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

TITLE

PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD

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

AUTHOR

ANDREA LINA ALVARADO CABRERA

THESIS ADVISOR

DRA. MARIA LORENA MUÑOZ VALLEJO MG. SC

LOJA- ECUADOR

2016

CERTIFICATION

Dra. María Lorena Muñoz Vallejo Mg. Sc

THESIS ADVISOR

CERTIFIES:

To have directed and thoroughly revised this thesis work entitled **PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD** under the responsibility of Andrea Lina Alvarado Cabrera, undergraduate student pursuing her Bachelor's degree in Science of Education: English Language Specialization. This work complies with the norms and requirements of Universidad Nacional de Loja, therefore I authorize its presentation and defense

Loja, September, 2015

Dra. María Lorena Muñoz Vallejo Mg. Sc

THESIS ADVISOR

AUTHOR

Yo, Andrea Lina Alvarado Cabrera, declaro ser autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y sus representantes jurídicos de posibles reclamos o acciones legales por el contenido de las mismas.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional – Biblioteca Virtual.

Autora: Andrea Lina Alvarado Cabrera

Firma:

Número de cédula: 1726136797
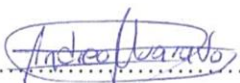
Fecha: Marzo 10, 2016

LETTER OF AUTHORIZATION

Yo, Andrea Lina Alvarado Cabrera, declaro ser autora de la tesis intitulada: **PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD,** como requisito para optar al grado de Licenciada en Ciencias de la Educación, Especialización Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional:

Los usuarios puedan consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja a los diez días del mes de Marzo de dos mil dieciséis, firma el autor.

Firma: ....

Autor: Andrea Lina Alvarado Cabrera

Número de cédula: 1726136797

Dirección: Loja Av. Eugenio Espejo y Paraguay

Correo electrónico: anddyal92@hotmail.com

Teléfono: 2107536 Celular: 0993781856

DATOS COMPLEMENTARIOS

Director de Tesis: Dra. María Lorena Muñoz Vallejo MG.SC

Presidente: Dra. Silvana Isabel Trujillo Ojeda

Primer Vocal: Lcda. M.Sc. Miriam Eucevia Troya Sánchez

Segundo Vocal: Lcda. M.Sc. Anabelle Patricia Valarezo Loaiza

ACKNOWLEDGEMENT

My truthful thanks to the Universidad Nacional de Loja, to the English Language Career, its Coordinator and teachers who gave me the opportunity to study and finish my studies.

Similarly to Colegio Técnico Pio Jaramillo Alvarado, its representatives, teachers and students for allowing to the researcher, the development of this research work.

Finally, I owe a deep gratitude to my thesis advisor, Dra. Maria Lorena Muñoz Vallejo Mg. Sc. for her invaluable assistance and insightful guidance on every step of the research, so that, I have been able to finish this research work.

THE AUTHOR

DEDICATION

This thesis is fully dedicated to my God, who is the source of wisdom, patience, and infinite love and to my beloved parents Agustin Alvarado and Maria Cabrera. My brothers and my nephew because they have given me the inspiration to finish one of the main goals in my life. They were the best support and strength to develop my work because they have been with me in all the moments.

ANDREA LINA

MATRIX GEOGRAPHIC SCOPE

	ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN										
BIBLIOTECA: Área de la Educación, el Arte y la Comunicación											
TIPO DEDOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	**Andrea Lina Alvarado Cabrera** **PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD**	UNL	2016	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIAN	SAN SEBASTIAN	CD	Licenciada en Ciencias de la Educación, mención Idioma Inglés

GEOGRAPHIC MAP AND SKETCHES
UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA

CROQUIS DE LA INVESTIGACIÓN   COLEGIO "PIO JARAMILLO ALVARADO"

OUTLINE THESIS

a. TITLE

PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD

b. RESUMEN

Este trabajo de investigación tuvo como objetivo desarrollar el uso de imágenes y palabras como estrategia de aprendizaje cooperativo para mejorar las habilidades de escritura. En el desarrollo de este estudio se utilizaron los siguientes métodos; el método científico, el método descriptivo, el método analítico-sintético, y el método estadístico. Los instrumentos de recolección de datos fueron test y cuestionarios los que se aplicaron al principio y al final de la intervención, y también, se utilizaron hojas de observación durante el desarrollo de la intervención. El Plan de intervención de ocho semanas se llevó a cabo para mejorar las habilidades usando imágenes y palabras como una estrategia cooperativa. Los resultados del post test revelaron un impacto significativo y positivo en el mejoramiento de los estudiantes en sus habilidades de escritura, por lo mismo, después de la aplicación del post cuestionario los estudiantes se sentían más motivados para trabajar en cooperación, tenían mejores relaciones con sus compañeros y hubo un aumento significativo en sus interacciones en el aula y en su sentido de logro.

ABSTRACT

This research work was aimed at improving writing skills through the use of Pictures and Words as a cooperative learning strategy. In the development of this study the following methods were used; the scientific method, the descriptive method, the analytic-synthetic method, and the statistical method. The data collection instruments were questionnaires and tests were applied at the beginning and at the end of the intervention, and also, observations-sheets were also used during the development of the intervention. Eight- week intervention plan was carried out to improve the skills using Pictures and Words as a cooperative strategy. The results of the posttest revealed meaningful and positive impact on the students' improvement in their writing skills, by the same token, after the application of post questionnaires students felt more motivated to work cooperatively, had better relationships with their peers and there was a meaningfully increased in their interactions in the classroom and in their sense of achievement.

c. INTRODUCTION

This research is focused on the use of Pictures and Words as a cooperative learning strategy to improve EFL writing skills. Students have five periods of English classes weekly; the students were selected with reference to CEFR levels of proficiency. Where the students did not reach the respective level A1.2 their English writing skills had many problems, related to purpose/task, organization, vocabulary, tense, word order, and punctuation. The research was designed to answer the question: How does Pictures and Words as a cooperative learning strategy improve the English Foreign Language Writing skills amongst ninth- grade students?

The reason for undertaking this kind of study is to help students to improve writing skills through the use of "Pictures and Words" as a cooperative learning system in the class, and to increase the relationship between them, and to allow them to work cooperatively. Moreover this action research allowed students to reach to their respective level A1.2 level reference and yield a marked improvement according to grade level and current curriculum guidelines. Similarly the researcher also benefited in that she gained experience in the process of teaching writing skills.

Writing is a complex process that requires students to attend to multiple elements while also monitoring their performance. Students need to learn not only to pay attention to the rules and mechanics of writing but also to develop effective and efficient composition skills. Negotiating and coordinating basic skills, knowledge,

form, purpose, attention to an intended audience, and the rules of written language can prove difficult even for skilled writers. (Lienemann, 2007)

Cooperative learning refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that each individual member of the team be held individually accountable for the complete content of the assignment or project. (Richard & Brent, 2001)

Action Research assists the researcher, who is the conducting this investigation, an immediate solution was found to the issue of writing skills through Pictures and Words as a cooperative learning strategy. The methods used were; the descriptive method, which was suitable to describe the different phases of this research work and the strategies applied. The scientific method, helped to create a basis of the theory about the two variables. The analytic-synthetic method was employed to analyze and interpret the obtained results of the tests and questionnaires. It also helped to draw up the conclusions. Finally, the statistical method permitted the use of the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires.

Additionally, the main goal of the current research was to improve writing skills through "Pictures and Words" as a cooperative learning strategy. By undertaking this goal the researcher investigated the theoretical references concerning writing skills and "Pictures and Words" as a cooperative learning strategy. Following on from that, the researcher diagnosed the issues that limited the writing skills through pre-test, which indicated the total score mean was 3.06 out of 10 was below the

average level. The researcher designed the most suitable techniques of " Pictures and Words" as a cooperative learning strategy as a part of the classroom activities, in order improve EFL writing skills and showed the effectiveness that this strategy had in writing skills. It was demonstrated when the researcher administered a post-test and the total mean score was 8.02 out of 10, which was an average score. In addition to that it can be noticed the post-test mean showed a stronger result in the ninth-grade group learners.

The participants in this research were the ninth-grade students group B of Basic Education at Pio Jaramillo Alvarado High school. It was a class of 16 students, 13 women and 3 men. It also included the candidate teacher of this study who took part in the intervention plan.

d. LITERATURE REVIEW

Writing skills

Writing is a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. Writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to the readers by using words and symbols which are put together in the written form.

Writing is one component of English language skill. In teaching English there are four language skills. These are listening, speaking, reading, and writing. Also writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing is one of the most difficult skills that the students should acquire because it is needs the skills how to build the idea, how to arrange the words or sentences so that all of this is meaningful in written communication in order that the reader can understand the message or the information. (Cohen; Riel, 1989).

Writing is an activity that can be usefully prepared by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. With writing, as with the other skills of listening, speaking and reading, it is useful to make sure that learners are involved in meaning-focused, language focused-learning, and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives. (Nation, 2009)

Writing involves the encoding of a message of some kinds: that is, we translate our thoughts into language. When we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kinds. But writing is clearly much more that the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words and words have to be arranged to form sentences. (Donn, 1996)

Writing is a complex process that requires students to attend to multiple elements while also monitoring their performance. Students need to learn not only to pay attention to the rules and mechanics of writing but also to develop effective and efficient composition skills. Negotiating and coordinating basic skills, knowledge, form, purpose, attention to an intended audience, and the rules of written language can prove difficult even for skilled writers. (Lienemann, 2007)

The following guidelines that take Common European Framework as a model to standardize English Language Teaching are some specifications for writing and also some indicators to assess writing depending on the level of the students.

Specifications for Writing In this level students are expected to produce informational text transactional and expository text consisting of a sequence of simple tense that have more detail and show more variety in lexical range and sentence structure.

The Common European Framework Common Reference Levels

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

- A1-A2: basic users of the language;

- B1-B2: independent users of the language; and,

- C1-C2: proficient users of the language.

- ✓ Level A1: This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. For example, learners are able to introduce themselves

- ✓ Level A2: This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves (MinEduc, 2014)

Writing Assessment Indicators

Since the present research is based on the writing skills among ninth-grade students, they belong to level A1.2

Level A1.2 learners will be able to: (MinEduc, 2014)

- ✓ Copy familiar words and short phrases (e.g. simple sings, instructions, names of everyday objects, shops and set phrases used regularly.

- ✓ Take simple notes from a dictated or recorded message within the limits of their vocabulary for the level.

- ✓ Write sequences of simple phrases and sentences about themselves and imaginary people, where they live and what they do for short informational,

transactional and expository texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks.

✓ Conduct correspondence (e.g. personal letter) with a partner, giving eliciting information and advice on personal, educational, and public issues. (MinEduc, 2014)

Writing in English as a foreign language

Writing in Second Language is more complex, given that the problems native speakers have with composing are compounded in the foreign language context by difficulties with the new code. She also points out that the direct transfer of literacy skills from the native to the foreign language cannot be assumed. "In fact, while a background in first language writing may help inform the explorations of second language writing teachers and researchers, it should not be presumed that the act of writing in one's first language is the same as the act of writing in one's second language. For example, first language and second language learners may neither approach a writing task in the same way nor attend to feedback in the same way". (Kroll, 1990)

Second language context on writing processes is limited at this time, and much of it relates to the composing processes of processes of advanced learners of ESL. Writing research involving foreign language classroom learners is generally focused on feedback strategies. (Handley, 2001)

When we learn second language, we learn to communicate with other people to understand them, to talk with them, to read what they have written and write to

them, but the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus.

There is an additional and very important reason: first, writing reinforces the grammatical structures, idioms and vocabulary that have been teaching to students. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what have just learned to say, to take risks. Third, when they write they necessarily become involved with the new language, the effort to express new ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. (Raimes, 1983)

English as a Foreign Language (EFL) setting epitomizes the situational nature of writing. The writing of EFL students is affected not only by their first language (L1), but also by the educational context where they learned to write. This socially and culturally characterized context provides knowledge about writing (i.e. view of audience and goals of writing) as well as linguistic and textual knowledge, affecting the ways in which students process and produce writing. Recognizing that L1 writing instruction/experience plays an important role in the development of students' writing in an EFL situation. (Manchón, 2008)

Writing sub-skills

Writing also implicates using writing sub-skills in order to improve writing. The writing sub-skills related to accuracy are spelling correctly, forming letters correctly, joining letters together, writing legibly, punctuating correctly, using

correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and correctly using paragraphs (Melanie, 2011).

There are some aspects that have to be considered according to (Brown, 2004); main skills are micro skills and macro skills of writing:

Micro-skills

✓ Use the orthography correctly, including the script and spelling and spelling and punctuation convention

✓ Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.

✓ Put words together in correct word order.

✓ Use vocabulary correctly.

✓ Use the style appropriate to the genre and audience.

✓ Make the main sentence constituents, such as subject, verb, and object, clear to the reader.

✓ Make the main ideas distinct from supporting ideas or information.

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

✓ Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Macro skills

✓ Use the rhetorical forms and conventions of written discourse

✓ Distinguish between literal and implied meanings of writing

- ✓ Appropriately accomplish the communicative functions of written texts according to form and purpose convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- ✓ Correctly convey culturally specific references in the context of the text

The writing process

To write text that are academic, begin by thinking about key elements: purpose, organization, sentence structure, grammar, vocabulary (or style), conventions use (or mechanics) and tense, which are described below:

Purpose find out what your text is going to be used for. For example are you expect to report or argue? When you read reports, you will see that they are not written in the same way as essays or arguments. Discovering similarities and differences is something that we do both in academic and non-academic contexts. Academic do this by building system of categorization –as do people in everyday life. Being able to organize ideas and concepts into classes and categories is necessary for thinking, and it gives you a basic tool for academic writing. (Hamp-Lyons Liz ; Heasley Ben , 2006)

Organization: the order in which your ideas are presented and linked together in the paper and in individual paragraphs. The organization is expected to reflect typical preferred patterns to write in English.

Sentence structure: the extent to which your sentences meet accepted standards for construction (word order, punctuation) and readers' expectation for complexity.

Grammar: the extent to which your writing follow grammatical rules regarding verb tense, verb form, modal, noun number, subject/verb agreement.

Vocabulary (or style): the extent to which the word you use accurately express your intended meaning and are appropriate to the rhetorical situation.

Conventions use (or mechanics): the extent to which your writing follows rules regarding punctuation, spelling, capitalization. (Blakesley David ; Hoogeveen Jeffrey, 2012)

Tense are certain forms of the verb which serve to point out the distinctions of time (such as past, present and future); or, more correctly, tense is the change in the form of the verb to show time and state. (Adam, 1866)

The stages of the writing process of English as a foreign language

Writing process is the stages a write goes through in order to produce something in its final written form. The composing process includes four five: prewriting, writing, revising, rewriting and editing.

Prewriting It is the time spent developing ideas before making an attempt to put them on paper formally. At this point, the student has an opportunity not only to generate ideas but also to review vocabulary and language patterns before

attempting to use those same elements in written language, just as the student phrases ideas during discussion before dictation a story.

Writing The writing stage involves getting ideas down on paper fluently and coherently. It is not a time to worry about correct form, spelling or other mechanical elements. Students need to write their first thought (draft), knowing that these efforts will not be evaluated or criticized.

Revising Once students have generated a draft, they can consider revision of the content and organization of their ideas. Many times writing program focus in revising but inappropriately emphasize correcting mechanical errors. Writing is emphasized as an act of communication when a clear audience is provided for helping revision. Students should be given many opportunities to share and discuss their writing with other students and to hear and react to what peers have written. These sessions help the students identify aspect of their writing which are particularly effective as well as those which need further word.

Rewriting It is just that, a new writing, not just a copying over in ink. Rewriting is time for incorporating suggestions from peers and for producing a final copy. At this point students should be urged to produce their best possible work, the most effective and correct that they can manage. (Komínková, 2009)

Editing Is another aspect of writing and requires recognizing problems in grammar (e.g. subject-verb disagreement, improper pronoun use, incorrect verb tense), syntax (e.g. fragment and run-on sentences) and mechanics (e.g., spelling and punctuation errors). (Harmer, 2004)

Cooperative Learning is a useful strategy which helps students to work collaboratively, learn faster and more efficiently, have better retention, and feel more positive about learning experience sharing between them.

Cooperative Learning

Cooperative learning refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that each individual member of the team be held individually accountable for the complete content of the assignment or project. (Richard & Brent, 2001)

Cooperative learning is a special form or small group teaching which accentuates and structures social processes in learning and makes them a subject of discussion. According to Weidner, the development of a loose group into a "real" team with a visible identify is highly important. The self-responsibility for team learning process is activated and enhanced through various measurement and activities (Glepen, 2010)

Cooperative learning in the English class

Social interactions can be difficult for English as a Second Language Students and foreign language. Being surrounded by a new language and culture make interacting with adults and peers more challenging. ESL students lack the knowledge of when and how to use the following social skills in a group setting: asking for help or clarification, using quiet voices, participating actively, respecting others, describing feelings, taking turns, sharing ideas and opinions, encouraging others' participation, and staying on task. The institutions can contribute to the

social development of ESL students are by creating a non- threatening environment and implementing social skill instruction into the curriculum. Activities should be meaningful and collaborative, where students are encouraged to become responsible for their own learning as well as helping others to learn (Grundman, 2002)

Cooperative learning descriptors

There are five elements that characterize cooperative learning, all of these elements are found in cooperative learning forms. If these elements can be found in a learning form, it can be expected to give better results than competitive and individualistic methods.

Positive Interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all. It is created by the structure of CL tasks and by building a spirit of mutual support within the group.

Social skills determine the way students interact with each other as teammates. Usually come explicit instruction in social skills is needed to ensure successful interaction. Also refer to interpersonal and small group skills such as effective communication which are needed to cooperate successfully.

Individual Accountability involves both group and individual performance, also when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.

Face-to-Face Interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction.

Group Processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process, including the students' reflection on what they still need to do to accomplish their objectives. (Richards & Rodgers , Approaches and Methods in Language Teaching, 2001)

Roles in Cooperative Learning

Teacher role in cooperative learning

The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, and structuring task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson 1994). An important role for the teacher as a facilitator, the teacher must move around the class helping students and groups as needs arise: during this time the teacher interacts, teachers, refocuses, questions, clarifies, support the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students. (Richards Jack : Rodgers Theodore , 2001)

Learner role in cooperative learning

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning, which is viewed as a compilation of lifelong learning skills. Thus, learning is something that requires students` direct and active involvement and participation. Pair tasks in which

learners alternate roles involve partners in the role of tutors, checkers, recorders, and information share. (Richards Jack : Rodgers Theodore , 2001)

Types of Cooperative Learning

Formal cooperative learning groups. These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.

Informal cooperative learning groups. These are groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching.

Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically. (Richards Jack : Rodgers Theodore , 2001)

Pictures and Words as a current cooperative learning strategy

Pictures and Words is a cooperative learning strategy which encouraged students to draw upon their own mental images also helps students to document their thought process for themselves and for others using the frame of pictures and words. It supports learners in developing the language skills need to articulate personal connections and explanations.

Pictures and Word begins with the teacher previewing the key vocabulary, disclosing the topic, and asking students to make predictions about the lesson.

Students then have multiple opportunities throughout the lesson to confirm or disconfirm their predictions. Students also record their connections and ideas about the topic using both linguistic and nonlinguistic representation (Marzano, Gaddy,& Dean, 2000). Each student's resulting collage of mental images and words related to the conceptual understanding and yet is specific to his or her biography.

Pictures and Words have three phases to follow: Activation, Connections, and Affirming.

Activation:

- Begin the activity by first sharing with students the academic vocabulary then ask students to write the words in their notebooks

- Have students draw visuals or write the meaning they associate so they can associate these associations later. Encouraged them to use any language(s) they choose.

- Once students have finished recording their association, have them do a turn-and talk to discuss with a partner

- Teacher provide to each student a copy of the Pictures and Words template have students place the sticky notes over the boxes in their individually template for this allow students to put the words on 3x5, cards with the vocabulary word on one side and a picture or word on the other side.

Connection:

- This phase of the strategy with whole group to explain the subsequent task and model how to make personal connections to the content

- Have students individually use the template to record their connections to the lesson using images and words and discuss with a partner

- Have students work with their partner to confirm/disconfirm their original connections to the content and discuss their relevance in the context of the lesson.

Affirming

- Have student in small groups discuss their personal connection to the content

- Ask the members of each group to collaborative in writing a statement that summarizes their learning.

Materials Needed

The materials needed in this strategy are a template related to pictures and words, sticky notes which students use to draw pictures and pen/pencils to write the relation with the picture and words.

Why to use Topic Pictures and Words

- The imagery component of the strategy helps students make more extensive connections to their background knowledge

- Encourage students to use their native language to make links to the target vocabulary helps them transfer linguistic and conceptual knowledge.

- This strategy helps students develop a sense of competence as they express themselves by writing, illustrating and talking about what they know. (Herrera, 2011)

Within the development of Pictures and Words strategy, several factors and resources that are crucial in the progress of the technique were needed. The researcher implemented some useful strategies to work together with Pictures and Words which are described below.

Relevance Scale is a strategy that supports students' engagement in reading and summarizing, it scaffolds linguistically complex lessons for culturally and linguistic diverse students by incorporating teacher modeling, partner and small group discussions and learning tools that support reading comprehension

Foldables is a strategy where students share their initial thoughts about the target words and concepts. During the lesson, students use the foldable to practice and apply their developing understanding of the vocabulary and concepts.

Magic Book students work individually in this strategy use of hands-on materials that are created by the learner helps move students beyond passive participation in learning to engagement that is purposeful and enjoyable. (Herrera , Socorro G.; Kavimandan, Shabina K.; Holmes, Melissa A., 2011)

As this strategy has many purposes, it is important to consider the following techniques which has been multiple benefits because teacher can easy and quickly assess students' work or knowledge (Kagan & Doston, 2001)

Think-Pair-Share the teacher poses a question to the class and the students think about their response. Then students pair with a partner to talk over their ideas. Finally, students share their ideas with the class.

Focused listing is a technique to work individually, in which students listen ideas or words about the topic.

Using note taken during pre-writing activities — provides students with a starting point and a skeleton of ideas; especially useful for second language learners whose ideas are restricted by their limited vocabulary.

Brainstorming students in the group have roles: Speed Captain (prompts more ideas), Super Supporter (encourages/recognizes all ideas), Synergy Guru (encourages members to build upon one another's ideas), and Recorder (writes ideas). Members carry out their respective roles while the team generates a variety of possible responses.

Rallytable students are working in pairs, within their teams. Students will take turns writing on one piece of paper or completing a task.

Simon Says it is a good technique to get students to actively participate some activities, and group together.

Discussion in pairs according how they are grouped, students discuss their point of view about answers.

Word lottery it is a good technique for students make groups and form sentences using different words.

Numbered Heads students number off in teams. In this technique students literally put their head together and make sure everyone knows and can explain the answers.

The following scenario regarding one teacher's use of Pictures and Words

Teacher started the class asking students some vocabulary about room and parts of a house in order to activate their prior knowledge. They made predictions about the vocabulary. Some students guessed the vocabulary after teacher showed them flash cards about vocabulary: rooms and parts of a house. Next students worked in pairs so teacher applied this warm up "Word lottery" the teacher needed a box containing mini flashcards with names of rooms and parts of a house written on them, one for each student. Every learner chose one mini flashcard with a written word. Teacher stuck posters around the class. In 3-4 minutes students had to find the stuck poster with the room according to their roles, each participant presented the parts of a house and its name. (Two students had the same mini flash card). They started working in template pictures and words where they had to discuss the mental images/connections they recorded on the template and draw visuals or wrote the meaning they associate about vocabulary: rooms and parts of a house. Lastly teacher assessed the whole class by asking them to describe some rooms and parts of a house.

As a conclusion Pictures and Words as a cooperative learning strategy to develop EFL writing skills and encouraged students to draw upon their own mental images also helps students to document their thought process using the frame of pictures and words, it is very beneficial because the students can link the pictures with words so is more easier for them remember vocabulary, phrases, etc. So the most important they felt comfortable to work with pairs, group because they can share knowledge, help among them, loose fear to express themselves because the gain confidence.

e. MATERIALS AND METHODS

Materials

The materials used in the intervention, helped the researcher in scheduled program in the institution. Printed materials such as worksheets, the student book and workbook helped students to perform specific task to improve the process of the development of writing skills. The teacher's book served as a guide to practice revision of grammar. Electronic materials like laptop, projector, type recorder, pen drivers were used to develop lesson plans, videos linked with the grammar, conversations.

Design of the research

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

The choice for this action research design was to help to promote cooperative learning in English as a foreign language classes. Furthermore, AR allowed the candidate teacher became a participant in the research because she would intervene in the deliberate way in the problematic situation by means of the Pictures and

Words as a cooperative learning strategy in order to improve the writing skills amongst ninth grade students at Pio Jaramillo Alvarado High school 2014-2015 academic period.

AR assists the candidate teacher, who is the research conducting this investigation, to find immediate solution to the issue of writing skills in which students, who are the participants for this cooperative learning strategy such as the Pictures and Words.

Methods

This study undertook a description of the data resulting from the application of an intervention plan. The following general methods were applied during the descriptive research**:**

The Scientific method facilitated the study of the Pictures and Words strategy applied in the developing to improve writing skills. It helped in the observations done before and during the intervention. This one also assisted during the prediction of the possible solution; it assisted with gathering data to make relevant predictions and the analysis of it.

The analytic/synthetic method helped to analyze all the information found through the observation checklist, questionnaires and the pre and posttest, and then contrast took into account all the characteristics and information that the researcher had about it.

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

The statistic method was used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations, interviews and teacher's diary.

Techniques and instruments

With the aim to collect worthy information for the intervention plan it was necessary to design a pre and a post test, a pre and post questionnaire, observation-sheet, which were applied at the beginning, during and after intervention.

Pretest - Posttest

A researcher-made pretest provided a measure on the performance of writing skills before the participants (ninth-grade students at Pio Jaramillo Alvarado High School) received a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a post-test 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 researcher-made questionnaire was administered to the participants to answer question related to their attitudes and feelings toward the Pictures and Words as a cooperative learning strategy. Likewise the test, a pre and post questionnaire was

administered in order to make comparison between the results. Furthermore, the data collection by the questionnaires supported the test results.

Observation sheet

Whether in the participant and non-participant observation, the researcher needed an observation sheet to record the participants' behaviors shown on both variables: performance of the writing skills and the attitudes and feelings toward the Pictures and Words as a cooperative learning strategy. This observation sheet was a self-developed instrument that describes accurately and comprehensible all the relevant aspects of the situation. In other words, it contains the descriptor of the variables of the Action Research, the issue under treatment (writing skills), and the treatment itself (Pictures and words as a cooperative learning strategy).

Population

The participants of this research work were the ninth-grade students group B of Basic Education at Pio Jaramillo Alvarado High school. It is a class conformed by 16 students, 13 women and 3 men. Also the candidate teacher of this study who took part in the intervention plan.

f. RESULTS

This section presents the results obtained from the following data collection sources: Pre-test and post-test: to measure the cognitive dimension concerning the performance of writing skills postulated by a rubric which consisted of the following descriptors: purpose/task, organization, vocabulary, tense, word order, with the requisite punctuation for each segment calculated in order to obtain a general view of the performance of ninth-grade students in each test. Pre and post questionnaires were used to measure the student's behavior, attitudes based on the indicators of cooperative learning social skills, group processing, positive interdependence, face to face interaction, individual accountability toward cooperative learning strategies such as; Pictures and Words. The data were supported by related results obtained through the statistical method which included the means and percentage calculation of the total scores. Finally, the data were analyzed in accordance with 3 of the 5 research objectives of the investigation, as they supported and emphatically reflected the investigation.

Objective 1: To research the theoretical and methodological references about Pictures and Words as a co-operative learning strategy and its application on EFL writing skills.

The researcher researched for the appropriate theoretical and methodological references and focused mainly on primary sources such as books, internet resources appropriate for students, and related to Pictures and Words in order to improve writing skills.

Objective 2: To diagnose the issues which limit the development of the EFL writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High School during 2014-2015 school year.

Table 1

a. Pre-test Results on the Performance of Ninth- Grade Students' Writing Skills

Students' code	P	O	V	T	WO	P	TOTAL
	2/2	2/2	2/2	1/1	2/2	1/1	10/10
PJA9B01	1,00	0,50	1,00	0,25	1,00	0,25	4,00
PJA9B02	0,50	0,50	0,50	0,25	0,25	0,25	2,25
PJA9B03	0,25	0,50	0,50	0,25	1,00	0,25	2,75
PJA9B04	0,25	0,50	0,25	0,25	0,50	0,25	2,00
PJA9B05	0,50	,50	0,50	0,25	1,00	0,50	3,25
PJA9B06	0,50	0,50	0,50	0,25	0,50	0,25	2,50
PJA9B07	1,00	0,50	1,00	0,25	1,00	0,25	4,00
PJA9B08	0,50	0,50	0,50	0,25	0,25	0,25	2,25
PJA9B09	1,00	0,50	1,00	0,25	0,50	0,25	3,50
PJA9B10	1,00	0,50	1,00	0,25	0,50	0,25	3,50
PJA9B11	1,00	0,50	0,50	0,25	0,50	0,25	3,00
PJA9B12	1,00	0,50	0,50	0,25	0,50	0,25	3,00
PJA9B13	0,50	0,50	1,00	0,25	0,50	0,25	3,00
PJA9B14	1,00	0,50	1,00	0,25	0,50	0,25	3,50
PJA9B15	1,00	0,50	1,00	0,25	0,50	0,25	3,50
PJA9B16	1,00	0,50	0,50	0,25	0,50	0,25	3,00
Mean	0,75	0,50	0,70	0,25	0,59	0,27	3,06

Note: Writing skills. P=purpose/task. O=Organization. V=Vocabulary. T=Tense. WO=Word Order. P=Punctuation. PJA9B01= Colegio Pio Jaramillo Alvarado Ninth Grade B First student.

b. Interpretation and Analysis

A pre-test was conducted to create a starting point of the amount of pre-existing knowledge of writing skills. As a result on table 1, purpose obtained the highest score mean (0.75/2); which was strength in students of ninth-grade. On the other hand the lowest mean score 0.50/2 and 0.25/2 concerned for organization and tense which shown a weakness. Finally, the total mean score was 3.06 out of 10 which was below the average level. Consequently, it was noted that there was an evident

limitation for ninth-grade students to create a brief and simple paragraph containing organization, vocabulary, tense, word order and punctuation. This was the problem which motivated the researcher to conduct this action research, and to design and execute an intervention plan to improve ninth-grade students' writing skills in this classroom

Objective 3: To design an intervention plan based on Pictures and Words as a co-operative learning strategy in order to improve EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School Academic Period 2014-2015.

The intervention plan was designed according with the topics which the target group were covering. The teacher candidate searched for the appropriate activities and strategies. The intervention plan lasted eight weeks with a total of eight macro plans and subdivided in micro plans per day, which were clearly detailed and focused in the Pictures and Words as a cooperative learning in order to improve students' writing skills.

Objective 4: To apply the most suitable techniques of Pictures and Words as a cooperative learning strategy in order to improve EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School Academic Period 2014-2015.

Pre and Post questionnaire results. The questions were directly addressed to the principles of t cooperative learning.
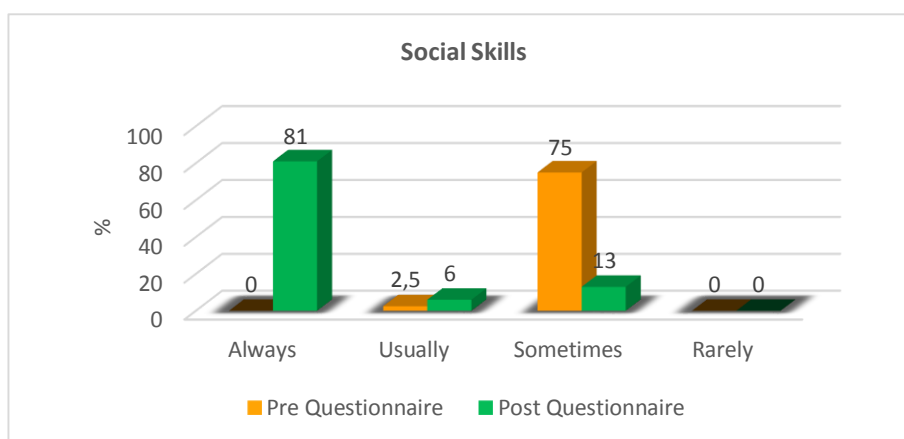
Table 2

Question 1. English class activities are developed in groups and pairs.

a. *Frequency of Social Skills as a Cooperative Learning Principle*

	Pre Questionnaire		Post Questionnaire	
Scale	f	%	f	%
Always	0	0	13	81
Usually	4	2.5	1	6
Sometimes	12	75	2	13
Rarely	0	0	0	0

b. Figure

c. Interpretation and Analysis

As can be seen in Table 2, this focused on the development of the English class in which cooperative learning strategies were put into practice. During the pre-intervention plan phase, none of the students answered that they always work in groups or pairs. This percentage was below the expected level. As a result, the techniques for applying Pictures and Words as a cooperative learning strategy had noticeable results in students due to the fact that learners were able and found it interesting in working cooperatively, in both groups and pairs. The researcher outlined an eight-week intervention plan through cooperative-based lesson plans in which students participated in part and were able to work cooperatively. Moreover,

after have finished the intervention plan period the researcher administered a post questionnaire and discovered the same indicator (always) of the pre questionnaires increased from 81 out of 100% of students, showing as a result, that learners could work cooperatively. This percentage indicates that students are at the expected level. Working activities in groups, helps students to gain more confidence, share knowledge and opinions.

Learners are developing social skills related to one of the principles of cooperative learning which determines the way students interact with each other as teammates. Usually some explicit instruction in social skills is needed to ensure successful interaction. (Richards Jack, 2001)
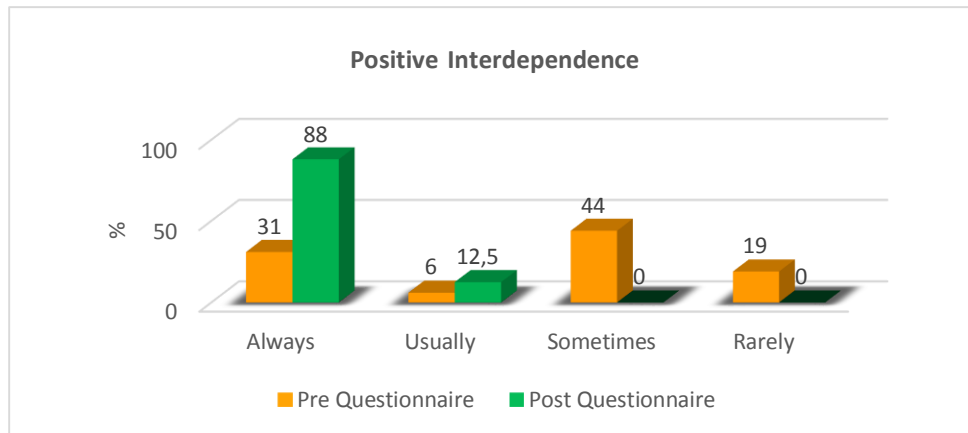
Table 3

Question 2: The group or pair activities are conducted in a positive and respectful environment

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

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	5	31	14	88
Usually	1	6	2	12.5
Sometimes	7	44	0	0
Rarely	3	19	0	0

b. Figure

Positive Interdependence

c. Interpretation and Analysis

The data given in table 3, which was based on the group environment in which learning strategies were developed, shows that during the pre-intervention plan phase, 6% of students perceived that group and pair activities were usually undertaken in a positive and respectful environment. This percentage was below the expected level. Moreover, after the intervention plan, the researcher administered a post questionnaire which indicated that 88% out of 100% of students perceived that group and pair activities were always conducted in a positive and respectful environment. Consequently it would seem to demonstrate that the techniques for applying "Pictures and Words" as a cooperative learning strategy produced a positive impact on the classroom environment, allowing the majority of students to participate positively and respectfully during the given task, and eventually increase their achievement in the English classes, too.

Working and learning in pairs or groups in a positive and respectful environment demonstrated that students were developing positive inter-dependence which is one of the principles of cooperative learning. It occurs when group members feel that

34

what helps one member helps all. It is created by the structure of CL tasks and by building a spirit of mutual support within the group. (Richards Jack , 2001)
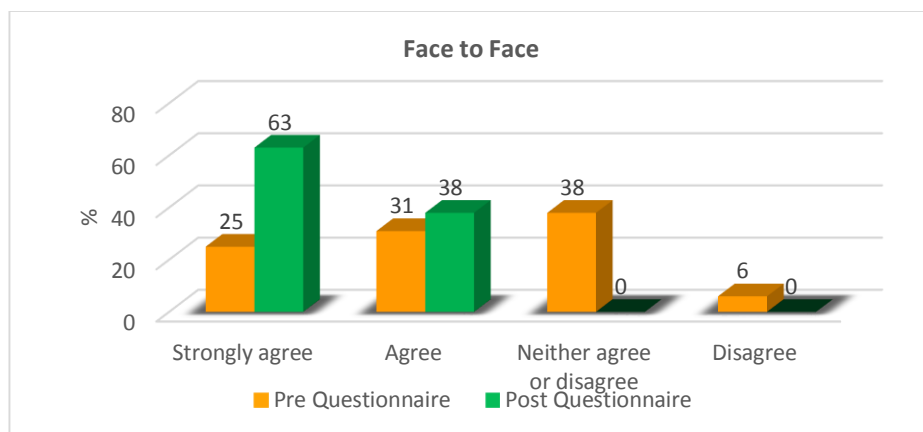
Table 4

Question: Having good relationships and positive interactions are essential for group work.

a. *Agreement of Face to Face as a Cooperative Learning Principle*

	Pre Questionnaire		Post Questionnaire	
Scale	f	%	f	%
Strongly agree	4	25	10	63
Agree	5	31	6	38
Neither agree or disagree	6	38	0	0
Disagree	1	6	0	0

b. Figure

c. Interpretation and Analysis

According to the results of table 4, these reflected on the relationship and interaction in which cooperative learning strategies were carried out. During the pre-intervention plan phase, 6% of students disagreed that having a good attitude was essential for group work. This percentage was below the expected level.

35

However, after the intervention plan, the researcher administered a post questionnaire which demonstrated that 63% out of 100% of students were in strong agreement that what is essential for a good group work is based on a good relationship and positive interactions between them.

This percentage was at the expected level Therefore, the techniques for applying "Pictures and Words" as a cooperative learning strategy yielded a positive influence on students' behavior and feelings and was appropriate in creating success in group work students'. In order for this to succeed it is necessary to have good relationship, and positive interaction between students.

Learners are developing face to face interaction as one of the principles of cooperative learning. Interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction (Richards Jack , 2001)
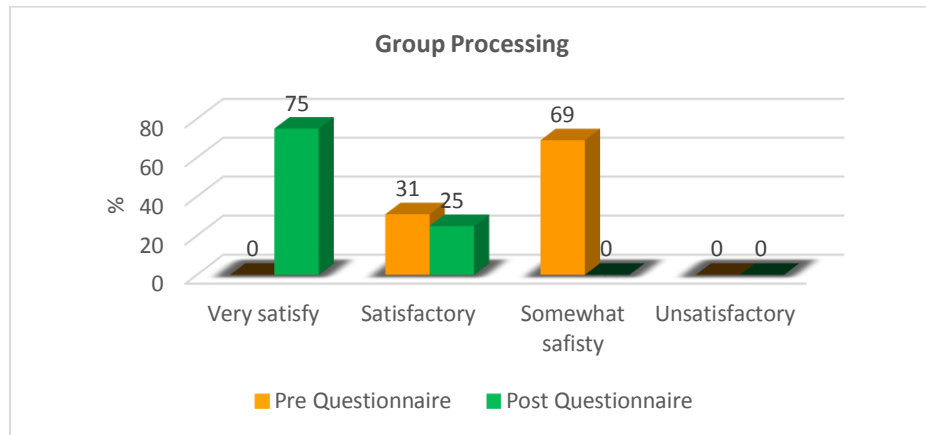
Table 5

Question: How satisfying is it for you to work in groups?

a. Pleasant of Group Processing as a Cooperative Learning Principle

	Pre Questionnaire		Post Questionnaire	
Scale	f	%	f	%
Very satisfy	0	0	12	75
Satisfactory	5	31	4	25
Somewhat safisty	11	69	0	0
Unsatisfactory	0	0	0	0

b. Figure

Group Processing

c. Interpretation and Analysis

Table 5 demonstrated the group members contribution in which cooperative learning strategies were carried out. During the pre-intervention plan phase, none of the students were very satisfied working in groups. It was noticeable that they were uncomfortable working in groups. This percentage was below the expected level. Meanwhile after the intervention plan, the researcher distributed a post questionnaire which showed 75% out of 100% which would seem to indicate that a high level of students were very satisfied working in groups, and consequently this improved the relationship among them. This percentage was at the expected level. Consequently the techniques for applying "Pictures and Words" as a cooperative learning strategy indicated that students felt comfortable when worked in groups and supported each other.

Learners were developing group processing as one of the principles of cooperative learning which also refers to the assessment of cooperative learning, and focuses on students' feedback on the learning process, including their reflection

on what they still need to do to accomplish their objectives. (Richards & Rodgers ,
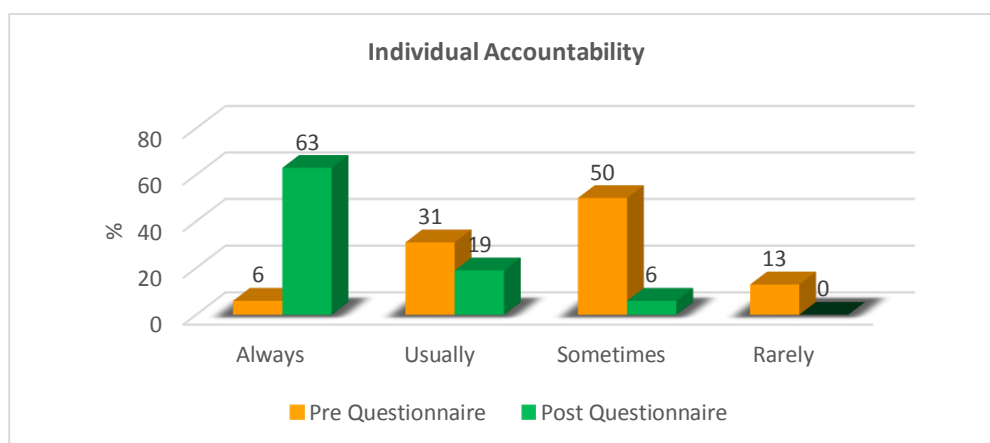Approaches and Methods in Language Teaching, 2001)

Table 6

Question: In group activities, all members contribute to the development of
collective work.

a. *Frequency of Individual Accountability as a Cooperative Learning*
   Principle

	Pre Questionnaire		Post Questionnaire	
Scale	f	%	f	%
Always	1	6	10	63
Usually	5	31	3	19
Sometimes	8	50	1	6
Rarely	2	13	0	0

b. Figure

c. Interpretation and Analysis

Table 6 illustrated the cooperation and the development of collective work. In
which cooperative learning strategies were carried out. In the administering of the
pre-intervention plan phase, 1% of learners answered that they always contributed
to the development of collective work, this percentage was below the expected

38

level. However, after the intervention plan, the researcher administered a post questionnaire and the same indicator (always) increased 63% out of 100% it was notable that students were more willing to cooperate and work together as a whole group.

This percentage indicates that more students are working at the expected level in a co-operative way. It is notable that the techniques for applying "Pictures and Words" as a cooperative learning strategy had helped significantly the students involved in group activities, emphasizing that each member played an important and supportive role when working in groups to complete a given task.

Students are beginning to develop individual accountability which is one of the principles of cooperative learning whereby students are involved in both group and individual performance, and also where all students in a group are held accountable for undertaking a share of the work and for ownership of the material to be learned. (Richards Jack , 2001)

Objective 5: To reflect upon the effectiveness of "Pictures and Words" as a co-operative learning strategy in order to improve EFL writing skills among ninth-grade students at Pio Jaramillo Alvarado High School Academic Period 2014-2015.

Table 7

a. Post-test results. Performance of ninth-grade students' writing skills.

Students' code	P	O	V3	T4	WO	P	TOTAL
	2/2	2/2	2/2	1/1	2/2	1/1	
PJA9B01	1,50	1,50	2,00	0,75	1,50	1,00	8,25
PJA9B02	1,50		2,00	0,75	1,50	1,00	8,25
PJA9B03	2,00	2,00	2,00	1,00	2,00	1,00	10,00
PJA9B04	1,00	1,00	1,00	1,00	1,50	0,50	6,00
PJA9B05	1,00	1,00	1,50	0,75	1,50	0,75	6,50
PJA9B06	1,50	1,00	1,50	0,75	1,00	0,75	6,50
PJA9B07	1,50	1,50	1,00	0,75	1,00	0,75	6,50
PJA9B08	2,00	1,50	1,50	0,75	2,00	0,75	8,50
PJA9B09	2,00	2,00	2,00	1,00	1,50	1,00	9,50
PJA9B10	2,00	2,00	2,00	1,00	1,50	0,75	9,25
PJA9B11	2,00	2,00	1,50	1,00	1,00	0,75	8,25
PJA9B12	2,00	1,50	1,00	0,75	1,00	0,75	7,00
PJA9B13	2,00	1,50	1,00	0,75	1,00	0,50	6,75
PJA9B14	2,00	2,00	1,00	0,75	1,00	0,50	7,25
PJA9B15	2,00	2,00	2,00	0,75	2,00	1,00	9,75
PJA9B16	2,00	2,00	2,00	1,00	2,00	1,00	10,00
Mean	1,75	1,63	1,56	0,84	1,44	0,80	8,02

Note: Writing skills. P=purpose/task. O=Organization. V=Vocabulary. T=Tense. WO=Word Order. P=Punctuation. PJA9B01= Colegio Pio Jaramillo Alvarado Ninth Grade B First student.

b. Interpretation and Analysis

According to the results displayed in Table 7, the mean that showed highest score was purpose (1.75/2), and the lowest mean (1.44/2) concerned word order. Furthermore the total s mean core was 8.02 out of 10, which was an average score. Based on the findings of the post test, results revealed significant progress in some aspects as learners accomplished the given task with suitable details and minor irrelevancies. In addition, students were able to introduce the topic in a clear way using appropriate vocabulary, there were no verb disagreements and students used

tenses in the correct way. Referring to word order, some sentences did not follow a logical order, but this did not affect the accomplished task, as the majority of facts were presented in a logical sequence. Finally punctuation marks such as: periods, after each sentence, were used incorrectly, as were commas, while some students had good handwriting.

Writing is one of the most difficult skills to acquire, the skills show how to build an idea, how to arrange the words or sentences in order that all of this is meaningful in written communication enabling the reader to understand the message or the information. (Cohen; Riel, 1989)
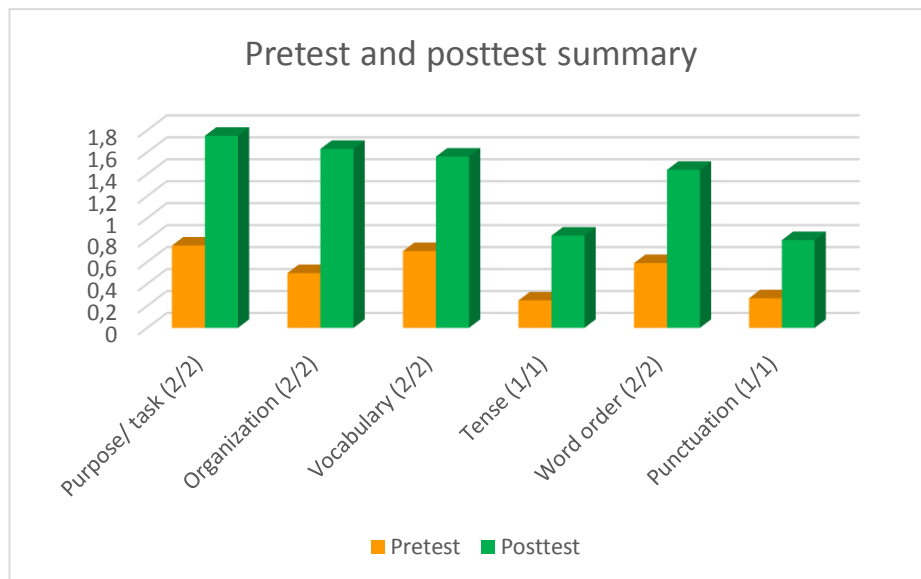
Table 8

*a. Pretest and Posttest Summary on the Performance of Ninth Grade Students'
Writing Skills*

	Pretest	Posttest
Purpose/ task (2/2)	0.75	1.75
Organization (2/2)	0.50	1.63
Vocabulary (2/2)	0.70	1.56
Tense (1/1)	0.25	0.84
Word order (2/2)	0.59	1.44
Punctuation (1/1)	0.27	0.80
Means	3.06	8.02

b. Figure

Pretest and posttest summary

c. Interpretation and Analysis

The data collected in Table 8, indicated the mean showing the highest score was Purpose (1.75/2). However Word Order (1.44/2) displayed the lowest score. Although the mean increased from 3.06 to 8.02 which was an average score. (See grading scale p 128.) This result showed meaningful improvement in the students' achievement, and this was attributed to the intervention plan according to the implementation of cooperative learning activities. There were certain limitations in this study, one of them being that the teacher candidate was not yet an expert in classroom management. Initially, some students did not have a good relationship with each other, and some of the students were shown to be shy when asked to contribute to group work, and share their ideas or opinions.

According to Kagan (2014) the direct relationship between the practice of the principles of cooperative language learning in the classroom and learners' achievement may reduce their limitations for learning. Students encourage and

support each other, assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress.

The lack of use of strategies as applied to writing skills ensures that students only achieve a low score when undertaking a writing based task, and this may have the knock-on effect of them losing the desire to improve this skill. Writing can be complicated for students because "it requires students to attend to multiple elements while also monitoring their performance' (Lienemann, 2007). The teacher should give high priority to improving their writing skills successes. In brief, the influence of cooperative learning strategies to improve students' writing skills had a positive effect through the application of the intervention plan.

g. DISCUSSION

The research was carried out with ninth-grade at Pio Jaramillo Alvarado High school. The findings in the pre and posttest and pre and post questionnaires demonstrated a significant increase in the student's writing skills, after the intervention plan through the techniques applied with cooperative learning.

Based on the findings of this research, the post test results revealed significant progress in some aspects of the ninth grade scores: some of them actually attaining a high score of 1,75/2, concerned to purpose/task. Learners accomplished the given task with suitable details and minor irrelevancies. In addition, students were able to introduce the topic in a clear way using appropriate vocabulary, there were no verb disagreements and students used tenses in the correct way. Referring to word order some sentences did not follow a logical order, but this did not affect the accomplished task, as the majority of facts were presented in a logical sequence. Finally the punctuation marks such as: periods, after each sentence, were used incorrectly, as were commas, and some students had good handwriting.

The major findings in the application of cooperative learning post-questionnaires in the students of ninth grade showed significant progress, the relationship among them changed, they were able to work cooperatively, their confidence increased as they began to support each other, and during the activities they began to respect each other's point of view, they felt happy and confident working in pairs with the groups having good relationships and there was a marked increase in their interactions in the classroom and in their sense of achievement.

They became more responsible in each role in order improve their relationships when working in groups and to complete a given task.

The research indicated that some limitations students' did not want to work together, they did not have a good relationship with each other, some of the students were shown to be shy when asked to contribute to group work, and in sharing their ideas or opinions. They were not consistent in their ability to study. It was noticeable in their writing activities that they were not able to accomplish the task correctly, many of their errors were based on organization and often the topic was not introduced in an appropriate way, students did not the use the correct tense or tense form to make sentences and the use of punctuation was incorrect in the majority of writing tasks.

h. CONCLUSIONS

The issues that limited the writing skills of the ninth-grade was that they all had problems in six the aspects assessed, related to writing: purpose/task, organization, vocabulary, tense, word order and punctuation. Some results revealed a lowest score of 0.50/2 and 0.25/2 related with organization and tense which showed a weakness. Furthermore in purpose/task students were not able to accomplish the task correctly, only including a few details, and there were many irrelevances. In organization, students did not present the sentences in an ordered and clear way. In vocabulary, students included limited ideas and inaccuracies unrelated to the topic. In tense, students were not able to distinguish the correct position of when and how to change the verb form. In the application of word order, students were able to develop sentences but few were able to follow sequential and logical word order. The punctuation marks, such as: periods, after each sentence, were used incorrectly, the comma was over used in many cases, and very few students had good handwriting.

The techniques applied in this action research development went a long way to achieving the required outcomes. A significant progress concerned to group environment in which learning strategies were developed, after administered a post questionnaire the 88% out of 100% of students perceived that group and pair activities were always conducted in a positive and respectful environment. In consequence it demonstrated   the techniques for applying Pictures and Words as a cooperative learning strategy produced a positive impact on the classroom environment due to the majority of students could participate positively and

respectfully during the given task, and eventually increase their achievement in the English classes, too. Working and learning in pairs or groups in a positive a respect environment demonstrated that students were developing positive interdependence which is one of the principles of cooperative learning.

Pictures and Words as a cooperative learning strategy was effective in that students realized that working co-operatively allowed them to complete the required task. During the implementation in class periods, they helped students improve and develop their writing skills and their desire to participate in a cooperative way when working in pairs or groups. The results of the post-questionnaire clearly demonstrated that the strategies were correctly applied and students changed their attitudes and relationships accordingly, their writing skills improved significantly.

i. RECOMMENDATIONS

Teacher should use Pictures and Words as a cooperative learning strategy in order to improve students' writing skills; this would not only increase their academic score but also build up their motivation and enthusiasm in the learning of English. In this way, student became highly motivated and enthusiastic about improving their writing skills.

Teacher should implement cooperative learning as part of their classroom activities in order to improve writing skills by encouraging students to work more in groups or pairs, this would seem to make students feel more confident and allow them to support each other, sharing opinions and knowledge.

It's important to take into note that it would be useful for teachers to undertake research of previous findings on how to improve writing skills, which will allow them to identify the main weaknesses in their students' writing skills allowing them to develop a classroom plan that works according to the respective students' needs.

j. BIBLIOGRAPHY

Adam, M. (1866). *REVISED EDITION OF BULLIONS' ANALYTICAL AND PRACTIAL GRAMMAR OF THE ENGLISH LANGUAGE.* Toronto .

Blakesley David ; Hoogeveen Jeffrey. (2012). *WRITING: A Manual for the Digial Age, Brief Second Edition .* USA: Lyn Uhl .

Brown. (2004). *Language Assessment Principles and Classroom Practices .*

Cohen; Riel. (1989). *Review to related literature writing.*

Donn, B. (1996). *Teaching Writing Skills .* British : Logman Group UK .

Felder, R., & Brent, R. (2012). *Department of Chemical Engineering, N.C. State University.* Retrieved from Cooperative Learning: www4.ncsu.edu/unity/lockers/.../f/.../CLChapter.pd

Glepen, M. (2010). *Cooperative Learning in Elementary School.* Verlag.

Grundman, J. (2002). *Cooperative learning in a english as a second language classroom.* Minnesota.

Hamp-Lyons Liz ; Heasley Ben . (2006). *Study writing .* United Kingdom : University Press Cambridge .

Handley, A. (2001). *Teaching Language in Context.* USA: Lithographing Inc.

Harmer, J. (2004). *how to teach writing.* Pearson Education.

Herrera , Socorro G.; Kavimandan, Shabina K.; Holmes, Melissa A. (2011). *Crossing the Vocabulary Bridge.* New York and London: Teachers Collage Press.

Kagan, J., & Doston. (2001, s.f). *Free Kagan´s Article.* Retrieved from Free Kagan´s Article: http://www.kaganonline.com/free_articles/research_and_rationale/increase _achievement.php

Komínková, V. (2009, 12 09). Retrieved from https://is.muni.cz/th/266906/pedf_m/thesis.txt

Kroll, B. (1990). *Second Language Writing .* United States of America : British Library .

Lienemann, T. (2007). *Understanding Difficulties with Written Expression*. Retrieved from Iris: http://iris.peabody.vanderbilt.edu/module/pow/cresource/if-you-were-ms-price-what-could-you-do-to-help-your-students-when-they-struggle-with-a-task/pow_01/#content

Manchón. (2008). *Writing in Foreign Language Contexts.* Canada: MPG Books Group.

Marzano, Gaddy,& Dean. (2000). *Crossing the vocabulary bridge.*

Melanie, W. (2011). *The TKT Teaching Knowledge Test Course* . United Kingdom : Cambridge University .

MinEduc. (2014). *National Curriculum Guidelines.* Quito: Ministerio de Educacion del Ecuador.

MinEduc. (2014). *Teaching and Learning of English as a foreign language level A1.* Quito.

Nation, I. (2009). *Teaching ESL/EFL Reading and Writing.* New York : Routledge, Taylor & Francis .

Raimes, A. (1983). *TECHNIQUES IN TEACHING WRITING.* New York: Oxford University Press.

Richard, F., & Brent, R. (2001, s.f). *Effective strategies for cooperative learning* . Retrieved from Effective strategies for cooperative learning : http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLStrategies(JCCCT).pdf

Richards , J., & Rodgers , T. (2001). *Approaches and Methods in Language Teaching* (Second ed.). United States of America: Cambridge University Press.

Richards , J., & Rodgers , T. (2001). *Approaches and Methods in Language Teaching* (Second ed.). United States of America: Cambridge University Press.

Richards Jack . (2001). *Approaches and Methods in Language Teaching.* United States.

k. ANNEXES

UNIVERSIDAD NACIONAL DELOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD

Author:

Andrea Lina Alvarado Cabrera

Loja-Ecuador

2015

a. THEME

PICTURES AND WORDS, AS A COOPERATIVE LEARNING STRATEGY TO DEVELOP EFL WRITING SKILLS AMONG NINTH-GRADE STUDENTS AT PIO JARAMILLO ALVARADO HIGH SCHOOL 2014-2015 ACADEMIC PERIOD

b. PROBLEM STATEMENT

Background

This research project is carried out in a public High-school "Pio Jaramillo Alvarado" of the city of Loja. Pio Jaramillo Alvarado High-school was created on December 9th 1996, when Otto Arosemena Gómez was the President of Ecuador. It was opened in October, the following year (1967). The Institution began with the night section only but, because of greater demand, the afternoon and the morning section were added some years later.

Mission: working efficiently and effectively by means of involving teachers to the demands of society and necessities of research so that, the future High-school graduate students are able to respond to the current challenges in our society.

Vision: to be a pioneer in Secondary Education from the South of Ecuador, that uses high technology, applies a new educative conception, with specialized teachers, modern structures, and a high organization and planning level; to provide students with a high level education, so they can easily access both work and university areas.

The institution has three divisions: morning, afternoon and evening. It employs 94 teachers and has 1,198 adolescents and young people studying in the classrooms. It also offers a semi-presential modality, every Saturday from 7:00 to 13:20, specializing in computerized accountings and teaches about 100 students (male and female). Various academic skills are offered in each of the divisions, for example; the morning specializes in basic sciences, computer application,

accounting and business administration, the afternoon in science, accounting and administration, and basic sciences and at night, the specialism is in property. Students also receive medical and dental care, and have access to: computer labs, chemistry, physics and printing. Elective education adds the complements of typing, food, nursing, arts and sciences.

The current situation of the researched object

Nowadays, people feel the need to learn English as a second language. This is mainly due to the fact that many of the major developments in science and technology are undertaken in English. Therefore, in order for individuals to become more competitive in their particular field of knowledge, a working knowledge of the English language would give them a more competitive edge over their peers. It would also mean that they are able to keep abreast of innovations in their particular subject.

One of the difficulties in learning of the English language is that often students have a limited background in vocabulary, thus, their skills in the use of the language, either written or spoken, often puts them at a disadvantage. The writing skills taught in the high school has been limited due to the lack of materials and strategies used by teachers. Students use writing, in the main, as a way to learn, given this, it means that often, the learning element of the process is lost under the sheer weight of the need to get the writing correct. In many ways, the 'fun' element of learning is lost.

English as a second language has become an important subject in the classrooms, with this in mind, the Ecuadorian Government has implement National Curriculum Guidelines which in which students are expected to develop both perceptive and productive skills (listening, speaking, reading, and writing) plus various sub-skills allowing them, not only to face communicative challenges in their immediate school and community environment, but also in the tasks and activities that a basic user of the English language carries out daily in his/her social and academic life under various conditions.

Research problem:

How does Pictures and Words as a cooperative learning strategy improve the English Foreign Language Writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School 2014- 2015 academic period?

Delimitation of the research

- **Timing**

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

- **Location**

This research work will be done at the Pio Jaramillo Alvarado High School which is a public institution located in the city of Loja.

- **Participants**

The participants of this research work are the ninth-grade students group B of Basic Education at Pio Jaramillo Alvarado High school. It is a class conformed by

16 students, 13 women and 3 men. Also the candidate teacher of this study who is going to take part in the intervention plan.

Subproblems

❖ What theoretical and methodological references about Pictures and Words as a cooperative learning strategy are adequate for improving the EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?

❖ What are the issues that limit the development of the EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?

❖ What are the phases of the intervention plan that are designed to address the current issues in order to achieve a satisfactory outcome on the development of EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?

❖ Which techniques of the strategy of Pictures and Words as a cooperative learning are implemented to improve EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?

❖ How does the Pictures and Words as a cooperative learning strategy reduce the difficulty to develop EFL writing skills amongst ninth grade students at Pio Jaramillo High School during the 2014-2015 school year?

c. JUSTIFICATION

The present research will be carried out in order to attempt to improve writing skills through the strategy Pictures and Words with 9th year of Basic Education students at "Pio Jaramillo High School". This research will assist the researcher in learning more about writing skills, it will allow the teacher to support students in the learning-teaching process based on writing skills. It is expected that this strategy will help the researcher to gain practice and learn from the experience. The strategy which the researcher is going to apply is Pictures and Words; this is one way that teachers can scaffold students' understanding of literature.

This strategy which helps students to document their thought process for themselves and for other using the frame of the Pictures and Words it also encourages students to draw upon their own mental images as they work to understand the literature or content. Therefore the strategy supports the researcher as one practices teaching in a modern and successful way.

The justification for the improvement writing skills becomes meaningful if it is complemented with topic "Pictures and Words"; as students are able to associate essential vocabulary with pictures, enabling them to write in order to help the retention and memorizing of new words in order to improve their lexicon.

Pictures and Words is an appropriate way to improve vocabulary because it can be employed practically in any lesson or topic and at every level of learning. Essentially, the research is justified as it is a previous requirement for an English Career undergraduate student, in order to obtain the Bachelor's in Arts Degree in

Sciences of the Education, English Language specialization. The research opens up skills and areas of learning which complement and enhance both the researcher and learners abilities in English Language Learning.

d. OBJECTIVES

General Objective

To improve the English Foreign Language writing skills through the Pictures and Words, as a cooperative learning strategy among ninth-grade students at Pio Jaramillo Alvarado high school 2014-2015 academic period.

Specific objectives

- To research the theoretical and methodological references about Pictures and Words as a co-operative learning strategy and its application on EFL writing skills.

- To diagnose the issues which limit the development of the EFL writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High School during 2014-2015 school year.

- To design an intervention plan based on the Pictures and Words as a co-operative learning strategy in order to improve EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School Academic Period 2014-2015.

- To apply the most suitable techniques of Pictures and Words as a co-operative learning strategy in order to improve EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School Academic Period 2014-2015.

- To reflect upon the effectiveness that Pictures and Words as a co-operative learning strategy in order to improve EFL writing skills amongst ninth grade students at Pio Jaramillo Alvarado High School Academic Period 2014-2015.

e. LITERATURE REVIEW
Writing skills

Writing skills are an important aspect of learning a second language Cohen and Riel (1989) stated writing is a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. Writing is widely used within foreign language course as a convenient means for engaging with aspect of language other than the writing itself. It can be said that writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to the readers by using words and symbols which are put together in the written form.

Writing is one component of English language skill. In teaching English there are four language skills. There are listening, speaking, reading, and writing. Writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing is one of the most difficult skills that the students should do because it is needs the skills how to build the idea, how to arrange the words or sentences so that all of this is meaningful in written communication in order that the reader can understand the message or the information (Cohen; Riel, 1989).

Writing is an activity that can usefully be prepared by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. With writing, as with the other skills of listening, speaking and reading, it is useful to make sure that learners are involved in meaning-focused, language focused learning, and fluency

development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives (Nation, 2009).

Writing involves the encoding of a message of some kinds: that is, we translate our thoughts into language. When we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kinds. But writing is clearly much more that the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words and words have to be arranged to form sentences (Donn, 1996).

Writing can be complicated for students because "it requires students to attend to multiple elements while also monitoring their performance" (Lienemann, 2007).

Negotiating and coordinating basic skills, knowledge, form, purpose, attention to an intended audience, and the rules of written language can prove difficult even for skilled writers. The rules of written language might be difficult even for skilled writers the negotiating and coordinating basic skills, knowledge form purpose attention to an intended audience (Lienemann, 2007).

Writing in English as a foreign language

Writing in Second Language is more complex, given that the problems native speakers have with composing are compounded in the foreign language context by difficulties with the new code. She also points out that the direct transfer of literacy skills from the native to the foreign language cannot be assumed. "In fact, while a

61

background in first language writing may help inform the explorations of second language writing teachers and researchers, it should not be presumed that the act of writing in one's first language is the same as the act of writing in one's second language. For example, first language and second language learners may not approach a writing task in the same way nor attend to feedback in the same way" (Kroll, 1990).

In second language context on writing processes is limited at this time, and much of it relates to the composing processes of processes of advanced learners of ESL. Writing research involving foreign language classroom learners is generally focused on feedback strategies (Handley, 2001).

Raimes stated when we learn second language, we learn to communicate with other people to understand them, to talk to them, read what they have written and write to them, but the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus.

There is an additional and very important reason: first, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what have just learned to say, to take risks. Third, when they write they necessarily become involved with the new language, the effort to express new ideas and the constant use of eye, hand and brain is a unique way to reinforce learning (Raimes A. , 1983).

English as a Foreign Language (EFL) setting epitomizes the situational nature of writing. The writing of EFL students is affected not only by their first language (L1), but also by the educational context where they learned to write. This socially and culturally characterized context provides knowledge about writing (i.e. view of audience and goals of writing) as well as linguistic and textual knowledge, affecting the ways in which students process and produce writing. Recognizing that L1 writing instruction/experience plays an important role in the development of students' writing in an EFL situation (Manchón, 2008).

Writing sub-skills

Writing also implicates using writing sub-skills in order to improve writing. The writing sub-skills related to accuracy are spelling correctly, forming letters correctly, joining letters together, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and correctly using paragraphs (Melanie, 2011).

There are some aspects that have to be considered according to (Brown, 2004); main skills are micro skills and macro skills of writing:

Micro-skills

✓ Use the orthography correctly, including the script and spelling and spelling and punctuation convention

✓ Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.

✓ Put words together in correct word order.

63

- ✓ Use vocabulary correctly.

- ✓ Use the style appropriate to the genre and audience.

- ✓ Make the main sentence constituents, such as subject, verb, and object, clear to the reader.

- ✓ Make the main ideas distinct from supporting ideas or information.

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

- ✓ Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Macro skills

- ✓ Use the rhetorical forms and conventions of written discourse

- ✓ Distinguish between literal and implied meanings of writing

- ✓ Appropriately accomplish the communicative functions of written texts according to form and purpose convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

- ✓ Correctly convey culturally specific references in the context of the text.

The stages of the writing process of English as a foreign language

Writing process is the stages a write goes through in order to produce something in its final written form. The composing process includes four five: prewriting, writing, revising, rewriting and editing.

1. **Prewriting** It is the time spent developing ideas before making an attempt to put them on paper formally. At this point, the student has an opportunity not only to generate ideas but also to review vocabulary and language patterns before attempting to use those same elements in written language, just as the student phrases ideas during discussion before dictation a story.

2. **Writing** The writing stage involves getting ideas down on paper fluently and coherently. It is not a time to worry about correct form, spelling or other mechanical elements. Students need to write their first thought (draft), knowing that these efforts will not be evaluated or criticized.

3. **Revising** Once students have generated a draft, they can consider revision of the content and organization of their ideas. Many times writing program focus in revising but inappropriately emphasize correcting mechanical errors. Writing is emphasized as an act of communication when a clear audience is provided for helping revision. Students should be given many opportunities to share and discuss their writing with other students and to hear and react to what peers have written. These sessions help the students identify aspect of their writing which are particularly effective as well as those which need further word.

4. **Rewriting** It is just that, a new writing, not just a copying over in ink. Rewriting is time for incorporating suggestions from peers and for producing a final copy. At this point students should be urged to produce their best possible work, the most effective and correct that they can manage (Komínková, 2009).

5. **Editing** Is another aspect of writing and requires recognizing problems in grammar (e.g. subject-verb disagreement, improper pronoun use, incorrect verb tense), syntax (e.g. fragment and run-on sentences) and mechanics (e.g., spelling and punctuation errors) (Harmer, 2004).

The following guidelines that take Common European Framework as a model to standardize English Language Teaching are some specifications for writing and also some indicators to assess writing depending on the level of the students.

Specifications for Writing

In this level students are expected to produce informational text transactional and expository text consisting of a sequence of simple tense that have more detail and show more variety in lexical range and sentence structure.

The Common European Framework Common Reference Levels

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

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,
- C1-C2: proficient users of the language.
- ✓ Level A1: This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. For example, learners are able to introduce themselves

✓ Level A2: This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves (MinEduc, National Curriculum Guidelines, 2014).

Writing Assessment Indicators

Since the present research is based on the writing skills among ninth-grade students, they belong to level A1.2

Level A1.2 learners will be able to: (MinEduc, 2014).

✓ Copy familiar words and short phrases (e.g. simple sings, instructions, names of everyday objects, shops and set phrases used regularly.

✓ Take simple notes from a dictated or recorded message within the limits of their vocabulary for the level.

✓ Write sequences of simple phrases and sentences about themselves and imaginary people, where they live and what they do for short informational, transactional and expository texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks.

✓ Conduct correspondence (e.g. personal letter) with a partner, giving eliciting information and advice on personal, educational, and public issues. (MinEduc, 2014).

Cooperative Learning is a useful strategy which helps students to work collaboratively, learn faster and more efficiently, have better retention, and feel more positive about learning experience sharing between them.

Cooperative Learning

Cooperative learning is a special form or small group teaching which accentuates and structures social processes in learning and makes them a subject of discussion. According to Weidner, the development of a loose group into a "real" team with a visible identify is highly important. The self-responsibility for team learning process is activated and enhanced through various measurement and activities (Glepen, 2010).

Cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project (Richard & Brent, 2001).

Cooperative learning in the English class

Social interactions can be difficult for English as a Second Language Students and foreign language. Being surrounded by a new language and culture make interacting with adults and peers more challenging. ESL students lack the knowledge of when and how to use the following social skills in a group setting: asking for help or clarification, using quiet voices, participating actively, respecting others, describing feelings, taking turns, sharing ideas and opinions, encouraging others' participation, and staying on task. The institutions can contribute to the

social development of ESL students are by creating a non- threatening environment and implementing social skill instruction into the curriculum. Activities should be meaningful and collaborative, where students are encouraged to become responsible for their own learning as well as helping others to learn (Grundman, 2002).

Cooperative learning descriptors

There are five elements that characterize cooperative learning, all of these elements are found in cooperative learning forms. If these elements can be found in a learning form, it can be expected to give better results than competitive and individualistic methods.

a. **Positive Interdependence** occurs when group members feel that what helps one member helps all and what hurts one member hurts all. It is created by the structure of CL tasks and by building a spirit of mutual support within the group.

b. **Social skills** determine the way students interact with each other as teammates. Usually come explicit instruction in social skills is needed to ensure successful interaction. Also refer to interpersonal and small group skills such as effective communication which are needed to cooperate successfully.

c. **Individual Accountability** involves both group and individual performance, also when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.

d. **Face-to-Face** interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction

e. **Group Processing** refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process, including the students' reflection on what they still need to do to accomplish their objectives (Richards & Rodgers , 2001).

Roles in Cooperative Learning

Teacher role in cooperative learning

The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, and structuring task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson 1994). An important role for the teacher as a facilitator, the teacher must move around the class helping students and groups as needs arise: during this time the teacher interacts, teachers, refocuses, questions, clarifies, support the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students (Richards Jack : Rodgers Theodore , 2001).

Learner role in cooperative learning

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning, which is

70

viewed as a compilation of lifelong learning skills. Thus, learning is something that requires students' direct and active involvement and participation. Pair tasks in which learners alternate roles involve partners in the role of tutors, checkers, recorders, and information share (Richards Jack : Rodgers Theodore , 2001).

Types of Cooperative Learning

Richard &Rodgers (2001) stated three types of cooperative learning groups.

1. **Formal cooperative learning groups.** These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.

2. **Informal cooperative learning groups.** These are groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching.

3. **Cooperative base groups.** These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically (Richards Jack : Rodgers Theodore , 2001).

Current strategies of Cooperative Learning

Cooperative Learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the

team members be held individually accountable for the complete content of the assignment or project (Felder & Brent, 2012).

- ✓ *Relevance Scale: is* a strategy supports students' engagement in reading and summarizing, it scaffolds linguistically complex lessons for culturally and linguistic diverse students by incorporating teacher modeling, partner and small group discussions and learning tools that support reading comprehension.

- ✓ *Foldables:* is a strategy, students share their initial thoughts about the target words and concepts. During the lesson, students use the foldable to practice and apply their developing understanding of the vocabulary and concepts

- ✓ *Magic Book:* this strategy use of hands-on materials that are created by the learner helps move students beyond passive participation in learning to engagement that is purposeful and enjoyable (Herrera , Socorro G.; Kavimandan, Shabina K.; Holmes, Melissa A., 2011).

The cooperative learning as a communicative language strategy

Pictures and Words as a current cooperative learning strategy

There are many structures to work with the students of ninth grade at the "Pio Jaramillo Alvarado High-school"; in this research we are going to carry out pictures and words as a cooperative strategy. According with Herrera, Kavimandan, and Holmes pictures and words strategy is one way that teachers can scaffold students' to understanding of literature. As Marzano points out students are better to comprehend the content information that they heard and read during the lesson

when they understand the essential vocabulary (Herrera , Socorro G.; Kavimandan, Shabina K.; Holmes, Melissa A., 2011).

Pictures and Words encourage students to draw upon their own mental images (which are culture- and language bound) as they work to understand the literature or content (Ranking-Erickson H. &., 2003). This strategy begins with the teacher previewing the key vocabulary Encouraging students to use their native language to make links to the target vocabulary helps them transfer linguistic and conceptual knowledge.

This strategy helps students develop a sense of competence as they express themselves by writing, illustrating and taking about what they know. According with Robb (2000) students then have multiple opportunities throughout the lesson to confirm or dis-confirm their predictions (Robb, 2000) . Students also record their connections and ideas about the topic using both linguistic and non-linguistic representations (Glady, Marzano, 2000). Each student's resulting collage of mental images and word relates to the conceptual understanding and yet is specific to his or her biography. Finally the strategy culminates with students sharing their group-generated summaries with whole class.

Materials Needed
- Pictures and Words template
- Sticky notes
- Pen/ pencils

- **Activation**

  This strategy begins with the teacher previewing the key vocabulary, disclosing the topic, and asking students to make predictions about the text or lesson. Have students draw visuals or write the meaning they associate with the words in their notebook so they can access these associations later in the activity. Encourage students to use any language(s) they choose. Once students have finished recording their associations, have them do a turn-and-talk to discuss and make initial links between their background knowledge and the academic vocabulary. Finally have students discuss their topic-related connections with their partner (Herrera, 2011).

- **Connection**

  Provide each student with a copy of the topic in the Pictures and Words template and four (or more) sticky notes. Students should have one sticky note for each box on the template. Have students place the sticky notes over the boxes in their individual templates. Once students have finished discussing their connecting, bring the class back together and share with students that they will be the confirming/discomforting the relevance of their connections to the topic as they proceed with the text/lesson (Herrera, 2011).

- **Affirming**

  Have students in small groups discuss their personal connections to the content. Ask the members of each group to collaborative in writing statement that

summarizes their learning. Finally bring the class together as a whole to have shared their summaries.

Why to use Topic Pictures and Words

✓The imagery component of the strategy helps students make more extensive connections to their background knowledge

✓Encourage students to use their native language to make links to the target vocabulary helps them transfer linguistic and conceptual knowledge.

✓This strategy helps students develop a sense of competence as they express themselves by writing, illustrating and talking about what they know (Herrera, 2011).

As this strategy has many purposes, it is important to consider the following techniques which has been multiple benefits because teacher can easy and quickly assess students' work or knowledge (Kagan & Doston, 2001).

- **Think-Pair-Share** the teacher poses a question to the class and the students think about their response. Then students pair with a partner to talk over their ideas. Finally, students share their ideas with the class.

- **Focused** Listing is a technique to work individually, in which students listen ideas or words about the topic

- **Using note** taken during pre-writing activities — provides students with a starting point and a skeleton of ideas; especially useful for second language learners whose ideas are restricted by their limited vocabulary

- **Brainstorming** students in the group have roles: Speed Captain (prompts more ideas), Super Supporter (encourages/recognizes all ideas), Synergy Guru (encourages members to build upon one another's ideas), and Recorder (writes ideas). Members carry out their respective roles while the team generates a variety of possible responses.

- **Rallytable** students are working in pairs, within their teams. Students will take turns writing on one piece of paper or completing a task

- **Simon Says** it is a good technique to get students to actively participate in some activities, and group together

- **Number off** it is a good technique for grouping students by counting them

- **Guess who** are good technique for students to know good between them

- **Discussion** in pairs according how they are grouped, students discuss their point of view about answers

- **Word lottery** it is a good technique for students make groups and form sentences using different words

- **Numbered Heads** students number off in teams. In this technique students literally put their head together and make sure everyone knows and can explain the answers.

Since the present research is based on the cooperative learning and writing skills among ninth-grade students. The researcher observed the problem that students have with writing skills their level is not the appropriate and they don't work collaboratively between them. The researcher decide to apply Pictures and Words as a current cooperative learning strategy which students have an opportunity to

discuss new concepts with someone close their own level of understanding. Students are able to improve their writing skills and they get to try out new ideas and ask questions in a small group before speaking to the whole class or finishing a written product

f. METHODOLOGY

Design of the research

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

The choice for this action research design is to help to promote cooperative learning in English as a foreign language classes. Furthermore, AR will allow the candidate teacher become a participant in the research because he/she is going to intervene in the deliberate way in the problematic situation by means of the Pictures and Words as a cooperative learning strategy in order to improve the writing skills amongst ninth grade students at Pio Jaramillo Alvarado High school 2014-2015 school year.

AR assists the candidate teacher, who is the research conducting this investigation, to find immediate solution to the issue of writing skills in which students, who are the participants for this cooperative learning strategies such as the Pictures and Words.

Methods, techniques and instruments

Methods

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

The analytic/ synthetic method will help me to analyze all the information found through of the observation checklist, questionnaires and the pre and posttest, and then contrast take into account all the characteristics and information that I have about it

The Scientific method will facilitate the study of the classroom rules applied to improve the discipline in English classes. It will help in the observations undertaken before and during the intervention. It will also attempt to predict the possible solution; and assist with gathering data to make relevant predictions about the subsequent analysis.

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

Statistical method will be used to make a quantitative statistical analysis of the data received from the questionnaires and a qualitative text analysis of the data received from the observations

Quantitative and Qualitative Data Collection *Methods* researchers typically use paper-and-pencil methods, observations to collect data. Observation is used

predominantly by quantitative researches, whereas paper-and-pencil methods are favored by quantitative researches

Techniques and instruments

Data collection since this work is an action research; elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words of words or actions. Both qualitative and quantitative instruments are self-developed by the researchers taking into account the principles of questions constructions. Being this the case, paper and pencil method (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for qualitative ones.

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

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

Questionnaire a research-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward the Pictures and Words as a cooperative learning strategy. Likewise the test, a pre and posttest questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

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

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

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

Observation sheet whether in the participant and nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on both variables: performance of the writing skills and the attitudes and feelings toward the Pictures and Words as a cooperative-based strategy. This observation sheet is a self-developed instrument that describe 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 (writing skills), and the treatment itself (Pictures and Words cooperative learning strategy)

Pilot testing the questions once the questions for both the test (pre and post) and questionnaire (pre and post) have been developed under the principles of questions construction, the research will test the questions in order to evaluate the instruments and to make the necessary changes based on the feedback from a small number of individuals who will evaluate the instruments, because the pilot group will provide feedback on the questionnaire or test, the researcher will exclude them from the final sample or population for the study.

Procedures

The action research work process will include the following stages:

First, the problematic was detected through the observation sheet, where the research could realize the level of writing skill students have because of the lack of strategies to develop writing skills.

82

Next, the research made a research about the cooperative learning strategies that can help to improve the writing skills; this allowed the research to have enough information in order to develop the intervention plan with a variety of cooperative learning strategies to be applied in the institution.

The intervention plan will start and end with two questionnaires which will be applied; one at the beginning of the study to collect data on students. A variety of activities will be induced to improve the classroom discipline of 9th year students. The second questionnaire will be applied to check the overall students' progress after the intervention plan, the students' progress before and after the intervention will be compared and analyzed drawing the conclusions about the action research work.

After the intervention the researcher will, analyze the data collected. Then, researcher will draw the conclusions of the intervention. Finally, the report of her intervention will be disseminated amongst the teachers.

Tabulation of data will be done with the data collected in the two questionnaires. A logical analysis will be undertaken with the information received.

Organization the researcher will organize the work with the information received in all the strategies applied, to compare and analyze the impact of the intervention. A report of the intervention will be disseminated the information will be organized in charts in order to show more reliable results and to facilitate their reading

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

Population Sample the 9th year, at "Pío Jaramillo" school has 16 students they receive five periods of English class per week; each class is about 45 minutes

Intervention plan and observation

	WEEK ONE
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst tenth-grade students at Pío Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	Getting to know each other
LEARNING OUTCOMES	• **Listening** - Students will be able to listen to their classmate presentation. • **Speaking** - Students will be able to introduce themselves. • **Writing** - Students will be able to create biography cards about themselves. - Students will be able to write questions. **Key Vocabulary:** Name, age, family, birthday hobbies, favorite sport, favorite movie, favorite music, favorite food, favorite famous people.
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on the biography card. ♦ Teacher introduces the learning outcomes for the class through chart ♦ To get started, teacher introduces herself and applies a strategy called bananas, teacher choose a student or volunteer, this students is to be the one the entire class questions. The student at the front of the class will be instructed to only answer BANANAS to every question. They are NOT to laugh. The rest of the class will form questions and their goal is to make the student smile/laugh with the questions. Each student who forms a question gets a participation point. If a student succeeds in making the students smile/laugh, they then become the students to go to the front and to answer only BANANAS, for examples how do you fell today? Bananas can mean silly or crazy as a feeling. They have 5 minutes.

	♦ In order to active students´ prior knowledge teacher uses the guess who you are strategy, in which students will work in pairs. Each student writes the name of a famous person on a post-it note or piece of masking tape WITHOUT letting their partner see. Then they place the tape/post on their partners back. One student will start by asking yes-or-no questions to try to figure out who they are. Once one student has discovered who they are, the next student asking questions to figure out who they are. Teacher has to do some modeling first show them what you want to do. Teacher put some examples questions they can use to help the process along.
	♦ During this warm up stage, teacher also assesses the students' prior knowledge which allows the teacher to know students' diverse linguistic background.
	Connection
	♦ After the warm-up activity, teacher applies a pre-test in order to know and analyze the level of writing skills that students have.
	♦ After the pre-test, students work creating a individually biography card which must contain name, age, birthday, hobbies, cellphone, profession, grade, city, favorite sport, favorite movie, favorite music, favorite food, favorite famous people, family finally add a photo.
	♦ While they are creating a biography card, teacher monitors them to check if they are right or wrong and give any support.
	Affirming
	♦ Once the students have finished creating their own biography cards then they have to introduce themselves to the class using the biography card, the other students to take notes about each presentation and write it down in a paper.
	♦ As homework, students create and write a biographical card of a friend or family.
CLASSROOM RESOURCES	Biography cards Visual aids: biography cards

	Student's notebook Student's textbook English Rubric
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Pre-test, questionnaire
SUPPORT	Coaching and guidance from our university professor.

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

	WEEK TWO
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	**Vocabulary: Rooms and parts of a house.**
LEARNING OUTCOMES	• **Listening** - Students will be able to understand the new vocabulary - Students will be able to listen to their peers when they describe pictures related to rooms and parts of a house • **Speaking** - Students will be able to describe rooms and parts of a house • **Writing** - Students will be able to create vocabulary cards with the new items concerned with rooms and parts of a house. **Key Vocabulary:** Bathroom, bedroom, dining room, garage, kitchen, living room, stairs, downstairs, upstairs
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on grammar: vocabulary rooms and parts of a house. ♦ Teacher introduces the learning outcomes for the lesson on construction board. ♦ Begin the activity by first sharing with students the academic vocabulary of the lesson ♦ To get started, teacher has students activate their prior knowledge related to rooms and parts of a house. Teacher will apply warm-up activity that is based on "Word lottery" the teacher will need a box containing mini flashcards with names of rooms and parts of a house written on them, one for each student. Every learner chooses one mini flashcard with a written word. Teacher sticks posters around the class. In 3-4 minutes students have to find the stick poster with the room according to their roles. Finally, each participant presents the parts of a house and its name. (two students will have the

	♦ same mini flash card)
	♦ During this warm up stage, teacher will also assess the students' prior knowledge which will allow an understanding of the students' diverse linguistic background.

Connection
    After the warm-up activity, teacher will present flash cards of the new vocabulary in context.
1. ***Bathroom*** is a room for personal hygiene, generally containing a bathtub or a shower, and possibly also a bidet.
2. ***Bedroom*** is a room where people sleep. A typical Western bedroom consists of a bed, closet, nightstand, desk, and dresser.
3. ***Dining room*** is a room for consuming food
4. ***Garage*** is a section of a house or an independent building, originally designed to protect a vehicle
5. ***Kitchen*** is a room or part of a room used for cooking and food preparation
6. ***Living room*** is a room in a residential house for relaxing and socializing
7. ***Stair*** is one step in a flight of stairs
8. ***Downstairs*** on or to a lower floor of a building
9. ***Upstairs*** located on a higher floor of a building
♦ As students are learning the new vocabulary, they individually put the words on 3x5 cards with the vocabulary on one side and a picture or word from their native language on the other side this helps them transfer linguistic and conceptual knowledge
♦ Once students have finished recording their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word. To find a partner teacher uses technique "word lottery" where students forms pairs according with the same mini flash card they had. While they are sharing, the teacher will monitor them to check if they are right or wrong. If they are right, the teacher will affirm their discussion. If they are wrong, the teacher will help them to get the correct information |

	♦ After students have finished recording their vocabulary they have to go back to their own seat. **Affirming** ♦ Once the students have gone back their seat, they have to work individually describing rooms and parts of a house. ♦ Teacher provides each student with a copy of the pictures and words template and four or more sticky notes over the boxes in their individual templates. ♦ Then they have to discuss the mental images/connections they recorded on the template so that students can see that even though they all heard the same content, their mental images/connections differ because of their unique perspective ♦ Teacher applies Rallytable where students work in pairs to create a short dialogue using these questions (what is your favorite place in your house? why is it your favorite? what is in that room? ♦ Teacher will be observing the students during the activity to provide information either about the instructions or about the content ♦ Once the groups have completed a sheet of pictures and words, teacher will assess the whole class by asking them to describe some rooms and parts of a house. ♦ As homework, students draw each part of rooms and parts of a house and give a brief description of each one
CLASSROOM RESOURCES	Pictures and words template Visual aids: Flash cards Student's notebook Student's textbook English
DATA COLLECTION	Data source 1: Observation checklist
SUPPORT	Coaching and guidance from our university professor.

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

Week three	
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	**What's Brian doing?**
LEARNING OUTCOMES	• **Listening** - Students will be able to understand the dialogue • **Speaking** - Students will be able to produce the dialogue in order to improve their pronunciation - Students will be able to read aloud sentences • **Writing** - Students will be able to make simple sentences - Students will be able to answer questions about dialogue **Key Vocabulary:** Grumpy, upstairs, bothering,
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on the dialogue what's Brian doing? ♦ Teacher introduces the learning outcomes for the lesson on construction paper ♦ To start, teacher activates students' prior knowledge related to some actions verbs (do, write, read, bother, ask, play, study, use, plan, run). ♦ To get started teacher will apply warm-up activity telephone in which teacher tell the students to stand up to form row is a team after, whisper to the students at the back (or end) of each row a secret sentence in English, then teacher tell them to wait until you say go to tell the next person (the person in front of or behind them) in their row. Each student has to tell the student in front of them the sentence that they heard. The 1st person in each row, upon hearing the sentence has to write it down. Finally The team (or row) with the most accurate answer (the closest to the original sentence) wins. ♦ This warm up activity will help teacher to reinforce previous knowledge. it will last 8-10 minutes

	◆ During this warm up stage, teacher also assesses the students' prior knowledge and to know students' diverse linguistic background.
	Connection
	◆ After the warm-up activity, teacher presents the reading audio to the class. After that students read the reading individually and underline the new words and expression.
	◆ As students discover the new vocabulary in the reading, they are going to work in pairs. To find a partner teacher gives a card with a verb to each student, they have to find a classmate who has the same verb.
	◆ Individually have students use their journals, with the vocabulary and add their individual predictions about the dialogue based on what they heard. Then have students discus their ideas in their small groups about dialogue and tell students that they will be identifying the important phrases of dialogue
	Affirming
	◆ Teacher provides a piece of paper containing a part of the reading. For this activity, first the teacher plays the audio while the students notice where their sentence is, after playing the audio students are going to read aloud their sentence according to the reading order.
	◆ Teacher gives each student a Relevance Scale template to emphasis the most important of the dialogue this students will use brainstorming where they use their ideas, thought in order to write after in the Relevance Scale
	◆ Have groups take turns sharing with the class three details they thought were most relevant for them
	◆ Ask that they keep in mind the range of details they heard shared.
	◆ Students can see the results of their personal and group efforts being used to enhance the content understanding the dialogue
	◆ This phase of the strategy provides multiples opportunities for students to clarify their

	understanding of the dialogue, connect ideas, and elaborate on their thinking.
CLASSROOM RESOURCES	Journals template relevance scale Visual aids: flash cards Tape recorder Student's notebook Student's textbook English
DATA COLLECTION	Data source 1: Students' writing samples, weekly Date source 2: Sub-tests on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

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

WEEK FOUR	
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	Useful expressions about dialogue what's Brian doing?
LEARNING OUTCOMES	• **Listening** - Students will be able to understand the new useful expressions - Students will be able to listen a conversation what's Brian doing? • **Speaking** - Students will be able to make a role play following the conversation *what's Brian doing?* - Students will be able to repeat some useful expressions about the conversation *what's Brian doing?* • **Writing** - Students will be able to complete pictures and words template - Students will be able to write sentences using the new phrases about the dialogue *what's Brian doing?* - Students will be able to answer some questions related to the conversation about the reading *what's Brian doing?* **Key Vocabulary:** I don't know, stop bothering me, you are grumpy, I'm out of here, I'm leaving right now, I have no idea, Don't ask me a lot of questions, You are in a bad mood.
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on the conversation *What's Brian doing?* ♦ Begin the lesson with the whole class to explain the activity ♦ Teacher introduces the learning outcomes for the lesson on construction paper ♦ To get started, teacher activates students' prior knowledge related to some phrases they already know. This is a warm-up activity in which students form groups through number off where students count groups of four students then

94

	teacher give them an envelope with words they have to form some phrases after unscramble some letters then the group who finish have to read the phrase, during this warm up stage, teacher also assesses the students' prior knowledge which allows to know the students' diverse linguistic background. This warm up activity will last 15 minutes to unscramble the phrases and words.
	♦ Then have students create their foldable individually as you model the process for the class
	♦ Ask students to individually record their predictions for each word on their foldable
	♦ Once students have finished recording their associations, they have them do a turn- and-talk to discuss the words with a peer. This will help students make initial links between their background knowledge and the academic vocabulary.
	♦ While they are sharing, teacher monitors them to check if they are right or wrong. Once they have shared their sentences they have to go back to their own seats.
	Connection
	♦ After the warm-up activity, teacher introduces the conversation using flashcards with the new expressions and audio of it.
	1. **I don't know** 2. **stop bothering me,** 3. **you are grumpy,** 4. **I' m out of here,** 5. **I'm leaving right now,** 6. **I have no idea,** 7. **don't ask me a lot of questions,** 8. **You are in a bad mood.**
	♦ After students have finished recording their notes for each new key word, teacher apply the technique simon says to join peers who have black backpack, etc. in order to make a little dialogue using new expression, following read model working on their foldable and have

	students in their peers discuss their new understanding about new expressions
	Affirming
	♦ Use small groups to allow students to discuss and define the expressions together
	♦ Have students individually record on their foldable pages the group definitions
	♦ Have students in rally table small groups/pairs use the foldable to quiz each other on the expression
	♦ Once the pairs have done a sheet completed pictures and words, teacher will assess the whole class by asking useful expressions.
CLASSROOM RESOURCES	Foldables Visual aids: flash cards Student's notebook Student's textbook (Abbs , Barker, & Freebairn, English Book, 2008) Rubric
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

WEEK 5	
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	Talk about activities you are doing now.
LEARNING OUTCOMES	• **Listening** - Students will be able to listen to their classmates expressing sentences using the present continuous • **Speaking** - Students will be able repeat verbs with present continuous • **Writing** - Students will be able to use present continuous - Students will be able to create a short dialogue what people are doing? - Students will be able to make questions using the present continuous
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on grammar: the present continuous affirmative and negative sentences ♦ Teacher introduces the learning outcomes for the lesson on construction paper. ♦ To get started, teacher activates students´ prior knowledge related to verbs ♦ Begin the activity by first sharing with students the academic vocabulary of the lesson ♦ Have students draw visual or write the meaning they associate with the words in their notebooks, so they can access these associations later in the activity ♦ To get started, teacher will have students activate their prior knowledge related to action verbs (study, write, plan, run, walk, go, eat, brush, watch). ♦ Teacher uses think-pair-share to poses a questions related to the verbs to the class and students think about their responses then students share their ideas ♦ This is tingo tango warm-up activity in which students have to pass a ball as teacher says

tingotingo as many times after teacher will stop saying tango for the students to stop passing the ball. When the teacher stops, the ball will stop, too. The student who has the ball at that time has to say and act out the verbs in flash card that teacher will show in a picture to him or her. Once, the student speaks up, teacher will prompt the other students to say the word again. Then teacher will says tingotingo tango again, to do the same with some other students. This will last 3 or 5 minutes. The students will be placed in five columns so that the ball will be passed column by column.

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

Connection

After the warm-up activity, teacher will present chat grammar the present continuous

• Affirmative sentences: I am studying
• Negative sentences: I am not studying

♦ As teacher introduce the vocabulary at the beginning of the lesson, allow students to put the words on 3x5 cards, with the vocabulary on one side and a picture or word from their native language on the other side.
♦ After students have finished recording their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word.
♦ Teacher provides each student with a copy of the pictures and words template and four or more, sticky notes over the boxes in their individual templates.

Affirming

♦ Create small groups according that students have to discuss the mental images/connections they recorded on the template so that students can see that even though they all heard the same content, their mental images/connections differ because of their unique perspective

98

	♦ Ask the members of each group to work together to create a group statement that summarizes the essential about grammar ♦ Students complete a worksheet about grammar present continuous ♦ Once the pairs have done a sheet completed pictures and words, teacher will assess the whole class by worksheet writing sentence in a paragraph.
CLASSROOM RESOURCES	Pictures and words template Visual aids: chart worksheet Student's notebook Student's textbook (Abbs , Barker, & Freebairn, English Book, 2008)
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

WEEK 6	
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	Talk about activities you are doing now
LEARNING OUTCOMES	• **Listening** - Students will be able to listen to their classmates expressing sentences using the present continuous • **Speaking** - Students will be able repeat verbs with present continuous • **Writing** - Students will be able to use present continuous - Students will be able to create a short dialogue what people are doing? - Students will be able to make questions using the present continuous
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on grammar: the present continuous yes / no questions. ♦ Teacher introduces the learning outcomes for the lesson on construction paper. ♦ Begin the activity by first sharing with students the academic vocabulary of the lesson ♦ Have students draw visual or write the meaning they associate with the words in their notebooks, so they can access these associations later in the activity ♦ To get started, teacher activates students' prior knowledge related to action verbs (study, write, plan, run, walk, go, eat, brush, watch). ♦ Teacher uses focused listing where students work individually in which students listen ideas about verbs. ♦ This is a **hangman** warm-up activity in which teacher thinks of a word and students have to guess what the word is, if the student suggests a letter which occurs in the word, the teacher writes it in all its correct positions. If the suggested letter does not occur in the word, the

teacher draws one element of the hanged man, like this

- Students repeat all the words guessed on the warm up activity
- This will last 10 or 15 minutes. The students will be placed in a row.
- During this warm up stage, teacher also assesses the students' prior knowledge which allows to know students' diverse linguistic background

Connection

After the warm-up activity, teacher will present chat grammar the present continuous tense : be (am/is/are) + verb-ing

- Yes/No questions sentences
Am I studying? yes, you are / No you're not

- As teacher introduce the vocabulary at the beginning of the lesson, allow students to put the words on 3x5 cards, with the vocabulary on one side and a picture or word from their native language on the other side.
- After students have finished recording their notes for each new key word, they have to share their ideas with a partner to share their personal backgrounds for each new word.

- Teacher provides each student with a copy of the pictures and words template and four or more, sticky notes over the boxes in their individual templates.

Affirming

- Create small groups according that students have to discuss the mental images/connections

101

	they recorded on the template so that students can see that even though they all heard the same content, their mental images/connections differ because of their unique perspective ♦ Ask the members of each group to work together to create a group statement that summarizes the essential about grammar ♦ Students complete a worksheet about grammar present continuous ♦ Once the pairs have done a sheet completed pictures and words, teacher will assess the whole class by worksheet writing sentence in a paragraph.
CLASSROOM RESOURCES	Pictures and Words template Visual aids: chart worksheet Student's notebook Student's textbook (Abbs , Barker, & Freebairn, English Book, 2008)
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly
SUPPORT	Coaching and guidance from our university professor.

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

WEEK 7	
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	What you are doing and what is going on
LEARNING OUTCOMES	• **Listening** - Students will be able to listen to their classmates expressing sentences using the present continuous • **Speaking** - Students will be able repeat verbs with present continuous • **Writing** - Students will be able to use present continuous - Students will be able to create a short dialogue what people are doing? - Students will be able to make questions using the present continuous
INSTRUCTIONAL FOCUS	**Activation** ♦ Teacher builds a lesson based on grammar: the present continuous information questions ♦ Teacher introduces the learning outcomes for the lesson on construction paper. ♦ Begin the activity by first sharing with students the academic vocabulary of the lesson ♦ Have students draw visual or write the meaning they associate with the words in their notebooks, so they can access these associations later in the activity ♦ To get started, teacher activates students' prior knowledge related to action verbs (study, write, plan, run, walk, go, eat, brush, watch). As a whole class, they will have to remember the action verbs that they already learned in previous classes. ♦ This is a warm-up activity in which students in pairs have to form some sentences after unscramble some letters. After that each pair is going to read the sentences and all students will repeat it. During this warm up stage, teacher also assesses the students' prior knowledge

which allows knowing the students' diverse linguistic background. This warm up activity will last 15 minutes to unscramble the sentences and words.

Connection

After the warm-up activity, teacher will present chat grammar the present continuous tense : be (am/is/are) + verb-ing

♦ Information questions
What are you doing?
Studying   : short answer
I am studying : long answer

♦ After students have finished recording their notes for information questions, they have to share their ideas with a partner to share their personal information.
♦ Teacher provides each student with a copy of the pictures and words template and four or more, sticky notes over the boxes in their individual templates.
♦ While they are sharing information, teacher checks if they are right or wrong.

Affirming

♦ At this time, students have to write sentences using information questions for this; they have to look for information on their topic and pictures. For example, "She is eating dinner and another classmate is going to check if they are right or wrong. To find partner the teachers applies a casino card strategy, to switch positions. Teacher delivers a casino card to each student and they have to find a new partner that has a same casino card. While they are sharing, teacher monitors them to check if they are right or wrong
♦ With the same partner students develop an activity called find someone who. For this, students have to formulate some questions for example, what are you doing? *What is she*

	eating? and they have to write short and long answers ♦ Students complete a worksheet about grammar present continuous
CLASSROOM RESOURCES	Pictures and Words template Visual aids: chart worksheet Student's notebook Student's textbook English
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly Data collection source: sub-test on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

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

WEEK 8	
RESEARCH PROBLEM	*How does Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pio Jaramillo Alvarado High school during the 2014-2015 school year?*
TOPIC	What you are doing and what is going on and rules spelling of present continuous verbs
LEARNING OUTCOMES	• **Listening** - Students will be able to listen to their classmates expressing rules spelling of present continuous verbs • **Speaking** - Students will be able to repeat the verbs rules spelling of present continuous verbs • **Writing** - Students will be able to write rules spelling of present continuous verbs. - Students will be able to make affirmative, negative, yes/no questions and information questions using rules spelling of present continuous verbs
INSTRUCTIONAL FOCUS	**Activation** ♦ Begin the lesson with the whole class to introduce /create the magic book ♦ Teacher builds a lesson based on grammar: the present continuous rules spelling of present continuous verbs ♦ Share the academic vocabulary with the whole class ♦ Begin the activity by first sharing with students the academic vocabulary of the lesson ♦ Have students individually record the vocabulary words and the word and images they associate with each of the words ♦ Have students briefly discuss with partner their associations with background knowledge and the add more words ♦ To get started, teacher activates students' prior knowledge related to action verbs (study, write, plan, run, walk, go, eat, brush, watch). As a whole class, they will have to remember the action verbs that they already learned in previous classes.

♦ This is a bingo warm-up activity in which students have to choose and write some verbs in the boxes, then teacher is going to give students some papers which contains some verbs, they have to read allow and if they have the word in the bingo table they have to cross out it, the person who completes the table in a vertical or horizontal way win a surprise. This warm up activity will help teacher to reinforce previous knowledge, this will last 10 minutes.

♦ During this warm up stage, teacher also assesses the students' prior knowledge and to know students' diverse linguistic background.

Connection

After the warm-up activity, teacher will present chart grammar spelling of present continuous verbs

▪ To form the present continuous of some main verbs that end in a consonant + e, drop the en and then add -ing: use= using, write= writing

▪ To form the present continuous of some main verbs that end in a vowel + a consonant, double the consonant and then add –ing: sit= sitting

♦ As students are learning new rules to use gerunds after verbs, they individually have to complete a worksheet using gerunds after verbs in sentences

♦ Teacher monitors students´ work to notice if they have problems, and helps them.

♦ Have students individually write their new understanding of the words with relevant page numbers from their Magic Book

♦ This is a team competition strategy in which each group writes two sentences using gerunds after verbs, cut and mix them, then they change the cut sentences with another group. The group who unscramble the sentences correctly is the winner

Affirming
♦ Teacher applies Numbered Head students within the team number off from 1-4. The teacher poses a question about unit all unit four and the students put their heads together to

	discuss the answer. The teacher randomly calls a number and from each team the student with that number writes the answer on the team response board ♦ Direct students to write definitions of the academic vocabulary terms using their own words o inside of the reverse side of the Magic Book
CLASSROOM RESOURCES	Magic Book Visual aids: chart Student's notebook Student's textbook English
DATA COLLECTION	Data source 1: Observation checklist Data source 2: Students' writing samples, weekly Date source 3: Sub-tests on writing, bi-weekly Data collection source: sub-test on writing, bi-weekly
SUPPORT	Coaching and guidance from our university professor.

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

g. TIMELINE

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

109

Organization and management of the research

Resources

- **Human**

The researcher: Andrea Lina Alvarado Cabrera

Teacher: Dra. Miriam Troya

Students of ninth grade at Pio Jaramillo Alvarado, parallel "B"

- **Material**

Books

Dictionary

Printed materials

- **Technical**

Computer

Internet

Flash drive

h. BUDGET AND FINANCING

RESOURCES	COST
Internet	$ 40.00
Print of reports	$ 30.00
Print of Project	$ 20.00
Books	$ 50.00
Copies	$ 30.00
Unexpected expenses	$ 30.00
TOTAL	$ 200

Financing

The present research work will be financed by the researcher.

i. BIBLIOGRAPHY
Bibliographical resources

(Abbs , Barker, & Freebairn, English Book, 2008)

Airasian, 2012)*Educational Research*

Brown. (2004). *Language Assessment Principles and Classroom Practices* .

Cohen; Riel. (1989). *Review to related literature writing.*

Donn, B. (1996). *Teaching Writing Skills* . British : Logman Group UK .

Felder, R., & Brent, R. (2012). *Department of Chemical Engineering, N.C. State University.* Retrieved from Cooperative Learning: www4.ncsu.edu/unity/lockers/.../f/.../CLChapter.pd

(Glady, Marzano, 2000). *Crossing the vocabulary bridge*

Glepen, M. (2010). *Cooperative Learning in Elementary School.* Verlag.

Grundman, J. (2002). *Cooperative learning in a english as a second language classroom.* Minnesota.

Handley, A. (2001). *Teaching Language in Context.* USA: Lithographing Inc.

Harmer, J. (2004). *how to teach writing.* Pearson Education.

Herrera , Socorro G.; Kavimandan, Shabina K.; Holmes, Melissa A. (2011). *Crossing the Vocabulary Bridge.* New York and London: Teachers Collage Press.

Komínková, V. (2009, 12 09). Retrieved from https://is.muni.cz/th/266906/pedf_m/thesis.txt

Kroll, B. (1990). *Second Language Writing* . United States of America : British Library .

Lienemann, T. (2007). *Understanding Difficulties with Written Expression*. Retrieved from Iris: http://iris.peabody.vanderbilt.edu/module/pow/cresource/if-you-were-ms-price-what-could-you-do-to-help-your-students-when-they-struggle-with-a-task/pow_01/#content

Manchón. (2008). *Writing in Foreign Language Contexts.* Canada: MPG Books Group.

Melanie, W. (2011). *The TKT Teaching Knowledge Test Course* . United Kingdom : Cambridge University .

MinEduc. (2014). *National Curriculum Guidelines.* Quito: Ministerio de Educacion del Ecuador.

MinEduc. (2014). *Teaching and Learning of English as a foreign language level A1.* Quito.

Nation, I. (2009). *Teaching ESL/EFL Reading and Writing.* New York : Routledge, Taylor & Francis .

Raimes, A. (1983). *TECHNIQUES IN TEACHING WRITING* . New York : Oxford University Press.

(Ranking-Erickson H. &., 2003) T*eaching reading in content areas for elementary teachers*

Richard, F., & Brent, R. (2001, s.f). *Effective strategies for cooperative learning* . Retrieved from Effective strategies for cooperative learning : http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLStrateg ies(JCCCT).pdf

Richards Jack . (2001). *Approaches and Methods in Language Teaching.* United States.

Richards Jack : Rodgers Theodore . (2001). *Approaches and Methods in Language Teaching.* United States of America.

Annexes

Annex 1. Observation sheet

OBSERVATION SHEET		
Observation #: **Topic:** **Objective of the session:**	**Date:** **Class size:** **Participants:** Ninth-grade students	**Location:** **Duration of the observation** (start/end times)**:** **Observer Involvement:** Participant / Non participant

Independent variable: Pictures and words as a cooperative learning strategy.					
Rating scale: 4 = always 3 = usually 2 = sometimes 1 = rarely 0 = not observed					
Descriptors	4	3	2	1	0
All students clearly understand which group they belong to before the activity					
All students have opportunities to learn with and from peers					
All students take advantage of the given time to make or prepare their responses/report for the group´s					
Students ask their teacher/classmates for clarification to assist their peers during the performance of the academic activities					
Students listen to one another					
Students question to one another					
Assume personal responsibility being involved in the group					
Students disagree politely					
Shy pupils contribute to group work					
Students help other with the work when needed					
Students work well with other group members					
Students share ideas and opinions with the group					
Students consistently stay focused on the task and what needs to be done					
Students enjoy writing and respond favorably to written activities					

DEPENDENT VARIABLE: WRITING SKILLS			
CATEGORIES	Below the expected level 1	At expected level 2	Above the expected level 3
Mechanics Students provide well-organized and complete sentences.			
Students use capital letters at the beginning of each paragraph.			
Students wrote proper nouns with capital letters.			
Students separate sentences using a period, colon or semi-colon.			
Students use question marks in interrogative questions.			
Spelling is accurate			
Students use appropriate word order and vocabulary			
Written ideas follow a logical sequence			
Grammar Sentences contained correct grammar structure.			
Students used verbs in the correct form			
Tenses in sentences are well applied			
No errors			
Style Students use meaningful vocabulary.			
Written work is understandable, coherent and uses meaningful expressions.			
Written work is legible			
Redundant words are avoid.			
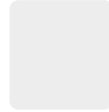
UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student' Code: _____
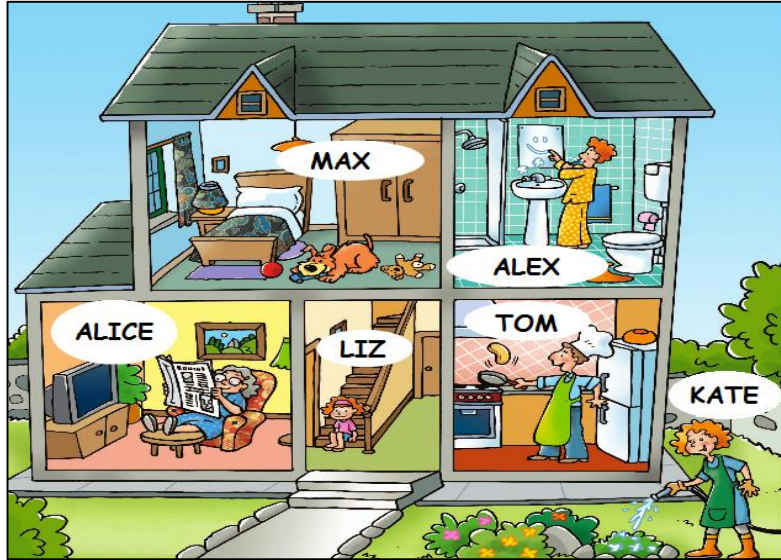
Date: _____

Instructions:

Write a brief paragraph about what is happening in Alex's House and tell where their relatives are. Briefly describe the home and answer yourself the following questions to include in your paragraph. What is Max, Alex, Alice, Liz, Tom and Kate doing? And where are they? As a conclusion write about what is your favorite place in your house. Why is it your favorite place? What is in that room? What can you do there? etc.

Write the sentences in a logical order, taking into account the appropriate punctuation, personal pronouns, tense of the verbs, word order and spelling.

Duration of the task: 30 minutes

Length of the paragraph: 6 – 10 lines

Alex's House

_____

_____

_____

_____

_____

_____

_____

_____

Thank you

RUBRIC FOR THE PRE – POST TEST

Student's code: _____

Date: _____

Dimension	1 = Weak	2 =Moderately Weak	3 = Average	4 = Strong	Total
Purpose/Task	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies	Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	
Organization	The topic is not introduced in an expected way.	Introduce the topic in a non-clear way.	Introduce the topic in a fairly way	Introduce the topic in a clear and interesting way	
Vocabulary	Includes limited vocabulary and /or most vocabulary is inaccurate or unrelated to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or Unrelated to the topic.	Includes a variety of vocabulary related to the topic.	Includes a wide variety of vocabulary that expands the topic but there may be minor inaccuracies	

Structure/Conventions	Tense	Verbs do not agree with one another and there is little to no fluidity within writing because of verb tense confusion.	Little to no verb agreement. Fluidity of writing is affected by verb tenses.	Some verb tenses agree and fluidity is slightly affected by verb tenses.	No verb disagreement. Fluidity of writing is not affected by verb tenses.	
	Word Orde	The sentences don't make sense at all.	Few sentences follow the logical and word sequential order	Some sentences do not follow a logical word order.	The facts are presented in a sequential word order	
	Punctuation	The paragraph is not clear, and very difficult to understand, not punctuation is presented.	The paragraph is not clear, sometimes difficult to understand, only with few punctuation	The paragraph is somewhat neatly handwriting. With some punctuation.	The paragraph is neatly handwriting, with most of the appropriate punctuation	
TOTAL SCORE						

Annex 3. Questionnaire
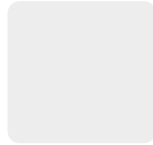
UNIVERSIDAD NACIONAL DE LOJA

DATA COLLECTION SOURCE: QUESTIONNAIRE

As student of the English Language Career of the Universidad Nacional de Loja, I would be very grateful if you can answer the following questionnaire in a clear and honest way. The information obtained will be used for the development of the research work.

Student´s Code: _____

Date: _____

1.English class activities are developed in groups and pairs.

4. Always   (   )

3. Often   (   )

2. Sometimes   (   )

1. Rarely   (   )

2.How important is it to you to complete activities during English class?

Work in groups   (   ) 4 Very Important

Work in pairs   (   ) 3 Important

Work alone   (   ) 2 Somewhat Important

Work together   (   ) 1 No Important

3.The group or pair activities are conducted in a positive and respectful environment.

4. Always　　　　　（　）

3. Often　　　　　（　）

2. Sometimes　　　（　）

1. Rarely　　　　　（　）

4.Having good relationships and positive interactions are essential for group work.

4. Strongly Agree　　　　　（　）

3. Agree　　　　　　　　　（　）

2. Neither agree nor disagree　（　）

1. Disagree　　　　　　　　（　）

5.How satisfying is it for you to work in groups?

4. Very satisfactory　　　（　）

3. Satisfactory　　　　　（　）

2. Somewhat satisfactory　（　）

1. Unsatisfactory　　　　（　）

6.In group activities, all members contribute to the development of collective work.

4. Always　　　　　（　）

3. Often　　　　　（　）

2. Sometimes   (   )

1. Rarely   (   )

THANK YOU FOR YOUR PARTICIPATION

Annex 4. Research Matrix

   Theme: The Pictures and Words as a Cooperative Learning Strategy to Develop Writing Skills amongst Ninth-Grade Students at Pio Jaramillo Alvarado High Scholl Academic Period 2014-2015

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments

General How does the Pictures and Words as a cooperative learning strategy improve the writing skills amongst ninth-grade students at Pío Jaramillo high school. Academic period 2014-2015?
 	
Specific
•What theoretical and methodological references about Pictures and Words as a cooperative learning strategy
	General
	• To improve the writing skills through the Pictures and Words as a cooperative learning strategy amongst ninth-grade students at Pío Jaramillo high school during the 2014-2015 school year.
	
	Specific
	• To research the theoretical and methodological references about the Pictures and Words
	• To diagnose the issues that limits the
		Writing Skills
		❖ Writing in English as a foreign language
		❖ Writing sub-skills
		❖ Micro-skills
		❖ Macro-skills
		❖ The stages of the writing process of English as a foreign language
		❖ Specifications for writing
		❖ The Common European Framework Common Reference Levels
			Preliminary investigation
			  -Observing the English classes
			  -Standing 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 observations
			  -Administering test and questionnaires
			  -Observing and monitoring students`
				❖ Observation sheet (participant and nonparticipant observations)
				
				❖ Pre and Posttest
				
				❖ Pre and Post Questionnaire

123

are adequate for improving the ELF writing skills amongst ninth-grade students at Pío Jaramillo High School during the 2014-2015 school year? •What are the issues that limit the development of the ELF writing skills amongst ninth-grade students at Pío Jaramillo 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	development of the EFL writing skills amongst ninth-grade students at Pío Jaramillo High School during the 2014-2015 school year? • To design an intervention plan based on the Pictures and Words as a cooperative learning strategy in order to improve EFL writing skills amongst ninth-grade students at Pío Jaramillo High School during the 2014-2015 school year? • To apply the most suitable techniques of the Pictures and Words as a cooperative learning strategy amongst ninth-grade students at Pío Jaramillo High	❖ Writing assessment indicators ❖ Cooperative Learning ❖ Cooperative learning in the English class ❖ Cooperative Learning Descriptors ❖ Roles in Cooperative Learning ❖ Teacher role ❖ Learner role ❖ Current strategies of cooperative learning ❖ The cooperative learning as a communicative language strategy ❖ The Pictures and Words as a Cooperative Learning Strategy	performance according to the intervention plan **Presentation of the research findings** **-**Reflecting, analyzing and answering the proposed inquiries -Organizing the final report	

developing the ELF writing skills amongst ninth-grade students at Pío Jaramillo High School during the 2014-2015 school year? •Which Pictures and Words techniques as a cooperative learning strategy are implemented to improve ELF writing skills amongst ninth-grade students at Pío Jaramillo High School during the 2014-2015 school year? •How does the Pictures and Words as a cooperative learning strategy reduce the difficulty to	School during the 2014-2015 school year? • To reflect upon the effectiveness that the Pictures and Words as a cooperative learning strategy had amongst ninth-grade students at Pio Jaramillo Alvarado High School during the 2014-2015 school year?			

develop the EFL writing skills amongst ninth-grade students at Pío Jaramillo high school academic period 2014-2015?			

ANNEX GRADING SCALE

NATIONAL GRADING SCALE
Writing skills Pre and Post test

Quantitative score range	English approximation
10	Superior
9	Excellent
7-8	Average
5-6	Belowaverage
4	Failing

Pictures and Words as a cooperative learning strategy
Pre and Posttest questionnaire

Quantitative score range	English approximation
100	Above the expected level
90	Close to above the expected level
70-80	At the expected level
50-60	Below the expected level
40	Under the expected level

INDEX