skills vocabulary got the highest score (2.85/3), and sentence structure got the lowest score mean (2.30/3). Furthermore, the total score mean was 8.43 out of 10, which is an average score. Consequently, it is concluded that there was a high increment for tenth-grade students to produce writing skills in vocabulary with a big bunch of new words related to the topic (vocabulary) correct use of mechanics that involves punctuation marks, and spelling, and grammar that contains the appropriate use of tense, agreement and number in a paragraph. However, there were few errors to use sentence structures, length and variety of words related to the topic.

All the components in a text play an important role to write down a simple paragraph or sentence because all ideas must be focused on the topic using purposeful and varied sentence structures. Additionally, to have a great knowledge of new words help students to make a paragraph elegant and cohesive (Fallahi, 2012).

Pretest and Posttest Means Summary on the Performance of Tenth-Grade Students' Writing Skills.

a. Table 8

	Pretest	Posttest
Topic 2/2	1.21	1.61
Sentence structure 3/3	1.69	2.30
Mechanics 1/1	0.60	0.83
Grammar 1/1	0.60	0.83
Vocabulary 3/3	1.89	2.85
Total Means	5.98	8.43

b. Figure 6

Figure: summary means pretest and postest
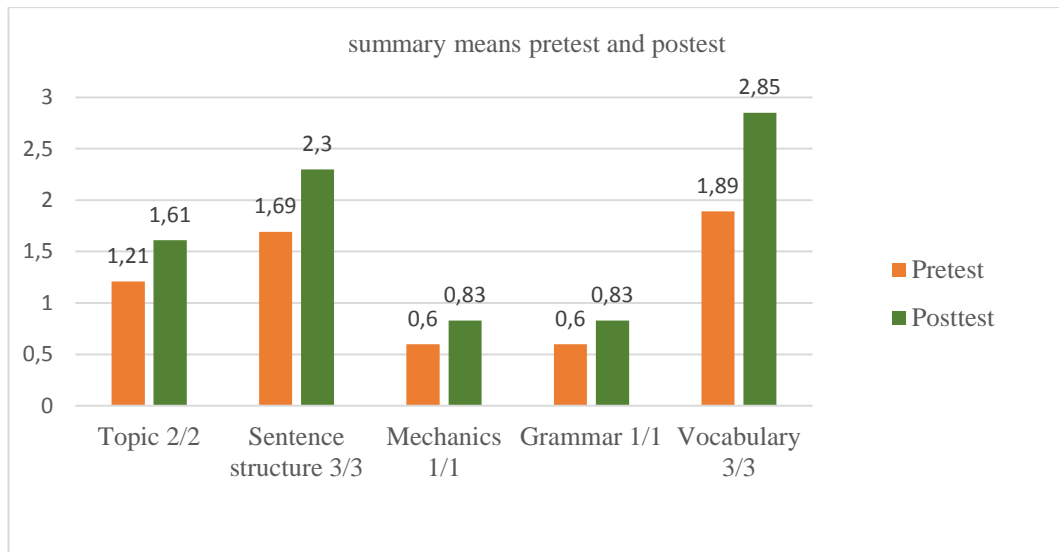
c. Analysis and Interpretation

According to table 8, it shows the means summary of pre and post-test. The vocabulary writing skills got the highest score mean (2.85). In spite of this, sentence structure got the lowest score (2.30). The result of the mean (5.98) of pretest is below the average; it was demonstrated that students had problems in writing skills. Consequently, it was required to apply an intervention plan to improve tenth-grade students' writing skills with the application of the team word webbing strategy to increase students' writing skills.

According to Diaz-Rico (2012) when teachers use cooperative learning in classroom settings students have high opportunities to comprehend a topic through their classmates sharing what each one of them learned during the class and also it will clarify them some doubts to be prepared for a lesson.

The application of the intervention was excellent because the posttest means changed positively to (8.43) and tenth-year students participated actively in the

development of it, and also they could increase their writing skills in aspects such as topic sentences, mechanics, grammar and vocabulary.

g. DISCUSSION

Based on the findings of this study, results showed that using the Team Word Webbing as a cooperative learning strategy improved students' writing skills to write a simple sentence or a brief paragraph. This issue was detected as a problem because students had difficulties to write correctly a simple paragraph. Furthermore, this research answered the main question done before the intervention how does The Team Word Webbing as cooperative learning strategy to develop the writing skills amongst tenth-year. Although, the results were not statistically significant because there were some limitations during the research. Moreover, vocabulary development was successful due to students increase a bunch of new terminology to use in a paragraph in order to avoid repetition (Fallahi, 2012).

The intervention plan was beneficial because the researcher observed students' performance during each activity carried out in the lessons plans. Additionally, through this, the researcher noted students' weaknesses in writing skills and the way to assist them. The issue of writing skills was diminished because students developed a big branch of new vocabulary to construct a well-formed sentence or paragraph. This variety of terminology allowed them to redact clearly without repetitive words.

This research work based on students' writing skills got significant results on them. The pretest indicated that students had problems to make a topic sentence in a brief paragraph, to make a structured sentence, to use the correct mechanics and

to use a new bunch of vocabulary to create a coherent paragraph with the respective use of grammar. In the post test after the intervention, the findings showed that students improved the use of new vocabulary with a highest score (2.85/3). So, it means that the application of The Team Word Webbing as a cooperative learning strategy was successful due to students increased their knowledge to construct a simple paragraph well structured.

Through the results showed in the post questionnaire, it could be confirmed that students improved their relations and behavior to work in group activities. The Team Word Webbing strategy increased in a positive way students' communication and capacity to organize in detail all the information of a topic. Additionally, the cooperative learning was useful because students got on the writing skills by the constant use of this strategy and by the participation of each member of a group in order to get a paragraph well organized with logical sense.

This investigation had some limitations that were observed previously the intervention such as the lack of cooperative learning did not allow students to have good relations to interact in group activities. Therefore, this problem caused that students decreased their participation and interest to communicate their ideas and the environment which they used to work together. Another, was that students did not express in a narrative way what they think. So, it helped the researcher to reinforce more students' knowledge in writing skills through the use of The Team Word Webbing strategy.

h. CONCLUSIONS

After analyzing the results, the following conclusions were considered:

- The issues that limited the development of English as a foreign language basic writing skills were the incorrect use of the grammar such as agreement, number and tense, the unfocused ideas in a topic, errors in sentences, low use of mechanics to construct a simple paragraph and vocabulary. Moreover, the results of the pretest and pre questionnaire showed that students had problems to write and to work in group and as a solution the researcher applied The Team Word Webbing strategy.

- The Team Word Webbing as a cooperative learning strategy minimized the limitations of students' basic writing skills because according to the results showed in the posttest, in the highest score "Vocabulary" and in the post questionnaire students increased their knowledge and relationship to help, to assist, to encourage each other's and promote the cooperative work. Furthermore, techniques such as tingo-tango, categories helped learners to assimilate the contents given in the classes.

- The Team Word Webbing as a cooperative learning strategy was successfully because students improve their basic writing skills and their communication among classmates through the constant practice of writing activities in the classroom and also through the use of some techniques useful to reinforce writing skills in a mutual comprehension.

i. RECOMMENDATIONS

- Teacher should consider writing skills as an important issue to practice every day in order students construct well sentence structure, use correct mechanics, and grammar necessaries to build their receptive skill. In addition, they should motivate students learn to work as a team taking into account all the ideas of a group. Furthermore, through the Team Word Webbing strategy they will be able to develop a good writing style to construct a simple paragraph or sentence with logical sense.

- Teachers should use of The Team Word Webbing strategy because this reduces the limitations on students' writing skills and foment a positive environment. Also teachers should use techniques such web of relationships, trust Building, tingo – tango, categories are highly required in all the classes in order to call students' attention and to benefit them to manage better the information taken of a topic.

- Teachers should take into account The Team Word Webbing as an effective strategy that increases students' knowledge to organize clearly their ideas and thoughts using new vocabulary and write down a simple sentence. Teachers can make use of this strategy to motivate students to work in groups and to improve students' writing skills with detailed and definite information and avoid the repetition of unnecessary words of a topic.

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k. ANNEXES

RESEARCH PROJECT

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

"THE TEAM WORD WEBBING AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH AS A FOREIGN LANGUAGE BASIC WRITING SKILLS AMONGST TENTH-GRADE, GROUP "A" 10, STUDENTS AT BACHILLERATO BEATRIZ CUEVA DE AYORA HIGH SCHOOL, 2014 – 2015 ACADEMIC PERIOD."

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

AUTHOR

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LOJA - ECUADOR

2015

a. THEME

THE TEAM WORD WEBBING AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP ENGLISH AS A FOREIGN LANGUAGE BASIC WRITING SKILLS AMONGST TENTH-GRADE, GROUP "A 10", STUDENTS AT BACHILLERATO BEATRIZ CUEVA DE AYORA HIGH SCHOOL, 2014 – 2015 ACADEMIC PERIOD.

b. PROBLEM STATEMENT

Background

The Beatriz Cueva de Ayora High School was founded on December 6, 1954. The Institution was created with the purpose to form the Loja woman and to provide a space where social endeavor to give praise to the Ecuadorian woman from the south of Loja. Nowadays this Institution has changed by Bachillerato Beatriz Cueva de Ayora High School and its purpose to offer a good education for women and men, providing them to acquire the enough knowledge to face the challenges of the life and forming them with ethic values.

This Institution carries the name of Matrona Beatriz Cueva de Ayora for being the woman most famous and respectable of Loja city, also for being model of the three celebrities whom each one their field have given prestige and glory to Loja. Dr. Isidro Ayora Cueva who was rammed as president of the Republic of Ecuador mother of Dr. Isidro Ayora, Loja, Mr. Doctor Istebecué María Ayora Cueva and theological Reverend Canon of the Cathedral of Loja, Doctor Benjamin Rafael Ayora Cueva.

Current situation of the research problem

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

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

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

Research problem

HOW DOES THE TEAM WORD WEBBING AS COOPERATIVE LEARNING STRATEGY TO DEVELOP THE WRITING SKILLS AMONGST TENTH-GRADE, GROUP A 10, STUDENTS AT BACHILLERATO BEATRIZ CUEVA DE AYORA HIGH SCHOOL DURING THE 2014-2015 SCHOOL YEAR?

Delimitation of the research

Time

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

Location

This project will be carried out at Bachillerato Beatriz Cueva de Ayora High School which is a public institution located in the Loja city.

Participants

The participants of this research work are the tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School and the candidate teacher who is going to take part in the intervention plan. Students of this course have an acceptable level of English. They are 33 students between fifteen and sixteen years old. They were seven men and 26 women, and their English level of proficiency according to the CEFR must be A2.1.

Subproblems:

- What theoretical and methodological references about the team word webbing as a cooperative learning strategy are adequate for developing the basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?

- What are the issues that limit the development of English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?

- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?

- Which team word webbing techniques as a cooperative learning strategy are implemented to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?

- How does the team word webbing as a cooperative learning strategy reduce the difficulty to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?

c. JUSTIFICATION

Writing is a useful skill to communicate our feelings and thoughts, for that it is vital to learn how this skill is structured and to use some important strategies that will be advantageous for students to organize their ideas and write down correctly. The present research work is justified itself because Tam Word webbing as a cooperative learning strategy will help students of Bachillerato Beatriz Cueva de Ayora High School to improve their writing skills.

This work has taken into account two important points of view:

From the scientific point of view, it is imperative to carry out this project because enough information can be collected to give some theoretical elements in order to establish some alternatives of the solution to the problematic found around the writing skills inside the Cooperative Learning.

From the educational point of view, it is so important to develop the present project because team word webbing is a great strategy in cooperative learning that will increase in students the ability to work cooperatively sharing their ideas, being actives and writing clearly what they want to express.

d. OBJECTIVES

General

- To improve the English Foreign Language basic writing skills through the team word webbing as a cooperative learning strategy amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year.

Specific

- To research the theoretical and methodological references about the team word webbing as a cooperative learning strategy and its application on the English as a foreign language basic writing skills.

- To diagnose the issues that limit the development of English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

- To design an intervention plan based on the team word webbing as a cooperative learning strategy in order to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

- To apply the most suitable techniques of the team word webbing as a cooperative leaning strategy in order to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

- To reflect upon the effectiveness that the team word webbing as a cooperative learning strategy has amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.

e. THEORETICAL FRAMEWORK

Common European Framework

The Ecuadorian Ministry of Education has the responsibility to offer a significant learning that allows students to become successful professionals in a future, to veil by the welfare of each person and to offer good opportunities after finishing his/her career.

To accomplish all the challenges in the education such as in the English language, the Ecuadorian Ministry of Education is aligned with the Common European Framework because this planning tool has international standards that allows learners to have a significant and effective learning in the classroom. Like currently English plays an important role is needed to take into account the Common European Framework to improve and raise the quality of the education in English language.

The Common European Framework basically proposes a scale for language proficiency levels that goes from A1.1, A1.2, A2.1, A2.2, B1.1 and B1.2 that have been implemented in the system of education. The following work of thesis has been focused in two variables one of them is writing skills and the other cooperative learning. The issue detected in Bachillerato Beatriz Cueva de Ayora High School with students of tenth-grade was related to the first variable writing skills. So once students finish the school year with the level of A2.1, tenth-grade will be able to produce everyday expressions in order to satisfy simple needs of concrete types, to perform and respond simple language functions, and to

memorize phrases to particular situations (MiniEduc, National Curriculum Guidelines 2014).

Writing is one of the receptive skills that Common European Framework focuses in order to increase in students the ability to communicate in a global society and also to transmit the thoughts and ideas among students.

Basic writing skills

Throughout the observation carried out at the Bachillerato Beatriz Cueva de Ayora High school, the problem detected among students tenth-grade was related to writing skills. For that, this research work has been focused in writing skills in order to help students to improve their receptive skills. Writing is a useful tool to express our thoughts, feelings and for the communication process, and also it is essential that a foreign learner follows the correct steps at the moment to write essays, paragraphs or a simple tittle to a lecture.

It encourages people to think, be critical and make them to write with clearness, precision and style.

The following basic writing skills which are also considered sub skills in order to write correctly were considered by Fallahi (2012):

- Grammar: It means the attention to subject-verb agreement, verb tense, proper use of pronouns, adjectives and adverbs.

- Writing style: It is the improvement of sentence structure and clarify of writing, avoidance of word sentences, appropriate use the language to the audience.

- Writing mechanics: Those are appropriate use of capitalization, spelling, numbering and punctuation with its marks.

- Referencing: This means the proper use of original text without plagiarism and following all the important elements of APA.

- Vocabulary: It is the correct use of a branch of words in order to communicate

  successfully with a person and also it is the association of certain words in a sentence or paragraph.

- Sentences production: It is a group of words that expresses an idea or thought. It begins with a capital letter and ends with a period (.). A sentence has logical sense.

- Topic: The topic tells what the paragraph will be about and gives clues the reader of the information written.

It is vital to domain the writing skills in order to establish great communications with the people that is around us and to show others how a person thinks.

Writing skills

Writing skills are an important part of communication. These skills allow students to communicate their messages with clarity to any spectators than through face-to-face or telephone conversations in order to gain independence, comprehensibility, fluency and creativity in writing.

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Kinds of writing skills

There are some useful writing skills that will allow students to improve their ability to write down (Siti Utami, Rais, & Setyaningsih, 1998).

- Comprehensibility skills: This type includes understanding and that writing is communicating messages or information.

- Fluency skill: It includes recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the parts of words

- Creativity skills for writing include the ability to write freely anything the learner wants to write.

- Audience and format: It means to write in an appropriate format. The format, as well as the audience, defines the writing voice.

- Composition and style: The reader should be introduced with the subject and create an outline- Outlines help in identifying which steps to take in which order.

- Structure: It means that the document should be as reader friendly as possible. Also to use headings, subheadings, bullet points, and numbering.

- Grammatical errors: It's essential to learn grammar properly, and to avoid common mistakes that the spell checker won't find.

- Proofing: Finally to read the document out loud. This way one is more likely to catch mistakes (Siti Utami, Rais, & Setyaningsih, 1998).

Writing subskills

Writing sub skills are related to two parts: one is accuracy and the second is communicating our ideas. In accuracy means spelling correctly, forming and joining letters correctly, writing legibly, using correctly the punctuation etc. In communicating our ideas refers writing clearly with precision; therefore, it must include using appropriate style and register, organizing our ideas. (Spratt, Pulverness, & Williams, 2011).

Writing can be divided into sub-skills like descriptive, narrative and expository writing skills. The style of what is written will automatically be affected by the status of the addressee, age, profession and relationship with the writer (Widdowson H. , Micro-skills of writing, 2013).

According to Henry the sub-skills of writing are divided in three parts:

- Descriptive skill: description of people, places and things.

- Narrative skill: narrating stories, incidents, and events with proper sequence in chronological order.

- Expository skill: writing with the purpose to justify, explain, define, classify, compare and contrast.

According to Palmer (1996) there are other kinds of subs kills such as:

1. Lower order sub skills: first one of these to master: copying. Then dictation, and 'writing-down 'or 'writing-in-the-language' exercises – whereby SS manipulate simple sentence structures.

2. Higher-order sub skills: It is free writing where learners write a letter, composition or essay, write for developing writing skills.

A writer must have a good style to write in order to communicate clearly his/her thoughts and ideas, and also in order the reader understand the gist of a text.

Styles of Writing

It is related with selection because every writer has accessible the enormous resources of a whole language and each writer chooses the arraignments of words that he/she thinks will best express the intended meaning, emphasize and tone to produce the desired response from readers (Kirkman, Good Style: Writing for Science and Technology, 2005).

There are some different elements to take into account in writing style such as: Description, evaluation, explanation, analysis and reflection (Aveyard, Charp, & Woolliams, 2011).

Description

This means when the information is given in factual manner. It contains only data and facts that should be concise for example, at the moment to make apprise of a piece of research, it is important to describe the key points (Aveyard, Charp, & Woolliams, 2011).

Evaluation

It is about judging and forming opinion, based on a sound argument. It allows the writer to demonstrate skills in evaluating and appraising what the person read, see or hear (Aveyard, Charp, & Woolliams, 2011).

Explanation

It means to provide a justification or reasons for the views and arguments made by the writer. In other words it is to explain why the writer believe something, or why he/she have chosen to act in a certain way (Aveyard, Charp, & Woolliams, 2011)

Analysis

It is about breaking down a concept or an experience into parts. It helps to compare different views or perspectives on a topic, issue or experience and identifying the differences between them (Aveyard, Charp, & Woolliams, 2011).

Reflection

It is about reviewing an experience in order to learn from it. It benefits the writer to explore a complex issue in greater depth and to make more sense about it (Aveyard, Charp, & Woolliams, 2011).

The majority of students have problems with writing skills because they have interference with their mother tongue, they have a lack of the practice in writing and also because they don't follow the steps to write correctly. All these causes make that students present problems writing.

Difficulties in writing skills

Writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary and write legibly (Westwood, 2000).

Writing is often difficult for students because many have trouble expressing themselves due to difficulty in organizing ideas, thoughts and events, and giving attention with detail.

One of the reason why writing is complex for writer is the over personal tone. It means when people use phrases such as: 'I think' and 'I feel' that is excessively personal and subjective. Also it encourages a slipping into the chatty conversational manner (Johnson, 1995).

Planning can eliminate the problems related to writing down a simple paragraph, tittles or sentences, leaving the person free to concentrate on detail. By thinking about the subject before writing, the writer can decide what these separates topics are and he/she can arrange them in some logical sequence (Johnson, 1995).

The researcher has taken this important point because the majority of people have problems to write down their thoughts. It causes a lot of frustration due to people don't know how to write a simple little, paragraph or journey. Thus, it needs a lot of practice like a hobby in order to be successful in the development of a written work.

The majority of students have problems to write in the second language. It is due to the interference of the first mother tongue which difficult students to write correctly and students need to have a wide knowledge and vocabulary on order to write with style.

Writing in ELT learning

Learning to write is not a single skill that is learned easily because the majority of students have complexity to write in their first mother tongue, so when they are learning the second language, it is a challenge to write down what they think.

Instruction in writing can effectively improve student proficiency in a number of key areas: (a) features of the texts that people produce; (b) the composing processes that people use while they write; and (c) the sociocultural contexts in which people write (Cumming, 2001).

Text Features, which is focused in texts that second-language learners produce. Text features are parts of students' textbook that have been created to help them to locate and learn information (Cumming, 2001).

Composing Processes, these composing processes are numerous studies have made inferences about learned abilities by contrasting performance among two groups of learners who have greater and lesser proficiency, skill, or experience in second-language (Cumming, 2001).

A third dimension concerns the social contexts of second- language writing. It refers to the environment which students are involved to develop their writing skills, and the interaction among them it will be easy that they socialize their language and learn new ways to express (Cumming, 2001).

There is evidence of positive and negative effects of the first language on the second at the levels of pronunciation, vocabulary, grammar, and discourse. In spelling there is a both effects positive and negative in the first and second

language according to the degrees of similarity and difference between the language item and rules (Routledge, 2009).

A writer not only uses various sub skills at the moment to write, but also he uses some useful stages to write with clarify and elegance.

The writing process and English language learners

The process approach to writing is ideally suited to the second language learner since listening, speaking, and reading can be so naturally integrated with it. There are some of the stages in writing: (Hoch, 2003).

Pre-writing

Pre-writing is indispensable for the writer whose first language is not English especially at the lower levels of proficiency, students have a limited lexicon and therefore often have difficulty expressing their ideas.

Some of the important steps for prewriting were considered by Hoch (2003):

- Brainstorming: It refers to the ideas that students have in their minds and also it depends on the students' level of language.

- Word banks: Those are generated by the students or as assigned by the teacher

- Drawing and sketching: This allow students to illustrate ideas for which they do not have the language.

- Discussion with native English-speaking peers or with the teacher.

- Note-taking (often with the use of charts)

- Graphic organizers for eliciting, organizing and developing background knowledge

- Dictations: It gives learners some alternative models for addressing a writing task

- Researching and gather data by viewing videos, reading, talking, interviewing, and searching reference books or internet Hoch (2003).

The researcher considers the prewriting process the first element where students began to write their work and decide what topic to be written. Throughout the use of brainstorming ideas, taking notes and using graphic organizers will facilitate students the constructions of his draft.

Drafting

In this stage students write their ideas down using some of the notes, language, and structures generated during the pre-writing activities. Second language students especially need to be aware that their first draft does not have to be perfect and that the purpose of this activity is to get words on paper (Hoch, 2003). The following steps to make a good draft were stated by Hoch (2003):

- Using notes taken during pre-writing activities that will help students with a starting point and a skeleton of ideas.

- Sentence completions: It may address the different ways to begin or end a paragraph or a story or may focus on vocabulary needed to describe or narrate a story.

- Journal writing — allows students to take risks and experiment with language; it can provide a starting point for a longer writing assignment Hoch (2003).

The researcher argues that in this second element students don't have to take care of mistakes or misspelling because the most important is the gist of the content in the draft and to have a general idea of what the writer is going to talk. After students make their draft they must continue with the following step of revising and editing.

Revising/editing

Once students have finished to write down their work, they will need assistance during the revising/editing stage from teachers and from other students. Changes in writing will need to address word usage and clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization (Hoch, 2003).

In order to check the work, these points were suggested by Hoch (2003):

- Peer or group reviews

- Language expansion and sentence combining activities.

- Using dictionaries, including personal dictionaries, and other resource materials such as grammar books and textbooks.

It is the view of the writer that in publishing and editing process students present all what was written with the respective revision from students and teachers and following the previous steps to guarantee the quality of the written work.

Word processing

The work of Hoch indicates that in word processing second language learners should be encouraged to use word processing programs throughout the writing

process. The programs facilitate the process and are especially helpful with the composing, revising, and editing stages because they do not require students to rewrite their work (Hoch, 2003).

This step indicates that students should use a word processing program in order they don't spend enough time rewriting their work. Also it will be helpful because the composition, revision and editing will be great at the moment to use a word processing.

Translating

Translating is to translate what was written in other language but it is the least useful strategy for writing in a second language. Students frequently resort to using a dictionary to look up every word and end up with a literal translation that may be completely incomprehensible and even embarrassing (Hoch, 2003).

English language learning also implies that students learn to work cooperatively sharing and working together as a whole group in order to be successful in the development of an activity and to learn to communicate among them.

Cooperative learning as a communicative language strategy

Cooperative Learning is part of a group of teaching and learning techniques where students interact each other to acquire and practice the elements of a subject matter and to meet common learning goals. In other words it is much more than just putting students into groups and hoping for the best because there is most to be learned.

When teachers use cooperative learning in classroom settings students have high opportunities to comprehend a topic through their classmates sharing what each one of them learned during the class and also it will clarify them some doubts to be prepared for a lesson (Diaz-Rico, 2012).

Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members (Richards & Renandya, 2002).

Cooperative Learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants (Johnson W., Johnson, & Johnson Holubec., 1991).

The following basic principles in Cooperative Learning were suggested by Johnson W, and Johnson H. (1991):

- Group tasks are designed to be suitable for group work.

- Positive interdependence is built in – cooperation is necessary for students to succeed.

- Attention and class time are given to interpersonal/cooperative skill building.

- Participants learn together in small (2-5 member) groups.

- Students are individually accountable for learning and participation.

- The instructor's role changes from being the "sage on the stage" to the "guide on the side"

Cooperative learning also is about moving from rote learning to learning how to think critically and in changing circumstances.

Basic Elements of Cooperative Learning

According to Johnson D.W, Johnson R., & Smith K. (1998), the more basic elements in cooperative learning are five:

- Positive Interdependence: Learners help, assist, encourage, and support each other's efforts to learn.

- Individual Accountability**:** The performance of each individual learner is assessed and the results given back to the group and the individual.

- Group Processing: At the end of the working period the groups process their functioning by answering two questions: what did each member do that was helpful for the group? And what can each member do to make the group work better?

- Skilled Interpersonal Communication: Learners must have, and use, the needed leadership, decision making, trust-building, effective communication, and conflict-management skills.

- Face-to-Face Promote Interactions: In this way learners learn to establish good relationships with their classmates (Johson D.W, Johson R., & Smith K., 1998).

Reasons to Use Cooperative Learning.

These four reasons for cooperative learning were suggested by David W. & Roger T. (1994)**:**

- 1. To learn to work as a group and share our ideas and thought, because to work together is the best way to learn more.

- 2. Because it can serve as in a future to work cooperatively. For example, some companies requires people who can work cooperatively in teams. Also with family life changing, many learners do not develop these skills at home.

- 3. Cooperative learning helps people learn social skills and therefore increases the chances that they will be able to keep the jobs for which they are trained.

- 4. Cooperative learning structures can be used to develop constructive and supportive peer relationships (David W. & Roger T.1994).

Cooperative language learning

According to Kagan "Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others" (Kagan, 1992:8)

According to Johnson (Richards & Rodgers, Approaches and Methods in Language Teaching, 2001) there are three types of Cooperative learning:

1. *Formal cooperative learning groups:* It takes period to several weeks with specific task and involve students working together to achieve shared learning goals.

2. *Informal cooperative learning groups:* These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention.

3. *Cooperative base groups:* It least a year and consist in varied learning groups, and its main purpose is to allow members to give each other the support, help, encouragement and assistance they need to succeed academically (Richards & Rodgers, Approaches and Methods in Language Teaching, 2001)**.**

The researcher considers that cooperative learning is a good method to apply in class because it enforces the students' interaction, the ability to express in a group and the better comprehension of topics. In other words cooperative learning helps to build a sense of community in the classroom. Also it is necessary to know some beneficial strategies to apply in cooperative learning.

Current strategies of Cooperative Learning.

There are some useful strategies that can be used with all students to learn in class. Engaging students in individual or small group activities, pairs or more is a low-risk strategy that ensures the participation of all. Some of these strategies are especially effective to work in class such as (Minnesota, Some Basic Active Learning Strategies, 2008).

Ten-Two Strategy

Presenter shares information for ten minutes and then stops for two minutes to encourage listeners to pair and share their ideas, fill in any gaps or

misunderstandings, and allow each other to clarify information (Minnesota, Some Basic Active Learning Strategies, 2008).

Roundtable.

A question is posed by a group leader, teacher/facilitator or another participant. Each person writes one answer (or another sort of response, as directed by group leader) on paper that's passed around the group. Each group shares/presents their answer to the entire class (Minnesota, Some Basic Active Learning Strategies, 2008).

Write/Pair/Share

The format for this strategy is identical to the think-pair-share, except that students process the question asked of them by writing about it rather than reflecting. After a brief time to note their thoughts, each student turns to a partner to discuss (Minnesota, Some Basic Active Learning Strategies, 2008).

Numbered Heads Together

Ask students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question (Minnesota, Some Basic Active Learning Strategies, 2008).

Team Jigsaw

Assign each student in a team one fourth of a page to read from any text, or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle (Minnesota, Some Basic Active Learning Strategies, 2008).

After to review all the strategies in cooperative learning, the researcher has taken the decision to work on Team Word Webbing strategy because with this, students can increase their ability to write and work cooperatively as a group. Also it encourage students to order their ideas and write down clearly.

The team word webbing as a current cooperative learning strategy

The team word webbing is one of the cooperative learning strategies that helps students to increase their writing skills and to work cooperatively among classmates. This strategy is a graphic organizer that provides a visual picture of how words or phrases connect to an object, concept, or topic (Buzan, The Team Word Webbing, 2013).

As students determine the characteristics of an object or idea, they start to define the object by classifying its characteristics. Students begin to understand how the object or idea is similar or different from others. Webbing is a useful strategy that helps students clarify concepts and new terms (Killen, Effective Teaching Strategies: Lessons from Research and Practice, 2006).

Materials:

• Large paper (chart paper, bulletin board paper cut into pieces, construction paper)

• Markers

Use of this technique

In the center of the web students should list an object or idea to clarify. Also students brainstorm words or phrases which describe the object. These are recorded on the spokes of the web. Webs can be used for both review of material

already studied or for preview of upcoming material. Students can also use this strategy individually in planning their writing or in studying for a test.

The role of the teacher in the classroom:

- The teacher will give to students an explanation of what is a mind map or word webbing.
- He will clarify well each topic in order they understand and be able to use the word webbing.
- The teacher will give each student or each group a different colored pen or marker.
- He will give each team a large poster-sized piece of paper.
- The teacher will give students the theme to be applied.
- The teacher will control that all students be active in the development of the activity.
- The teacher will encourage students to support the key terms written in the paper.

The role of students:

- Students will have to pay attention during the class lesson.
- They will have to include in the poster only key terms that have relationship among them.
- They will be active and participative along of the procedure.
- They will be able to explain clearly the words added in the chart.

The benefits:

- To provide opportunities for the visual learner to recall the characteristics of an object or idea and to make connections for later use

- To help students use and share their prior knowledge

- To help students identify patterns of information

- To provide students opportunities to think critically about an idea and determine its critical attributes

- Increases vocabulary that is built and shared

- Higher-order thinking skills practiced

- Increases academic language and builds peer relationships

To the development and the success of this strategy in the classroom it is necessary to take into account some techniques such as:

- Brainstorm of ideas in the students' notebooks.

- To take notes in order they write down the key points of the topic.

- To provide students some samples in order they know the strategy that is going to be applied.

- To identify principal and secondary ideas in a text.

To sum up, through the Team Word Webbing strategy as a cooperative-based, the researcher increases the ability of students' writing skills, their ability of interacting each other to communicate easily what they learned and the mutual helpfulness in the groups and the active participation.

f. METHODOLOGY

Design of the research

Research is a useful method that facilitates practitioners to carry out their action research and to study aspects of practice that can be in the context of introducing an original idea in assessing and reflecting on the effectiveness of existing practice. The action research involves a spiral of self-reflective such as: planning a change, acting and observing the process and consequences of the change, reflecting on the process and consequences, acting and observing, reflecting, etc., and with this model one can understand a particular issue within an educational context.

The choice for this action research design is to help to promote cooperative learning in English as a foreign language classes. Moreover, action research will allow the candidate teacher become a participant in the research because she is going to intervene in a deliberate way in the problematic situation by means of the team word webbing as a cooperative learning strategy in order to improve the writing skills amongst tenth-grade students at Bachillerato Beatriz Cueva de Ayora High school during 2014-2015 school year.

Methods, techniques and instruments

Methods.

The method will make a description of the information obtained from the application of an intervention plan. The following general methods will be applied during the descriptive research in order to obtain data.

Scientific method will make easy the study of Team Word Webbing strategy executed in the developing to improve writing skills. This method will help me in the observations done before and during the intervention. It also will support to make anticipation of possible solutions; therefore it will assist with gathering data to make relevant predictions and the analysis of it.

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

Analytic-synthetic method will be used to make quantitative statistical analysis from the obtained results through the questioners, and the qualitative text analysis received from observations and field diary. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

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

Techniques and instruments.

To get empiric information about the research object the following techniques and instruments will be applied:

Data Collection

Like this work is based on action research. The quantitative and qualitative elements will be used for data collection. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. 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 checklist, subtests, the survey and the test.

Tests

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

Pretest-Protest

A pre-test will be applied at the beginning and at the end will be applied a post-test of the intervention plan. The pre-test will provide a measure on the performance of writing skills before the participants receive a treatment through the intervention plan designed in this research project. After the intervention plan, a posttest will measure again the performance of the writing skills in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants being treated.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of yes/no questions will be applied to collect students' answers about the cooperative learning and writing skills in 10th grade year at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all questions raised. Furthermore, the data collected by the questionnaires will support the test results.

Observation

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

Nonparticipants Observation

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

Participant observation

In participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the team word webbing as a cooperative learning strategy in order to improve the writing skills amongst the tenth-grade, group A10, students at Bachillerato Beatriz Cueva de Ayora High school during 2014-2015 school year.

Observation Sheet

The researcher will need an observation sheet to record the participants' behaviors shown on both variables: performance of the basic writing skills and the attitudes and feelings toward the team word webbing as a cooperative-based strategy. This observation sheet is a self-developed instrument that describes accurately and comprehensively all the relevant aspects of the situation. In other words, it contains the descriptors of the variables of the action research; the issue

under treatment (basic writing skills), and the treatment itself (team word webbing as cooperative learning strategy).

Procedures

Once the empiric information will be gathered the following procedures will be followed:

Tabulation.

In the tabulation of the information obtained in the field research the descriptive statistics will be used for the closed questions and unifying criteria from the reason or explanation of every question, and the information will be contrasted of the teachers and students.

Organization.

After the empiric information will be organized, the classification of the questions will serve to know about the level of knowledge of students and to prove how was carried out the research. In this way the interpretation and analysis will be easy.

Description.

The obtained data will be organized in described statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will let to represent the information graphically and more understandable.

Population sample

The researcher will take students from 10th grade; group A 10, at Bachillerato Beatriz Cueva de Ayora High School as a sample to carry out the research work.

They are 33 students between fifteen and sixteen years old. They were seven men and 26 women, and their English level of proficiency according to the CEFR must be A2.1.

Intervention and observation plan

Week One

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**Introducing, getting known and application the instruments of the research project**.
LEARNING OUTCOMES	**Speaking** Students will be able to introduce themselves in order to know among them and with the teacher. **Writing** Students will be able to complete a questionnaire in order to know their level of English. **Listening** Students will be able to understand what the teacher's objective is. **Key vocabulary:** introducing (hello, I am…) and pretest.
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on getting to know and application of instruments. - Teacher will introduce the Learning Outcomes and the objectives on construction paper. - To start with the class teacher will use a warm up activity called **Web of relationships** in order to know them. First in a circle a student must hold a ball. Then, he/she must throw it, and the person who catches the ball should say a quality or information of the next classmate. Finally all students must repeat the same process until all have finished. This progression will last 20 minutes. - This activity will help me to know my students and how they use the English language. **Connection** - After the warm up activity, teacher will explain the activity that will be applied in the class. - Once students have understood that activity, the teacher will deliver some sheets in order they complete it according what they know. - Then the teacher will monitor the classroom to

	help students to clarify with whatever doubt.
	Affirming
	- Then students will have to give the sheets filled to the teacher.
	- The activity that students realizes will be take into account as a pre-test.
	- To conclude the class teacher will ask students to introduce again but only saying how they could like to be called.
CLASSROOM RESOURCE	- Chart - Sheets of paper
DATA COLLECTION	- Data source 1: Observation checklist - Data source 2: Student's writing samples
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 two

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) Useful expressions**
LEARNING OUTCOMES	**Speaking** Students will be able to explain some useful expressions to communicate in a society. Students will be able to dialogue with your classmates. **Listening** Students will be able listen the explanations of their classmates. Students will be able to understand the pronunciation of the new topic. **Writing** Students will be able to write a small script related to a day with my friends. Students will be able to write the script applying the new useful expressions. **Key Vocabulary** Useful Expressions: Of course I am, What's wrong with . . . ? I'm tired of . . ., She's running late. Is he around? Wait up!
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on the new vocabulary. - Teacher will introduce the learning outcomes and objectives in a construction paper. - To start the class, teacher will activate the students' prior knowledge through asking them what expressions they know. . To apply this, teacher will use a warm up activity related to the topic asking them what they did yesterday. Here they will have to place in pairs in front each other. They will have to ask the question mentioned before in order they know what

	is going to be the new class. - This activity will last 5 minutes. The students will have ask the necessary questions referred to clothes and accessories. - It will help the teacher to know how they manage the language and the problems they have to pronounce the new vocabulary. **Connection** - After the warm up activity, teacher will present a chart with a script using useful expressions. **A: How's the weather today?** B: It's really cold. **A: How are you feeling?** B: Not too good. I am feeling bad. **A: Are you sure about that?** B: Of course I am. I feel seek. **A: What's wrong with you?** B: I am tired of working. **A: That´s terrible** B: Yeah, I need to rest. **A: So, I think you are not coming son** **tomorrow.** B: Sure, I am coming late. **A: Ok no problem.** B: I wait up. - While students are learning the new vocabulary, they will have to take notes of the new expressions used in the dialogue. - After they take the notes, they will have to get in groups in order to construct a short script. In order to be in groups, teacher will number them from one to 6. Then, they will have to group with their respective number and work in class. - After that, teacher will apply a technique **Group grid**. They will practice organizing and classifying information in a table in their notebooks. - Whereas they are developing the activity, teacher will check in each group to verify if they are working well. **Affirming** - Once they have finished to work in groups,

	they must return to their seats to follow the next part.
	- The teacher will hand out some pictures to different pairs of students.
	- Each one of them will describe and explain the situation that they look at. For example, I see a man discussing with a woman that can be his friend.
	- All students will do the same procedure until all have done.
	- While students are describing the image, the rest of classmates will have to pay attention and create three lines of a dialogue based on the picture.
	- In order to confirm if students are working well, teacher will walk around the class to check the progress of them.
	- To finish this lesson, teacher will show again the chart in order to reinforce what was learned.
CLASSROOM RESOURCE	- Chart - Student's notebook - Sheets of paper
DATA COLLECTION	- Data source 1: Observation checklist - Data source 2: Student's writing samples.
SUPPORT	Coaching and guidance from our university professor.

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Week three

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) Everybody's waiting for us**
LEARNING OUTCOMES	**Listening** Students will be able to listen and repeat a dialogue. **Speaking** Students will be able to talk about reasons for running late. Students will be able talk about what's going on now. **Writing** Students will be able to write about what usually happens at school. Students will be able to write a brief paragraph using some of vocabulary. **Key words:** wait up, not too much, let´s go, show up.
INSTRUCTIONAL FOCUS	**Activation** - Teacher is elaborating a lesson plan based on a dialogue between people running late. - Teacher will present the learning outcomes and objectives on a construction paper. - To initiate the class teacher will have to remind students some useful expressions used in a dialogue. To motivate students with the new topic teacher will make a warm up called TINGO – TANGO where they will have to pass a balloon to the whole class. When teacher begins to say TINGO student will to pass it and when teacher says TANGO the person who has the balloon will have to say whatever expression. Teacher will repeat this process three or four times, and the time that it will last is 4 to 5 minutes. - This activity will help teacher to know what expressions they already know. **Connection** - Once teacher have finished the activity, she will ask students to open their books in order to learn the new topic. **Karen:** Hi, Diane. Are you waiting for me? **Diane:** Of course I am. You never show up on time! **Karen:** I'm sorry. I couldn't decide what to wear. **Diane:** For practice? What's wrong with jeans? **Karen:** Nothing, but I always wear jeans.

	And guess what? I'm wearing them today! I'm tired of my clothes. Anyhow, what are the others doing? Are they here yet? **Diane:** Everybody except Lori. She's running late. **Karen:** Are Alex and Joe - While students are learning the new dialogue, they will have to repeat and listen the dialogue. - After teacher have finished the activity, teacher will give cards to different students. Students with the *right now* card hold it up and tell the class something that they are doing at this very moment. - While they are pronouncing the sentences teacher will monitor if they are doing well. **Affirming** - After they have returned to their respective seats they will have to continue with other activity. - At this time teacher will tell students to write about what usually happens at school in their notebooks such as activities in the classroom. - Next, they will have to get in groups of three and talk about reasons for running late to class. - While they are doing this activity teacher will walk around the class in order to help students if they have doubts. - At the time they finished the activity each student will have to pass in front and share with all what they did. - As homework they will have to write a brief paragraph using some of the expressions used in the dialogue.
CLASSROOM RESOURCES	- Chart - Students' notebook - Teachers' notebook (Abbs, Barker, Freebairn, & Wilson J.J, Teacher's book level 3, 2013) - Rubric
DATA COLLECTION	- Data source 1: Observation checklist - Data source 2: Students' writing samples, weekly. - Subtest
SUPPORT	- Coaching and guidance from our university professor.

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Weak four

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) The use of verbs in a near future**
LEARNING OUTCOMES	**GRAMMAR** Students will be able to construct affirmative and negative sentences in present continuous. **Listening** Students will be able to listen to their classmates how they use this new terms. Students will be able to understand the process to make sentences in progress. **Speaking** Students will be able to practice among pairs asking and answering some questions. Students will be able to read aloud to practice pronunciation. **Writing** Students will be able to form sentences using the present continuous. Students will be able to write a short paragraph in present Continuous. **Key Words:** Verb be(am, is, are) + Verb ING + Complement
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on the Grammar of Present Continuous. - Teacher will introduce the Learning Outcomes and objectives in a construction paper. - To start the class, teacher will have to activate their prior knowledge related to Present Simple for example, I like to read; she dances twice a week, etc. As a whole class they will have to remember what they learned the last period. In order to call the attention to students, teacher will apply a warm up called **Categories,** where one person thinks of a category, such as FRUITS.

	In a circle, everyone must take a turn thinking of a kind of fruit. If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. This will last 5 minutes.
	- During this warm up stage, teacher will evaluate if students have a good vocabulary which will allow her to know where teacher can start.

Connection
- After the warm up activity, teacher will present a chart of the new topic Present Continuous.

Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

The present continuous of any verb is composed of two parts - *the present tense of the verb to be + the present participle of the main verb.*

Affirmative statements
- I'm waiting for you.
- He's/ She's waiting for you.
- We're/They're waiting for you.

Negative statements
- I am not reading now.
- She/he is not reading now.
- We're/they're not reading now.

The present continuous is used:
To describe an action that is going on at this moment: *You are using the Internet.*
To describe an action that is going on during this period of time or a trend: *Are you still working for the same company?*
To describe a temporary event or situation: *He usually plays the drums, but he's playing bass guitar tonight.*

- As students are learning the new theme, they will have to take notes and write sentences in their notebooks **for example**, I am preparing my breakfast.
- After students have finished to take notes and write examples, they will have to get in pairs in order that among them verify their

	sentences. To do this teacher will apply the techniques of **Synonyms,** which teacher will give them a card with synonyms. They must find their pair of antonyms.
	- While they are checking their works teacher will monitor the class in order to verify if they do right the sentences. If they have doubts teacher will give them some feedback.
	Affirming
	- Once students have returned to their seat, they will have to continue working with the next activity with the same pair.
	- Teacher will hand out some sheets where they will have to complete the activity.
	- They will have to write sentences using the present continuous. After they will have to write a short paragraph using the new topic.
	- Then each one will read his/her work to check if they have mistaken.
	- As homework they will have to write negative and affirmative sentences in present continuous.
CLASSROOM RESOURCES	- Chart - Sheets of paper - Students' notebook - Teachers' textbook (Abbs, Barker, Freebairn, & Wilson J.J, Teacher's book level 3, 2013) - Cards
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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WORKSHEET 2

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

Date: ………………………………………………………………..

Topic: PRESENT CONTINUOUS.

Sentences with present continuous:

Example: I am working all the day.

    S + Vbe + Ving + C

1. ……………………………………………………………………….
2. ……………………………………………………………………….
3. ………………………………………………………………………
4. ……………………………………………………………………….
5. ………………………………………………………………………..

Week five

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) What are you doing right now?**
LEARNING OUTCOMES	**Listening** Students will be able to listen to their classmates the presentation about present simple and present continuous. Students will be able to listen carefully what is the difference between the two tenses. **Speaking** Students will be able to make roles in groups of three in order to improve the pronunciation of the new topic. Students will be able to pass in front of the class to describe an action in the present and one in progressive. **Writing** Students will be able to Look at the picture on page 44 and write conversations about it using the cues. Students will able to complete an activity of the two tenses in their English book. Students will be able to write a brief paragraph using the present progressive. **Key Vocabulary:** **Sports and activities;** Simple Present: S + V + C; Present Continuous: S + Vbe (ING) + C + FA
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on the sports and activities that people usually do. - Teacher will introduce the Learning Outcomes and the objectives on construction paper. - To begin with the class, teacher will have to activate students' prior knowledge based on the simple present and actions that they are realizing now. To motivate students with the new topic I will make **a warm up called time to speak** in which students must make a circle. Then teacher will give them a small card with a picture. After, teacher will start by throwing a ball to whomever student and he/she immediately will have to say the word. Then the student will throw the ball to another. This

	process will have to repeat with some students. This will take 10 minutes. - This activity will help me realize if the students have problems to pronounce or if they show a lack of vocabulary.
	Connection After the warm up activity, teacher will present a chart with a small definition of the new topic: - **Present simple:** We use the present simple tense when we want to talk about fixed habits or routines – things that don't change. - **Examples:** I play tennis. / You play tennis. / We play tennis. /They play tennis. /He/she/ it plays tennis. - Frequency Adverbs we use with the Present Simple**. Example:** *I always read before I go to bed. Her sister often comes shopping with us. Michael frequently visits his family.* - *Present Continuous:* We use the present continuous to talk about actions which are happening at the present moment, but will soon finish. - **Examples:** I am playing tennis. /You are playing tennis. /We are playing tennis. /He/she/ is playing tennis - Time Expressions we use with the Present Continuous. - **Examples:** *I'm watching TV, at the moment. Paul's living in Cardiff, these days. What are you doing, now? I think you are smoking too much, nowadays.* - As students are learning the vocabulary they will have to take notes of topic with the key points of each one and write in their notebooks. - After they have finished to write down the new vocabulary, they will have to pass in front of class and share their ideas. To do this I will apply an activity which teacher will write in little stick the name of all students. Then teacher will choose one stick without looking what it is. After that the name that is left will have to pass in front and share with his/her classmates his work. - At the time they give his/her contribution teacher will monitor if they are right. Teacher

	will assist when they mispronounce a word and help with information.
	Affirming
	- Then the students will have to come back to their respective seats and work in groups.
	- To work in this way, teacher will give students figure in different forms in order to group them. Students must find the classmate who has the same figure. After, teacher will hand out an activity in order they complete it.
	- The, students will return to their seats.
	- In that moment students will use their English book and work in the activity. They will have to complete and write down the correct tense.
	- Once they have completed the book they will have to look at the picture on page 44 and write conversations about it using the cues.
	- They will have to complete until they use the words suggested.
	- In order to verify if they doing well teacher will walk around the class to see their production and to help them if they will need.
	- As homework they will have to write a brief paragraph using the present simple and present progressive.
	- To finish this lesson teacher will show the power point with their definitions in order to reinforce what was learned.
CLASSROOM RESOURCE	- Chart - Students' Notebook - Students' Textbook (Abbs, Barker, Freebairn, & Wilson J.J., Student's book level 3, 2013) - Sheets of paper
DATA COLLECTION	- Data source1: Observation checklist - Data source 2: Student's writing samples
SUPPORT	Coaching and guidance from our university professor.

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WORKSHEET 4

Topic: PRESENT SIMPLE AND PRESENT CONTINUOUS.

Complete these sentences below using either the present simple or present continuous.

1. (Play) I ⬚ golf every weekend.

2. (Play) The children ⬚ outside at the moment.

3. (Work) Haruka ⬚ today.

4. (Work) You can't borrow my lawnmower because it doesn't ⬚

5. (Make) Smells good! What are you ⬚ ?

6. (Make) My husband never ⬚ me breakfast.

7. (Live) Pauline is ⬚ in Hong Kong.

8. (Live) Do you still ⬚ with your parents?

Week six

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) Some useful activities that students do in class**
LEARNING OUTCOMES	**Listening** Students will be able to listen to their classmates the activities they like more to do in class Students will be able to listen to their classmate the use of the new vocabulary. **Speaking** Students will be able to discuss among groups what activities we agree and what we disagree. Students will be able to explain one of the classroom activities. **Writing** Students will be able to write on a card the activities that are missing Students will be able to classify the activities that involves thinking, write, to search and do nothing. **Key vocabulary:** Paying attention, sleeping in class, discussing something, writing on the board, erasing the board, daydreaming in class, getting into trouble, arguing, doing research on the Internet, explaining something, spelling a word.
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on the classroom activities. - Teacher will introduce the Learning outcomes and objectives for the lesson on a construction paper. - To get started, teacher will allow that students tell her what activities they already know and what are the most used in class. Like this is easier they could describe her in what consists them. To motivate them teacher will use the **Draw the Picture warm up** which students get in pairs and then one person looks at a scene from a magazine or book. The other person has a pencil and a blank piece of paper.

| | The person with the picture will try to describe everything he sees to the drawer. When the describer is finished, they have to compare the drawings to the real thing! Whose is the closest to the original? This will last 5 minutes. The students have to join with the partner that is in front of his/her.
- During this warm up teacher will evaluate the level of English they have to communicate.
Connection
- After the warm up activity, teacher will present a chart of the new vocabulary:
- Paying attention
- Sleeping in class
- Discussing something
- Writing on the board
- Erasing the board, daydreaming in class
- Getting into trouble
- Arguing
- Doing research on the Internet
- Explaining something, spelling a word.
- While teacher is explaining the classroom activities, they will have to take notes with key words of each of them and also write the missing word of the card that teacher gave them before.
- For example:
   A - - U - - G

- The complete words is : ARGUING
- After students have taken notes and completed the cards, they will have to get in groups of four in order to compare their answers. To group students of four teacher will apply the technique **Find the number**. I will give my students small pieces of paper blended with numbers from 1 to 5. Once teacher give them the papers they have to open them and group with the partner that has the same number.
- While they are sharing what they written in the cards, each group must read two classroom activities. Also teacher will check in each group in order to help them.
- After they have finished the activity they will have to come back to their seats.
Affirming |

	- Once they have gone back to their respective positions they will have to work with the partner that follows in the list. - At this time teacher will give them a sheet of paper where they will have to make a word webbing with the classroom activities and its divisions (involve thinking and action). - The paper is divided in four circles and each one of them have other divisions in order they complete with the new vocabulary. - For example, - In thinking→ (arguing…) - Each one will have to participate to complete the sheet until it is well done. - Teacher will be supervising the class to verify if they are working - As homework they will have to write sentences using 5 classroom activities in a sheet of paper.
CLASSROOM RESOURCE	- Chart - Sheet of paper - Students' notebook - Teachers' textbook (Abbs, Barker, Freebairn, & Wilson J.J, Teacher's book level 3, 2013) - Rubric
DATA COLLECTION	- Data source 1: Observation checklist - Data source 2: students' writing samples, weekly - Subtest
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.
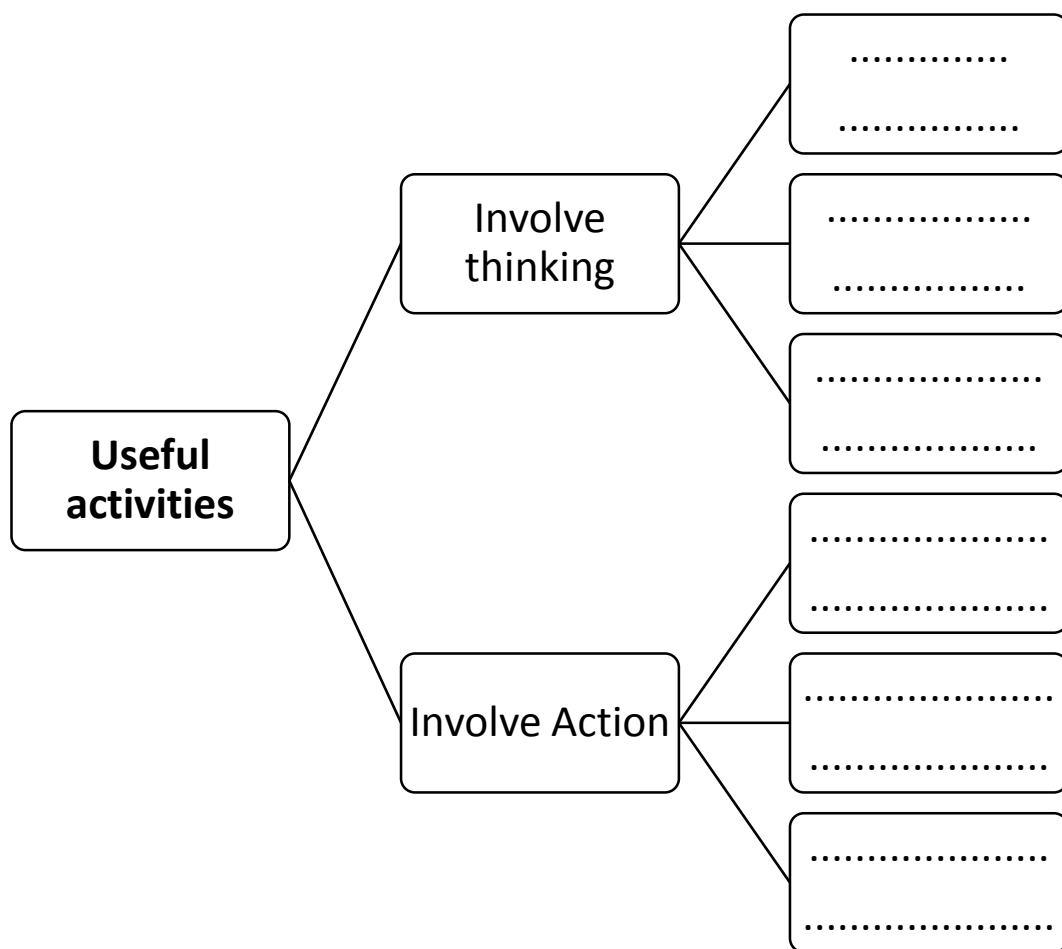
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Student's code: ……………………………………………….

Date: ………………………………………………………..

Topic: CLASSROOM ACTIVITIES

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                                              │ ……………… │
                                              └─────────────┘
                              ┌──────────┐    ┌─────────────┐
                              │ Involve  │────│ ……………… │
                              │ thinking │    │ ……………… │
                              └──────────┘    └─────────────┘
                                              ┌─────────────┐
          ┌──────────┐                        │ ……………… │
          │ Useful   │                        │ ……………… │
          │activities│                        └─────────────┘
          └──────────┘                        ┌─────────────┐
                                              │ ……………… │
                                              │ ……………… │
                              ┌──────────┐    └─────────────┐
                              │ Involve  │────│ ……………… │
                              │ Action   │    │ ……………… │
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Week Seven

RESEARCH PROBLEM	How does the Team Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) What is the good thing about school?**
LEARNING OUTCOMES	**Listening** Students will be able to understand a lecture based on to learn at home and at a school. **Speaking** Students will be able to tell how they would like to learn at home or in the school. Students will be able to use the correct words in order to express their thoughts. **Writing** Students will be able to write a short paragraph based on learning in a school. Students will be establish difference between learning at home and at a school. **Key Vocabulary** Learning at home and at a school.
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on the most principal ideas about learning at home and at school. - Teacher will introduce the learning outcomes and objectives for the lesson on a construction paper. - To begin, teacher will have students to activate their prior knowledge related to verbs in present such as (dance, love, play, rich, prefer, stand…) Like they saw some verbs the previous class they will have to remember what they are. Teacher will make a warm up activity called 20 questions. Here one person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly. *Example*: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. When someone has guessed the thing, another person can start the game. This activity will last 7 minutes. The students will have to stay in their seats asking questions.

	- This activity will help teacher to realize if they can formulate simple questions, and if they are formulating incorrectly the question teacher will correct them.
	Connection
	- After the warm up activity, teacher will present a chart with a lecture specifying the difference to learn at home and at a school.
	- What do most people remember about their school days? Playing with classmates during lunch breaks and recess, eating cafeteria food, or going to the principal's office, perhaps. But 850,000 teenagers in the United States don't experience these things, because they are homeschooled. They don't go to a regular school. Their parents teach them. Their education takes place at home and in the community.
	- **Answer these questions.**
	- How many teenagers in the United States are homeschooled?
	- Who teaches homeschooled children?
	- How does Dylan feel about his education?
	- What activities does Dylan do as part of his homeschooling?
	- As students are learning the new vocabulary, they will have to take notes of the information about learning at home or homeschool and answer the questions presented in the presentation.
	- After they finished the activity, they will have to compare to compare their answer with a classmate. To find a partner teacher will apply the **techniques Index Card** to get in pairs. Teacher will put matching stickers in the cards with the face down in the chairs of the students and then teacher will say watch the cards they will have to find the other classmate to work.
	- While they are sharing their work teacher will check the development of it by checking in each group how they are doing. Also they will have to make one question and the other must answer.
	Affirming
	- Once they return to their seats, they will have to work with the partner that is behind him/her.
	- At this time, they will have to use their

	notebooks to write a short paragraph based on learning at home or homeschool.
	- They will write at least 4 lines using the information presented and their ideas.
	- After to write it, they will write in a sheet of paper the difference to learn at home and at a school. They can divide into advantages and disadvantages.
	- Once they have finished the activity, teacher will have to ask questions for them in order to clarify if was understood the theme.
	- As homework they will have to write a short paragraph based or learning at a school.
	- To finish the lesson teacher will present the chart again in order to review the learning outcomes.
CLASSROOM RESOUCES	- Chart - Students' book - Teachers' book (Abbs, Barker, Freebairn, & Wilson J.J, Teacher's book level 3, 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.

WORSHEET 6

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

Date: …………………………………………………………………...

Topic: LEARNING AT SCHOOL AND AT HOME.

Write a brief paragraph about learning at school and at home. You can use the information of the presentation.

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Week eight

RESEARCH PROBLEM	How does the Team Word Webbing as a cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year?
TOPIC	**(Unit 5) Review of all the unit and application of instruments.**
LEARNING OUTCOMES	**Listening** Students will be able to understand all the units studied during the period. **Writing** Students will be able to complete an activity class (posttest and a questionnaire) in order to verify if the plan was successful. Students will be able to complete some activities in the board. **Key vocabulary** Instruments: Posttest, questionnaire and a final test.
INSTRUCTIONAL FOCUS	**Activation** - Teacher is building a lesson based on the use of adjectives + too/not enough. - Teacher will introduce the learning outcomes and objectives in a construction paper. - To get started the class, teacher will have to activate the students' prior knowledge based on adjectives. To do this teacher will use a warm up activity called **Find the lie.** This activity consists that teacher will give each students a small piece of paper. Then, teacher will tell them to write three pieces of information about the topics studied on the piece of paper. Two of these bits of information must be true, one is a lie. - They should walk around the classroom, read the information about topics and see if they can guess which statement is a lie. It will last 6 minutes. - This activity will help me to know the weaknesses and strengthens that students have at the moment to use the English language. **Connection**

	- After to finish the previous activity, teacher will present a chart with a brief explanation of all the contents learned.
- **Useful expressions:** Nothing much. Sure you do, At least, guess, see you.
- **Sports and activities such as:**
- Football: A game played by two teams of 11 players each on a rectangular.
- Golf: A game played on a large outdoor course with a series of 9 or 18 holes spaced far apart.
- Gymnastics: Physical exercises designed to develop and display strength, balance, and agility.
- Soccer: A ball game using no hands.
- Swimming: The act, sport, or technique of one that swims.
- Tennis: A game played with rackets and a light ball by two players or two pairs of players on a rectangular court divided by a net.
- **Adverbs of frequency:**
- Always
- Usually
- Often
- Sometimes
- Never
- **Gerunds after verbs:** like, love, hate, (don´t mind), prefer.
- **Collocation in context:** Verbs such as: go, play and do with sports and activities.
- **Verbs in a near Future:** Verb be (am, is, are) + Verb ING + Complement.
- While students are paying attention to the presentation, they will have to take notes and assimilate all the contents.
- Once they have taken notes, they will have to stay in their seats in order to apply a posttest and a questionnaire.
- In this activity students will write a paragraph related to one topic studied.
- This class activity will last at least one hour.
- In order to verify if they working well, teacher will walk around the class.
Affirming

	- After students will keep all their materials back in order to take the final test.
	- Students must complete a sheet of paper which include questions of all the content of the unit 5.
	- Then, teacher will supervise the class to corroborate that students are working in the task.
	- To conclude the class, teacher will grateful students for their participation in the development of the unit in the class.
CLASSROOM RESOURCE	- Chart - Students' Notebook - Sheets of paper
DATA COLLECTION	- Data source 1: Observation checklist - Data source 2: Student´s writing samples - Subtest
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.

g. TIMELINE

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

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h. BUDGET AND FINANCING

Resources

Human

- The researcher Jessica Lalangui Piuri

- Students of 10th grade, group A 10, of Bachillerato Beatriz Cueva de Ayora, academic period 2014-2015

Material

- Printed materials

- Books and e-books

- Laptop

Technical

- Computer

- Printer

- Internet Connection

Budget

Resources	Cost
Printed materials	$ 100
Print of the project	$ 40
Computer	$ 40
Internet Connection	$ 25
Books	$60
TOTAL	**$265**

Financing

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

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ANNEXES

Annex 1

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 grade 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.					

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 are the activities in the English class developed?**

4 Groups
3 Pairs
2 As a whole class
1 Individual

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

4 Always
3 Frequently
2 Sometimes
1 Rarely

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

4 Always
3 Frequently
2 Sometimes
1 Rarely

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

4 Always
3 Frequently
2 Sometimes
1 Rarely

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

4 Always
3 Frequently
2 Sometimes
1 Rarely

THANKS FOR YOUR COLLABORATION

Annex 3

UNIVERSIDADA NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE TEST/POST TEST

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

Date: …………………………………………………………………..

Duration of the task: 30 minutes

Length of the paragraph: 5-10 lines

Instructions:

Write a brief paragraph about classroom activities. Answer yourself the following questions to include in your paragraph. What are you doing in class? Are you always reading in your free time? What else are you doing in class? What other activities are your classmates doing in class? etc.

Duration of the task: 30 minutes

Length of the paragraph: 6 – 10 lines

CLASSROOM ACTIVITIES

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Thanks.

Annex 4

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

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

Annex 5

Research Matrix
Theme: The Team Word Webbing as a Cooperative Learning Strategy to develop English as a Foreign Language Basic Writing Skills amongst tenth grade, group A 10 at Bachillerato Beatriz Cueva de Ayora High school, 2014-2015 Academic Period.

Problem	Objectives	Theoretical Frame	Methodological Design (Action Research)	Techniques and Instruments
General How does the team word webbing as cooperative learning strategy to develop the writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High school during the 2014-2015 school year? **Specific** -What theoretical and methodological references about the team word webbing as a cooperative learning strategy are adequate for	**General** -To improve English as a foreign language basic writing skills through the team word webbing as a cooperative learning strategy amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year. **Specific** -To research the theoretical and methodological references about the	**Basic Writing Skills** Styles of writing Difficulties in writing skills. Basic writing descriptors, etc. **The Team Word Webbing as a Cooperative Learning Strategy** -The Team Word Webbing as a cooperative-based strategy, etc… Cooperative Learning descriptors Positive Interdependence Social skills	**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 the intervention plan **Presentation of research findings.** -Reflecting, analyzing and	- Observation sheet (Participant and Non-participant Observation) -Pre and Posttest. -Pre and Post Questionnaire.

improving English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year? - What are the issues that limit the development of English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year? -What are the phases of the intervention plan that help the current issues to achieve a	team word webbing as a cooperative learning strategy and its application on English as a foreign language basic writing skills. -To diagnose the issues that limit the development of English as a foreign language basic writing skills amongst tenth-grade, 10 A, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year. -To design an intervention plan based on the team word webbing as a cooperative learning strategy in order to improve the English as a foreign	Group Formation, etc…	answering the proposed inquires. -Organizing the final report-	

satisfactory outcome on developing English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year? -Which Team Word Webbing techniques as a cooperative learning strategy are implemented to improve English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?	language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year. -To apply the most suitable techniques of the Team Word Webbing as a cooperative leaning strategy in order to improve English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year. -To reflect upon the effectiveness			

-How does the team word webbing as a cooperative learning strategy reduce the difficulty to develop English as a foreign language basic writing skills amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora High School during the 2014-2015 school year?	that the team word webbing as a cooperative learning strategy has amongst tenth-grade, group A 10, students at Bachillerato Beatriz Cueva de Ayora during the 2014-2015 school year.			

GRADING SCALES

National Grading Scale

Basic writing skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

The Team Word Webbing as a cooperative learning strategy

Quantitative score range	Qualitative score range
8-10	High level of cooperative learning practice
6-8	Expected level of cooperative learning practice
4-6	Moderate level of cooperative learning practice
2-4	Unexpected level of cooperative learning practice
1-2	Low level of cooperative learning practice

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