



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

COLLABORATIVE LEARNING TECHNIQUES TO
IMPROVE THE ENGLISH GRAMMATICAL
COMPETENCE AMONG STUDENTS OF EIGHTH YEAR
“C” OF BASIC EDUCATION, AFTERNOON SESSION
AT UNIDAD EDUCATIVA MARIETA DE
VEINTIMILLA, IN THE CITY OF LOJA DURING THE
2018-2019 SCHOOL YEAR.

Thesis as a previous requirement to
obtain the Bachelor's Degree in
Science of Education, English
Language Major.

AUTHOR

ANA MICHELLE ELIZALDE RIVERA

THESIS ADVISOR

DRA. MARCIA ILIANA CRIOLLO VARGAS, MG. SC.

LOJA-ECUADOR

2019

CERTIFICATION

**DRA. MARCIA ILIANA CRIOLLO VARGAS, MG. SC. PROFESSOR OF THE
ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA,**

C E R T I F I E S :

The present research work entitled **COLLABORATIVE LEARNING
TECHNIQUES TO IMPROVE THE ENGLISH GRAMMATICAL
COMPETENCE AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC
EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA
MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE
2018-2019 SCHOOL YEAR**, under the responsibility of the undergraduate
student: ANA MICHELLE ELIZALDE RIVERA, has been thoroughly revised and
fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent
legal aims.

Loja, September 2nd, 2019



**Dra. Marcia Iliana Criollo Vargas, Mg. Sc.
THESIS ADVISOR**

AUTORÍA

Yo, Ana Michelle Elizalde Rivera afirmo ser la autora del presente trabajo de tesis, y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos legales por el contenido de la misma. Adicionalmente, acepto y autorizo a esta prestigiosa Universidad, la publicación de mi tesis en el Repositorio Institucional: Biblioteca Virtual.

Autora: Ana Michelle Elizalde Rivera

Firma: Ana Elizalde

Cédula: 1150493797

Fecha: November 27th, 2019

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DE LA AUTORA, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, Ana Michelle Elizalde Rivera declaro ser la autora de la tesis titulada: COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF EIGHTH YEAR "C" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR; como requisito previo para obtener el grado de: Licenciada en Ciencias de la Educación, mención Idioma Inglés. Autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja, para que muestre al público en general la producción intelectual de la misma, a través de la visibilidad de su contenido en el Repositorio Digital Institucional.

Los usuarios pueden 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 veintisiete días del mes de noviembre del año dos mil diecinueve.

Firma: Ana Elizalde

Autora: Ana Michelle Elizalde Rivera

Cédula: 1150493797

Dirección: Avenida Isidro Ayora – Conjunto Los Almendros

Correo electrónico: ana.elizalde@unl.edu.ec

Celular: 0999255956

DATOS COMPLEMENTARIOS:

Director de tesis: Dra. Marcia Iliana Criollo Vargas, Mg. Sc.

Tribunal de grado:

Presidente: Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

Primer vocal: Lic. Karina Alexandra Celi Jaramillo, Mg. Sc.

Segundo vocal: Dra. Adriana Elizabeth Cango Patiño, Mg. Sc.

ACKNOWLEDGMENTS

I owe my gratitude to the Universidad Nacional de Loja for all the great things that it has given me during my years of study. Likewise, my sincere thanks to the English Language Department, especially to my dear teachers who, with their valuable teachings, made me grow as a professional. Thanks for their patience, dedication, unconditional support, and friendship.

In the same way, I am really grateful to Unidad Educativa “Marieta de Veintimilla” for giving me the opportunity to develop my thesis in such a prestigious institution. Last but not least, thanks to the English teacher and all the students who helped me and contributed with their time and knowledge during the development of this research.

THE AUTHOR

DEDICATION

This thesis is dedicated to my dear parents who with their love, patience and effort have allowed me to reach my most desired dream, my graduation. Thank you for teaching me to be a courageous and determined woman.

I also want to dedicate this thesis work to my siblings: Cristina and Paulo, who supported me unconditionally during this arduous process.

Finally, I dedicate this thesis to all my friends and teachers who have always been motivating me to move forward and never give up, especially to my friend Ximena who has supported me whenever I have needed her without expecting anything in return.

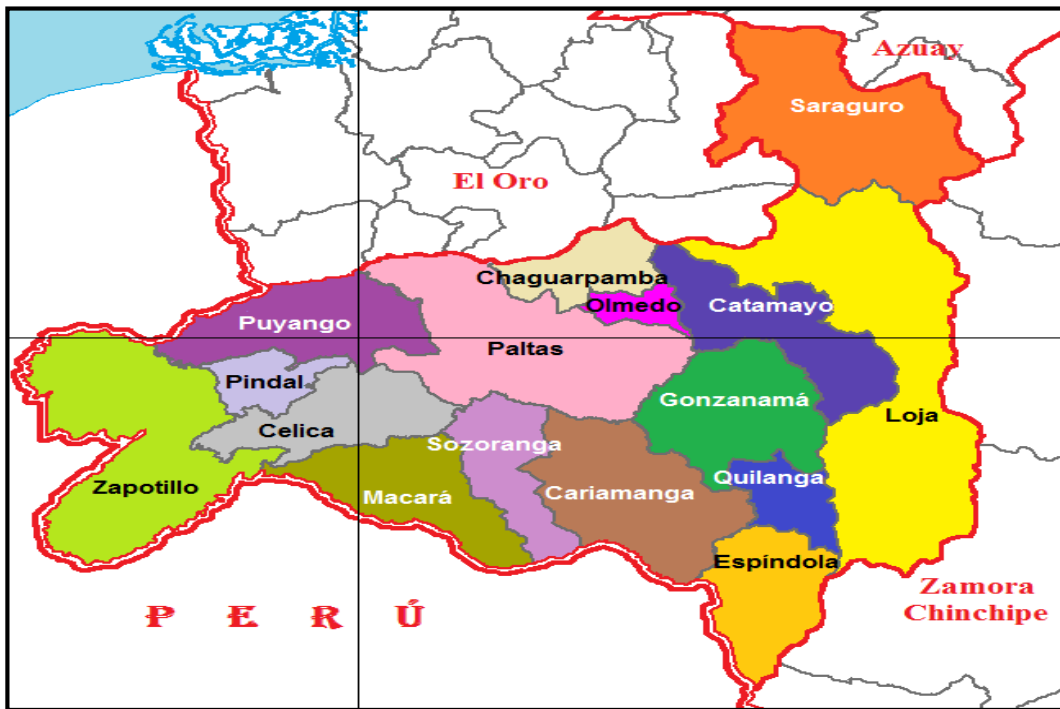
ANA MICHELLE

MATRIZ DE ÁMBITO GEOGRÁFICO

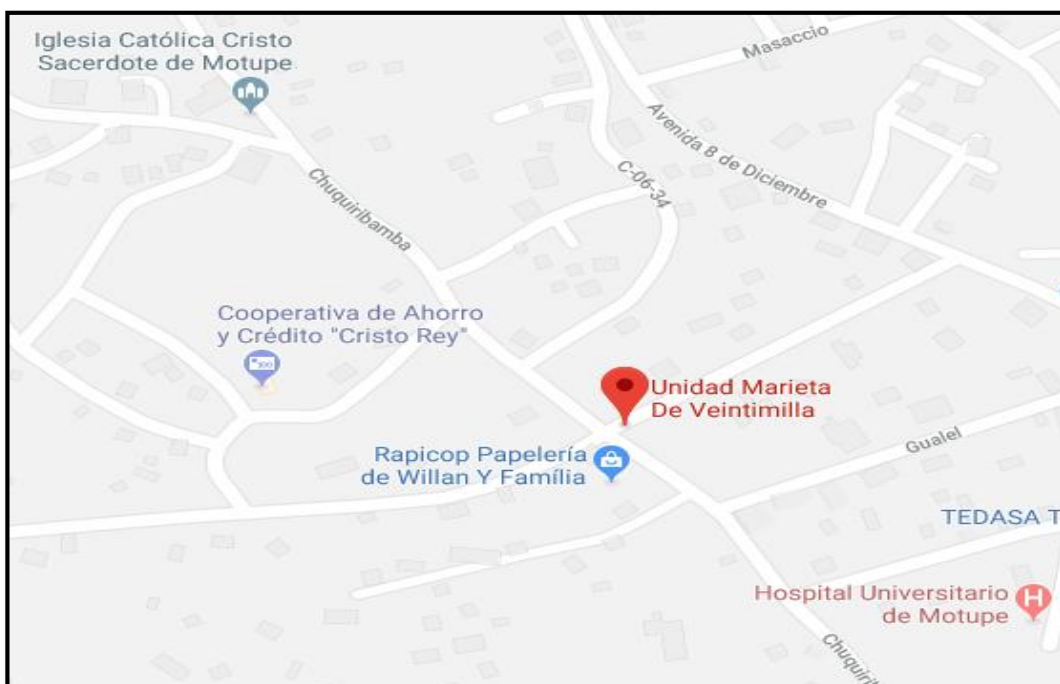
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR /TÍTULO DE LA TESIS	FUENTE	FECHA / AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIO O COMUNIDAD		
TESIS	ANA MICHELLE ELIZALDE RIVERA COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.	UNL	2019	ECUADOR	ZONA 7	LOJA	LOJA	EL VALLE	MOTUPE	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN IDIOMA INGLÉS

MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN DE LA UNIDAD EDUCATIVA MARIETA DE VEINTIMILA



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
 - ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El objetivo de esta investigación fue mejorar la competencia gramatical del inglés en los estudiantes de octavo año “C” de Educación Básica, sección vespertina de la Unidad Educativa Marieta de Veintimilla, de la ciudad de Loja, durante el periodo académico 2018-2019. Los métodos utilizados en este trabajo de investigación fueron el científico, descriptivo, estadístico y analítico-sintético, los cuales permitieron describir, procesar, analizar e interpretar la información. Los instrumentos utilizados para recopilar datos en cuanto a la actitud y el rendimiento de los estudiantes fueron hojas de observación, notas de campo, pruebas y cuestionarios, que se aplicaron a 24 alumnos. Los resultados obtenidos mostraron que los estudiantes mejoraron satisfactoriamente en relación con la competencia gramatical del inglés. En conclusión, el uso de técnicas de aprendizaje colaborativo permitió a los estudiantes desarrollar sus habilidades individuales y de equipo, mejorar su relación, aprender a ser más dinámicos y realizar las actividades de clase de manera efectiva, mejorando su competencia gramatical.

ABSTRACT

The objective of this research was to improve the English grammatical competence by using collaborative learning techniques among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja, during the 2018-2019 school year. The methods used in this research work were the scientific, the descriptive, the statistical and the analytical-synthetic, which allowed to collect, describe, process, analyze and interpret information. The instruments used to collect data regarding students' attitude and performance were the observation sheets, field notes, tests, and questionnaires, which were applied to 24 learners. The results obtained showed that students achieved a satisfactory improvement in relation to the English grammatical competence. In conclusion, the use of collaborative learning techniques allowed students to develop their individual and team skills, enhance their relationship, learn to be more dynamic, and fulfill class activities effectively, improving their grammatical competence.

c. INTRODUCTION

The present research work was focused on the application of Collaborative learning techniques to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

English grammar is complex to remember, master and use, but it is the most significant aspect of the language. Learning grammar is like learning to drive, people can learn all of the theory, rules, and regulations, but if they do not practice what they have learned, they will not be good at it. Grammatical competence is the ability to master the grammatical aspects of a language such as grammar, lexis, syntax, semantics, and morphology. Thus, the problem with grammar arises when people do not have knowledge about it or do not understand grammatical structures to create written texts. Therefore, improving grammatical competence is essential since it provides people with the ability to communicate accurately and fluently.

This problem is evidenced in the students of eighth year “C”, who are not able to make declarative and interrogative sentences. They present difficulties formulating imperatives to give directions and warnings, and they also get confused forming the singular or plural of nouns in sentences. Considering these problems, the following question was posed: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?

Collaborative Learning Techniques were chosen as a good option to improve students' grammatical competence, considering their importance in the development of interpersonal and teamwork skills by participating in task-oriented learning groups. When students collaborate in groups, it is easy for them to complete tasks, understand the contents taught, brainstorm ideas and create well-structured sentences.

The specific objectives that are related to the present research are: to research the theoretical and methodological references about collaborative learning techniques to improve the English grammatical competence; to diagnose the issues that limit the grammatical competence; to design an intervention plan based on collaborative learning techniques; to apply the most suitable collaborative learning techniques in order to improve the grammatical competence; and to validate the results obtained after the application of collaborative learning techniques in order to improve the English grammatical competence among students of eighth year "C" of Basic Education at Unidad Educativa Marieta de Veintimilla.

The methods that helped to carry out this research work were: *The scientific method* which allowed to research about the Collaborative Learning Techniques to improve the English grammatical competence. This method helped to design the intervention plan and the instruments that were applied before and after this intervention. *The descriptive method* was used to describe what happened in the classroom, participants' actions and the stages of the research. *The statistical method* was required to obtain, organize, represent, and interpret the data of the intervention plan. Lastly, *the analytic/synthetic method* helped to analyze all the

information that was found in the questionnaires, and the pre and post-test to then make the interpretation and logical analysis of the data and to formulate the conclusions.

The present research describes the following parts: first, the *Abstract*, which contains the general objective of the research work, the description of the main methods, techniques and materials used, the results obtained and the conclusions. Then, the *Introduction* which contextualizes the problem and the reasons why the theme was chosen, the specific objectives, and the methodology of the research work. After that, there is the *Literature Review*, which details information about the two variables: Collaborative Learning Techniques and Grammatical Competence. Next, the *Materials and Methods* section is comprised of the materials, methods, techniques, and instruments that were used and the population who participated in this research. Afterward is the *Results* section, which presents the description of the information organized in tables and figures with its corresponding interpretation and logical analysis. Next, there is the *Discussion*, which includes a general analysis of the obtained results; and at the end, there are the *Conclusions* and *Recommendations*.

d. LITERATURE REVIEW

COLLABORATIVE LEARNING TECHNIQUES

Collaborative learning

Smith and MacGregor (as cited in Barkley, Howell Major, & Cross, 2014) mention that ‘Collaborative learning’ is a term that addresses a variety of educational approaches that involve an intellectual effort by students, or students and teachers together. Thus, in collaborative situations students can work in groups of two or more members, mutually searching for understanding, solving problems, or creating a product.

‘Collaborative learning’ is based on the idea that learning is a natural act of humans. Srinivas, H. (as cited in Laal & Laal, 2012) considers that learners in the collaborative learning environment are challenged both socially and emotionally since they have to listen to the different perspectives of their classmates, and articulate and defend their own ideas. In this way, learners have the opportunity to talk with peers, exchange diverse beliefs, discuss situations, and are actively engaged in the learning process.

Annis, McKeachie, Pintrich, Lin, & Smith (as cited in Barkley et al., 2014) affirm that one concern about collaborative learning has been that students who are less under-prepared may benefit, whereas well-prepared students may be harmed by their participation. However, experiential evidence suggests that in peer tutoring, students doing the teaching learn more, especially at a conceptual level, than students receiving the tutoring.

Collaborative learning is a teaching-learning process that allows students to develop individual and group skills, which are very useful for their integral human development. This kind of learning helps students learn and teach those who present difficulties in understanding English grammar. What is more, collaborative learning makes learners more participatory and generous with each other. For this, students support must be mutual, so that each team member is responsible for developing the tasks assigned by the teacher effectively.

Core elements of collaborative learning

Sbertoli (2014) mentions that the core elements of collaborative learning are positive interdependence, individual accountability, promotive interaction, social skills, and group processing.

- **Positive interdependence** occurs when all members of the collaborative team are conscious of the fact that they share the same goals, and that their individual learning depends on the help of the other members.
- **Individual accountability** makes each of the students is conscious of the fact that, even though the team is working towards a common goal, his/her individual effort will be observed and evaluated.
- **Promotive interaction** refers to having students engage and interact with one another in order to meet a goal. Any type of Problem Based Learning (PBL), will be conducive to this interaction since its process includes the need to negotiate, persuade, discuss and come to a general consensus on the solution of a problem.

- **Social skills or team-working skills** include effective communication, and interpersonal and group skills. They are evidenced in the way each member of the group assumes or acknowledges leadership in a process.
- **Group processing** refers to the need to encourage team participants to repeatedly evaluate the group's performance, to discuss what needs to be done differently to maximize the results.

It should be noted that the core elements offered by collaborative learning are specific, they explain what is the role of students in the classroom, and what are their benefits. As a result, students are aware of their role within the group, which points out that all members have to work and help each other in order to achieve meaningful learning.

Collaborative learning techniques

As stated by Barkley et al. (2014), the Collaborative Learning Techniques (CoLTs) resemble recipes in which teachers give only directions; like cooks, they must provide students with actual ingredients (learning tasks), that learners need to handle. In other words, teachers will use these techniques as guidelines, as starting points that allow them to be creative in such a way they are able to adapt the CoLTs according to students' needs. These techniques allow students to develop their individual and group skills, laboring together and sharing the work equitably in order to achieve meaningful learning outcomes.

The same authors point out that the role of the instructor in the application of Collaborative Learning Techniques includes the following responsibilities: designing the task; orienting students to the goals and purposes of collaborative

learning; making decisions about size, duration, and operation of the learning groups; assigning tasks; assuring active, constructive participation; and assessing learning.

Palinscar (as cited in Barkley et al., 2014) states that knowledge is developed through interaction with others. This interaction is a form of collective intelligence since individuals best learn through social or group interactions in which peers collectively engage in information construction.

Collaborative learning techniques are procedures that allow teachers to group students in teams of two or more members for the purpose of developing their language skills. The teacher, through these learning techniques, expects that their students work as a true team, that each one helps the other in what he/she does not comprehend.

Barkley, et al. (2014) classify the Collaborative Learning Techniques as follows:

- **Discussion CoLTs:** Think-Pair-Share, Round Robin, Buzz Groups, Talking Chips, Three-Step Interview, Critical Debate.
- **Reciprocal Teaching CoLTs:** Note-Taking Pairs, Learning Cell, Fishbowl, Role-Play, Jigsaw, Test-Taking Teams.

Learning Cell is a technique in which students individually develop questions about a reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions. The purpose of this CoLT is to engage students in actively thinking about content, to encourage them to generate thought-provoking questions, and to teach them how to check their understanding. Creating questions about an assignment requires

students to think about the content in a way that is different from simply taking notes on it. Responding to the questions of peers provides a platform for discussion based on student levels of understanding. Exchanging questions and answers with a peer can motivate students and challenge them to pursue deeper levels of thought.

During the development of this technique, the instructor circulates among the pairs to give feedback, answer questions, discourage distractions and keep the students on the topic. (Cengage, 2016)

Learning Cell technique procedure

- 1) Ask students to individually develop a list of questions and answers dealing with the major points raised in a reading or other learning assignment.
 - 2) Form student pairs.
 - 3) Explain the process by which you want partners to alternate asking and answering each other's questions.
 - 4) Student A begins by asking the first question and Student B answers the question. Student A offers corrections and additional information until a satisfactory answer is achieved.
 - 5) Student B asks the next question and Student A answers, and the process repeats until all questions have been asked and answered.
- **Problem-solving CoLTs:** Think-Aloud Pair Problem-Solving, Send-a-Problem, Case Study, Structured Problem-Solving, Analytic Teams, Group Investigation.

- **Graphic Organizer CoLTs:** Affinity Grouping, Group Grid, Team Matrix, Sequence Chains, Word Webs.

Affinity Grouping is a technique that allows students to generate ideas about a topic and write each item on a slip of paper. Groups sort and organize the slips into categories as they identify common themes. Affinity Grouping can help students unpack a complicated issue and build groupings from the separate pieces. Because students identify clusters of ideas and information shared by several people, this CoLT can help build group consensus.

The teacher's roles in this technique are:

- **Clarify the context.** Before starting the brainstorming, teacher should address the Affinity technique by asking the group a specific question. Then, he/she will have to instruct each participant to write their ideas on slips of paper or cards.
- **Create ideas.** All ideas are good and can lead to new ones. At the beginning, you should not analyze but just generate them.
- **Do it silently.** A key advantage of the Affinity technique over Classic Brainstorming is that the generation and grouping of ideas are done silently. Silence makes the Affinity diagram a very "democratic" process.

Affinity Grouping technique procedure

- 1) Distribute enough slips of paper, or sticky notes so that each student can have several slips for brainstorming ideas.

- 2) State the category, issue, or problem to be explored and provide a time limit for the activity.
- 3) Organize the students into groups, but then ask each student to separately and silently brainstorm ideas, writing one idea per slip of paper.
- 4) When time is up, ask one team member to collect the cards or sticky notes, mix them up, and spread them out or stick them on a flat surface.
- 5) Instruct the teams to discuss and arrange the cards or sticky notes into related groups.
- 6) Have students create a title or heading for each grouping that best describes the theme of each group of items.

Word Webs are collaborative versions of a Concept Map. A central word, phrase, or question placed on a shared writing space serves as the stimulus. Students generate a list of related ideas and then organize them in a graphic, identifying relationships by drawing lines or arrows to represent the connections. This technique helps students analyze a complex concept by breaking it down into parts and clarifying the relationships. It is also an effective starting point, helping students relate new information to prior knowledge or guiding groups to uncover a current understanding of the associations between parts.

Word Webs support student understanding by comparing and contrasting words and providing examples of word usage in context. The strategy helps learners acquire and use academic and domain-specific words and phrases. (Teaching Tolerance, n.d.)

Word Webs technique procedure

- 1) Describe and demonstrate the process to students.
 - 2) Form teams and distribute paper and markers.
 - 3) Present the central concept that students will graph.
 - 4) Ask student teams to brainstorm, writing a list of terms and phrases that express core concepts and supporting details.
 - 5) Have students sketch out a diagram starting with the central idea and adding primary, secondary, and even tertiary associations.
 - 6) Suggest that students determine the ways the items are related, drawing lines or arrows to show the connections.
 - 7) Ask students to add new ideas and relationships as they construct the web.
- **Writing CoLTs:** Dialog Journals, Round Table, Dyadic Essays, Peer Editing, Collaborative Writing, Team Anthologies, Paper Seminar.
 - **Games CoLTs:** Team Scavenger Hunt, Quizo, Friendly Feud, Team Jeopardy, Team Games Tournaments.

The typical evaluation of collaborative learning has been made by means of examinations or tests to the students to determine how much they have learned. That is to say, a quantitative evaluation of the quality of the outcome is done. Some techniques of cooperative learning use this strategy such as “Student Team Learning”, “Group Investigation”, “Structural Approach” and “Learning Together”. (Collazos, Guerrero, Pino, & Ochoa, 2007)

Collaborative Learning Techniques give the opportunity to teachers to analyze students' reactions in terms of how much they are learning through these techniques; how they feel when they work in pairs or groups: comfortable or uncomfortable; and how much they are focused on the development of the activities.

The similarity between cooperative and collaborative learning

According to ResourcEd (2017), there are some similarities between cooperative learning and collaborative learning since both:

- Rely on active student participation rather than passive, lecture-based teaching.
- Students assume a degree of responsibility for their own learning.
- Teachers act as facilitators to learning.
- Require pupils to complete a task/project.
- Inculcate team-building skills and encourage social interaction.
- Help to prepare students for the world of work.
- Enhance deeper cognitive skills.
- Create shared learning experiences.
- Increase levels of information retention.
- Embrace student diversity.

The difference between cooperative and collaborative learning

Collaborative learning

ResourceEd (2017) mentions that students' progress is personal since they collectively work towards a common goal. Students are accountable to one another, and with appropriate direction, will self-manage this. In a typical collaborative learning process:

- Students organize their efforts between themselves (group-structured).
- Students source material to complete the activity.
- The activity is not monitored by the teacher (although they can help when assistance is requested by the group).
- Students assess their own individual and group performance.
- Success depends on individual strengths.

Cooperative learning

The same author states that cooperative learning involves interdependence. Roles and responsibilities are clearly defined but are open for negotiation. In contrast to collaborative learning, a cooperative learning structure takes the following form:

- Activities are structured with each student assigned a specific role (teacher-structured).
- Teachers supply information for students to read and analyze (or let pupils know where this information can be found).
- Teachers observe, listen and intervene where necessary.
- Students submit work at the end of the lesson for evaluation/assessment.

- The success of the group depends upon the efforts of everyone involved.

To obtain satisfactory results in the application of collaborative learning, the following aspects should be considered, such as group types, group size, and group membership.

Group types

According to Smith (1998), Collaborative learning groups exist in many sizes and forms and work together to achieve an array of objectives. Groups vary according to the goal, the activity, and the length of time students will work together, although these different aspects are interrelated. With these attributes in mind, groups can be classified as informal, formal, or base.

Informal groups are formed quickly and randomly and are primarily used in onsite classes as a break out to a longer class activity. A teacher might, for example, take a break during a lecture and ask students to work with others to respond to a question, solve a problem, or brainstorm ideas. (Smith, 1998)

The same author states that *formal learning groups* are created to achieve a more complex goal. They may last from one class period to several weeks, whatever it takes to complete a specific assignment such as writing a report or developing a presentation. Because the purpose of formal groups is to accomplish shared goals, capitalize on different talents and knowledge, and maximize the learning of everyone in the group.

Base groups are long-term groups that work on a variety of tasks. They stay together for the entire term or even the academic year, and their purpose is to offer

members support and encouragement as together they achieve an overarching goal.
(David, 1991)

Group size

Smith (1988) argues that onsite collaborative groups typically range in size from two to six students. Many times, pairs work best, especially in quick exchanges such as an interrupted lecture where minimal disruption is desired. Small groups also may work best early in the term as they can maximize involvement and make it easier for members to plan meetings.

Group membership

In the same regard, Smith (1998) states that there are many ways to constitute groups: membership can be random, students are selected, or teacher determined; membership can be based on interests, abilities, attitudes, or a host of other characteristics; and groups can be heterogeneous or homogeneous.

It is necessary to think about the type, size, and membership of groups because, in that way, the teacher is going to be able to determine students' performance, their level of knowledge, which are their strengths and weaknesses. Based on that observation, the teacher can group students according to their needs, where students that learn more easily will be able to teach and direct to those who present more difficulties to understand a topic.

According to David (1991), research supports heterogeneous grouping because working with diverse students exposes them to people with different ideas, backgrounds, and experiences. There is also some evidence that diverse groups are more productive and better suited for multidimensional tasks. Brookfield & Preskill

(1999) affirm that homogeneous grouping offers advantages for some kinds of learning activities. For example, students who share common characteristics may feel sufficiently at ease with each other to discuss or explore highly sensitive or personal issues. Homogeneous groups may also master most efficiently highly structured skill-building tasks, since students can communicate with each other starting from a similar level of knowledge (Barkley et al., 2014).

GRAMMATICAL COMPETENCE

Grammatical competence

According to Richards (2012), there are two dimensions to grammatical knowledge (also known as grammatical or linguistic competence) that are central in second language learning and teaching:

- Knowing how to use the grammatical system of a language to create sentences.
- Knowing how to use the grammatical resources of a language as part of the processes used in creating spoken and written texts.

“Grammatical competence is the knowledge of grammar, lexis, syntax, semantics, and morphology” (Richards, 2016).

Grammatical competence can be defined as knowledge of, and ability to use the linguistic skills of a language. Officially, the rules of a dialect can be understood as the group of standards leading the gathering of components into significant, branded and connected words (Language Policy Unit, 2007).

“Grammatical competence refers to a learner’s ability to use the lexical items, as well as the rules constraining morphology, sentence structure, and the sound system” (Geeslin & Yim Long, 2014).

Grammatical competence is the ability to master the grammatical aspects of a language. Having knowledge of grammar and lexis helps to express ideas better, and improve writing skills meaningfully. It is well-known that people who have a good grammatical competence are able to interact with others in a spoken or written manner accurately.

Considering the information about grammatical competence, it is necessary to mention that the indicators that were worked during the development of the intervention plan were declarative and interrogative sentences, imperatives, subject-verb agreement, and word-sentence order.

Sentence types

According to Nelson (2001), there are four major sentence types: declarative, interrogative, imperative, and exclamatory.

Declarative sentences

Nelson (2001) affirms that “a declarative sentence is typically used to convey information or to make a statement”.

- This is Gladstone Park.
- David is listening to music.
- Simon bought a new house.
- James retired in 1998.

In a declarative sentence, the subject usually comes first, and then the verb. These sentences are the most common type.

Interrogative sentences

In the same regard, an interrogative sentence is used in asking questions, and in seeking information.

Yes-no questions are one type of interrogative sentence that expects either yes or no as the response.

- Is this Gladstone Park?
- Have you found a job yet?
- Did you receive my e-mail?
- Do you take sugar?

Wh-questions are another type of interrogative sentence which expect an open-ended response.

- *What* happened?
- *Where* do you work?
- *Who* won the UEFA Cup in 1999?

The word *how* may also introduce an interrogative:

- *How* do you forward an e-mail?
- *How* can I get to Main Street?
- *How* is your mother?

Imperative sentences

The same author mentions that "an imperative sentence is used to issue orders or instructions".

- Wait a minute.
- Take the overnight train from King's Cross.
- Release the handbrake.
- Cut the meat into cubes.

Imperative sentences usually have no subject. However, the subject you may sometimes be included for emphasis.

- Don't you try to pay for this.
- You fix it (if you're so clever).

Subject and verb agreement

A subject should agree with its verb in number. In other words, if a subject is singular, the verb must be singular; if the subject is plural, the verb must be plural (Olson, 2006).

According to Sargeant (2007), when a verb is used, it is important to say who or what is the doer of the action. This 'who or what' is the subject of the verb. It is said that the subject and the verb agree when they match each other.

A singular verb is used when the subject is a singular noun. For example, the nouns 'my dad' or 'our school', or any of the pronouns he, she or it, require a singular verb. Most singular verbs end in *-s* (Sargeant, 2007).

- She **eats** bananas for breakfast.
- My mom **walks** to work every day.

The same author states that this form of the verb is called the **third person singular**. It is used when the subject of the verb is not *you* or the person you are speaking to, but some other person—a third person—or a thing.

Here are some third person singular verbs that end in **s**.

Plays sings shines rides draws **smiles**

The third person singular form of some verbs is made by adding **es** at the end.

This rule is applied for verbs that end in *-sh*, *-ch*, *-ss*, *-x*, *-zz* and *-o*.

brushes watches kisses fixes buzzes does

How is it made the third person singular form of the verbs that end in *y*? Usually, it is changed the **y** for an **i** and then add **es**. (Sargeant, 2007).

carry – carries hurry – hurries copy – copies

cry – cries fly – flies marry – marries

Some verbs that end in *y*, and they are preceded by a vowel. Just is added an **s** at the end of these verbs to make the third person singular form.

buy – buys say – says pray – prays

pay – pays annoy – annoys stay – stays

Word-sentence order

According to EnglishGrammarg (2015), “English grammar supports very few inflections. Therefore, the order of words in a sentence is very important”.

The following example shows the usual order of words in a sentence. The subject usually goes before the verb.

- The cat chased the mouse. (Here the subject ‘cat’ goes before the verb ‘chased’.)

The object usually goes after the verb.

- The dog bit the man. (Here the object ‘man’ goes after the verb ‘bit’.)

If the verb has two objects, the indirect object usually goes before the direct object.

- Will you lend me your pen? (Here the indirect object 'me' goes before the direct object 'pen'.)

When the adjective is used attributively, it goes before the noun.

- He was wearing a red cap. (Here the adjective 'red' goes before the noun 'cap'.)
- Few cats like cold water. (Here the adjective 'few' goes before the noun 'cats'.)

When the adjective is used predicatively, it goes after 'be' and other copular verbs.

- The boy is asleep. (Here the adjective 'asleep' goes after the verb 'is'.)
- The horse became restive. (Here the adjective 'restive' goes after the copular verb 'became'.)

The adverb should be placed close to the word which it modifies.

- Nothing ever happens by chance.
- He is rather lazy.
- He solved two problems easily.
- He never tells a lie.

e. MATERIALS AND METHODS

Materials

The development of this research was carried out thanks to the use of human, technical, and material resources. The human resources in this project were the students of 8th year “C” of Basic Education who were the population that allowed to obtain quantitative and qualitative data in relation to the intervention plan; the teacher of the subject was the person who helped to check the lesson plans, to give feedback and to give advice during the intervention phase; and finally, the researcher who made the corresponding planning, prepared the class material, gave the teaching instructions and evaluated the students’ performance. The technical resources which contributed to this research were technological devices such as the computer, the cell phone, and the printer. On the other hand, the material resources that were essential in this intervention plan were grammar charts, worksheets, assessment sheets, graphic organizers templates, and bingo cards; each one was focused on developing the students' grammatical competence.

Design of the Research

This action research work was carried out considering the theory of Celse & Murcia (2001) who say that “Action Research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures, where the researcher plans an action to address a problem or question in his or her own context”. After having identified the problem, it is done a systematic observation of the outcomes of the action. Next, the researcher reflects on them and plans a subsequent action. Thus, the cycle begins again.

To achieve the objectives proposed in this research, the procedures suggested by Celce and Murcia were followed. Thus, an observation was made in order to detect the particular problem in the English classroom, which was that students of the eighth year “C” at Unidad Educativa Marieta de Veintimilla had difficulties using the grammatical structures. Then it was looked up information about how to improve students’ grammatical competence in the English language. After that, an action plan was designed in which the Collaborative Learning Techniques were included to improve English grammatical competence in eighth-year students. Next, a reflection was made on the students' outcomes gotten after the intervention plan.

Methods, Techniques, and Instruments

Methods

The methods used to carry out this research work were:

The scientific method facilitated research on how to improve the English grammatical competence through the use of Collaborative Learning Techniques. This method helped to design the intervention plan and the instruments that were applied before and after this intervention. *The descriptive method* was used to describe what happened in the classroom, participants’ actions and the stages of the research. *The statistical method* was necessary to process the information and to represent the quantitative data into tables, and qualitative data into figures. *The analytic/synthetic method* helped to analyze all the information that was found in the questionnaires, and in the pre and post-test to make their interpretation, logical

analysis of the data and to draw up the respective conclusions and recommendations.

Techniques and Instruments

Data collection instruments:

The instruments that were used to collect information at the beginning, during and after the intervention plan were the following: pre/post-test, pre/post questionnaire, observation sheets, and field notes.

Tests

The pre-test was applied at the beginning of the intervention plan, and the post-test at the end of it. These tests had the same content but the purpose of each one was different since the pre-test was used to evaluate students' prior knowledge about English grammar, and the post-test was applied to assess the knowledge that students acquired after the intervention plan. The test included ten questions, each one had four alternatives. There were three questions of filling in the blanks, one choosing the correct option, two making sentences, one giving answers, one matching pictures, and two ordering sentences.

Questionnaires

The pre-questionnaire was used at the beginning of the intervention plan in order to know students' perception towards the Collaborative Learning Techniques to improve the English grammatical competence, and the post-questionnaire was applied at the end of this intervention to evidence the level of acceptance of students in relation to the techniques applied during this research work. The questionnaire was composed of five multiple-choice questions.

Observation sheets

Observation sheets were a useful data collection source that allowed to report about the students' performance in the different stages of the intervention plan. They reflected the way in that the students were learning, and how they were improving their grammatical competence.

Field notes

Field notes were another instrument that enabled the researcher to take notes about everything that happened in class while the intervention plan was being executed. They helped to record the students' behavior, attitude, and performance.

Population

The participants of this research work were the students of eighth year "C" of Basic Education at Unidad Educativa Marieta de Veintimilla. They were all about twelve and thirteen years old. There were twenty-four students: twelve girls, and twelve boys.

f. RESULTS

The first objective that was to research theoretical and methodological references about collaborative learning techniques to improve the English grammatical competence, was achieved by searching the most suitable theoretical information in order to design the intervention plan and the instruments to collect data. The theoretical reference was important to make the interpretation of the results and to give recommendations.

The second objective was accomplished with the pre-test results that are shown in Table 1; these allowed to diagnose the issues that limit the students' English grammatical competence.

The third objective was attained with the design of the intervention plan through eight lesson plans that were developed and executed in two months of instruction. Lesson plans consisted of three stages: activation, connection, and affirming; they were focused on improving the students' grammatical competence.

The fourth objective was fulfilled through the application of the Collaborative Learning Techniques and the results obtained in the pre and post questionnaires, shown from Table 2 to 6.

The fifth objective was reached with the results of the post-test shown in Table 7. These results were helpful to validate the effectiveness of Collaborative Learning Techniques to improve grammatical competence.

Pre-test Results

Objective two: To diagnose the issues that limit the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-Test Scores of Eighth Year “C” Students in Grammatical Competence

Students' Code	DS	IS	IM	SVA	WSO	SCORE
	/2	/2	/2	/2	/2	/10
UEMV8C01	1	0	1.3	0	0.3	2.5
UEMV8C02	1	0	0	0.5	0.8	2.3
UEMV8C03	1.8	0.5	1	1	0	4.3
UEMV8C04	1.5	0	1.3	0.5	0.8	4
UEMV8C05	1.8	0.8	0.3	0	0	2.8
UEMV8C06	1	1.3	1.3	1	1	5.5
UEMV8C07	0.5	0	0	0	0.3	0.8
UEMV8C08	1.3	0	1	0	0.3	2.5
UEMV8C09	1	0.5	1.3	0.7	1.5	5
UEMV8C10	1	0	1	0.8	1.3	4
UEMV8C11	0.8	0	1	0.3	0.3	2.3
UEMV8C12	0.3	0.5	0.5	0.3	0.5	2
UEMV8C13	1	0	1	0	0.8	2.8
UEMV8C14	0.5	0	0.3	0.3	0.3	1.3
UEMV8C15	2	0	0.5	0.3	0.5	3.3
UEMV8C16	1	0	0.5	0.3	0.5	2.3
UEMV8C17	0.8	0	1	0	0	1.8
UEMV8C18	2	0.5	1	0.5	0	4
UEMV8C19	1.3	0.2	0.3	0	0.3	2
UEMV8C20	1.3	0	1	0.7	0.8	3.7
UEMV8C21	1	0	1.3	0.2	0	2.5
UEMV8C22	0	0	1	0	0	1
UEMV8C23	1.5	1	1	0.3	0.3	4
UEMV8C24	1.5	0	1	0.3	1	3.8
MEAN	1.1	0.2	0.8	0.3	0.5	2.9

Note. UEMV=Unidad Educativa Marieta de Veintimilla, 8C01=Students' code, DS=Declarative sentences, IS=Interrogative sentences, IM=Imperatives, SVA=Subject-verb agreement, WSO=Word sentence order

b. Interpretation and Analysis

As it is shown in table 1, the total mean score in the pre-test was 2.9/10, which demonstrates that students who participated in this research had a poor level in English grammatical competence (see grading scale, p. 123). The highest mean score was 1.1/2 in relation to declarative sentences. This determines that students could form affirmative and negative statements with there is and there are; although, they got confused using the forms of the verb to be. However, they wrote are instead of is in the singular form, or they wrote is instead of are in the plural form. As well as, they could not change singular nouns to their plural form. On the other hand, the lowest mean score was 0.2/2 in the aspect of interrogative sentences. This indicates that students could not differentiate yes/no questions from Wh-questions. They had difficulty asking and answering questions.

On the whole, the results show that before the intervention plan, students could communicate their thoughts and feelings, but with certain difficulties asking and answering questions appropriately, as well as giving directions and warnings either in a spoken or written way. According to Richards (2016) “Grammatical competence is the knowledge of grammar, lexis, syntax, semantics, and morphology”.

Comparison of the Pre and Post Questionnaire Results

Objective four. To apply the most suitable collaborative learning techniques in order to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

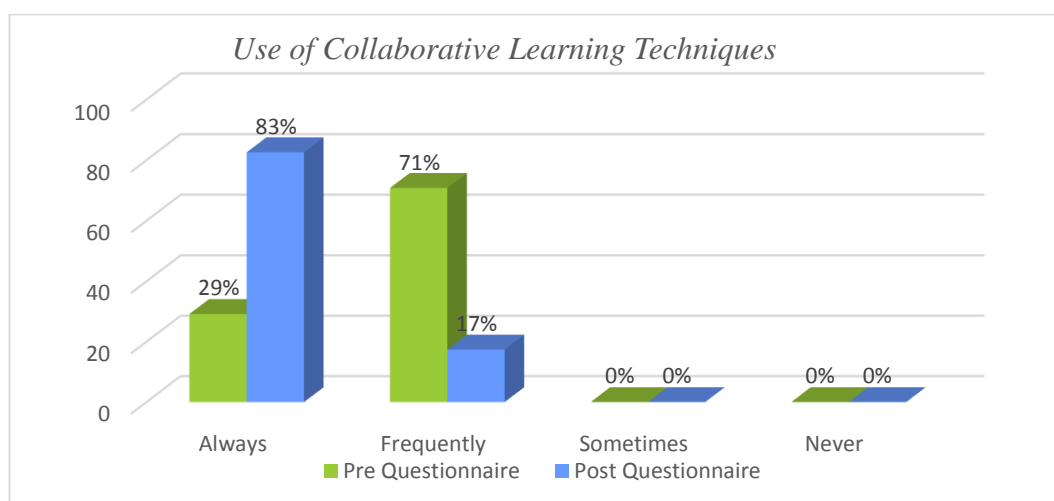
Question 1. How often does the teacher use the Collaborative learning techniques to improve the English grammatical competence?

a. Table 2

Use of Collaborative Learning Techniques

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	7	29	20	83
Frequently	17	71	5	17
Sometimes	0	0	0	0
Never	0	0	0	0
TOTAL	24	100	24	100

b. Figure 1



c. Analysis and Interpretation

The results illustrated in Table 2 show that 71% of students answered that collaborative learning techniques were frequently used. This indicates that students had already worked in groups before the intervention, but their interaction was not good enough to develop their team skills since some members worked while others did not; this certainly did not allow them to improve their grammatical competence. On the other hand, after the intervention plan, 83% of students assured that

Collaborative Learning Techniques were always applied in the classroom. They said that these techniques helped them to establish a better relationship, as they learned to work as a team, and they also strengthened their ability to produce better and clear grammatical structures. Palinscar (as cited in Barkley et al., 2014) states that knowledge is developed through interaction with others. This interaction is a form of collective intelligence, since individuals best learn through social or group interactions in which peers collectively engage in information construction.

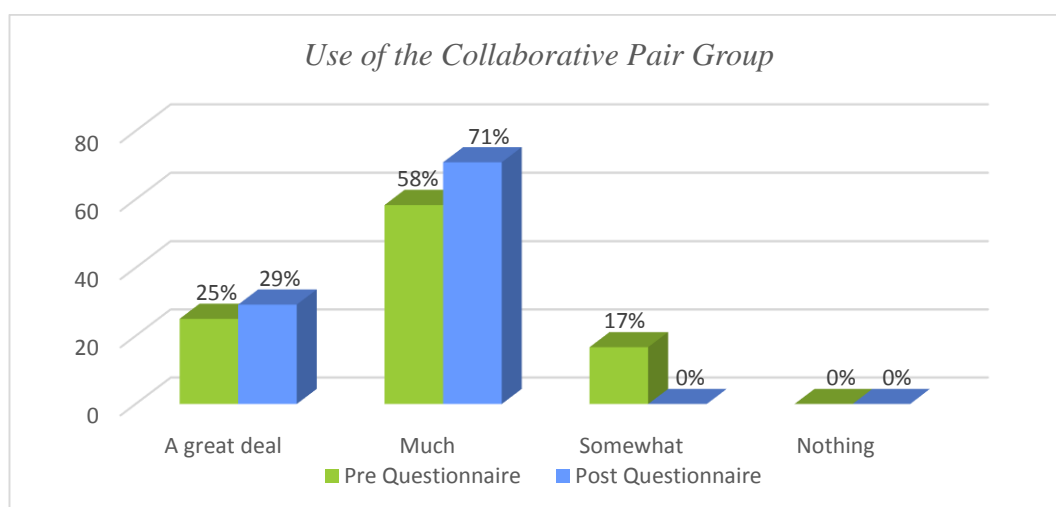
Question 2. How much do you learn when your teacher uses the collaborative pair group in the English classes?

a. Table 3

Use of the Collaborative Pair Group

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A great deal	6	25	7	29
Much	14	58	17	71
Somewhat	4	17	0	0
Nothing	0	0	0	0
TOTAL	24	100	24	100

b. Figure 2



c. Analysis and Interpretation

According to the results shown in Table 3, 58% of students mentioned that they learn much better when they work in pairs. However, not all students liked working with the classmates designated, because most of the time the willingness to work with these students was not adequate. Nevertheless, the results increased, since 71% of the students indicated that they improved their English language learning much more when they worked collaboratively in pairs. This demonstrates that students began to get along with their classmates, they supported each other in what they did not understand and as a consequence, they learned English better. Srinivas, H. (as cited in Laal & Laal, 2012) emphasizes that learners in the collaborative learning environment are challenged both socially and emotionally. Thus, they have the opportunity to talk with peers, exchange diverse beliefs, discuss situations, and are actively engaged in the learning process.

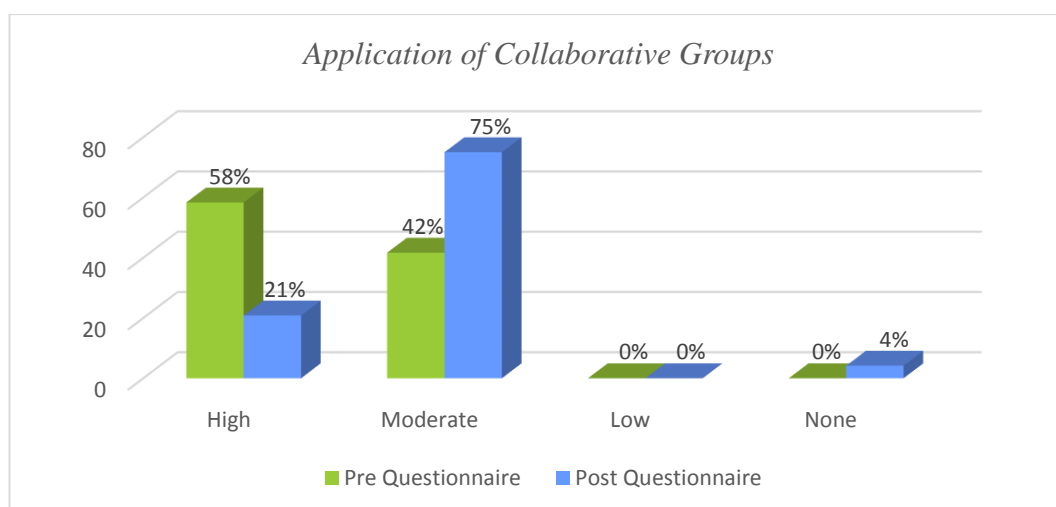
Question 3. To what extent do you think that your teacher applies collaborative groups to improve your grammatical competence?

a. Table 4

Application of Collaborative Groups

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
High	14	58	5	21
Moderate	10	42	18	75
Low	0	0	0	0
None	0	0	1	4
TOTAL	24	100	24	100

b. Figure 3



c. Analysis and Interpretation

As it can be appreciated in Table 4, 58% of students thought that collaborative groups were applied to a high extent. This means that before the intervention plan, students were familiar with forming groups. In fact, all of them had a specific group to work in the English class. However, after the intervention plan, many students (75%) answered that collaborative groups were used to a moderate extent. This demonstrates that learners felt comfortable working in different groups, since that way, they were able to help each other to develop the class activities. Considering this result, it is evident that students enjoyed working in groups; nevertheless, they would also like to work individually. Annis, McKeachie, Pintrich, Lin, & Smith (as cited in Barkley et al., 2014) affirm that students who teach those who have learning difficulties, they learn more especially at a conceptual level than those students who only receive the tutoring.

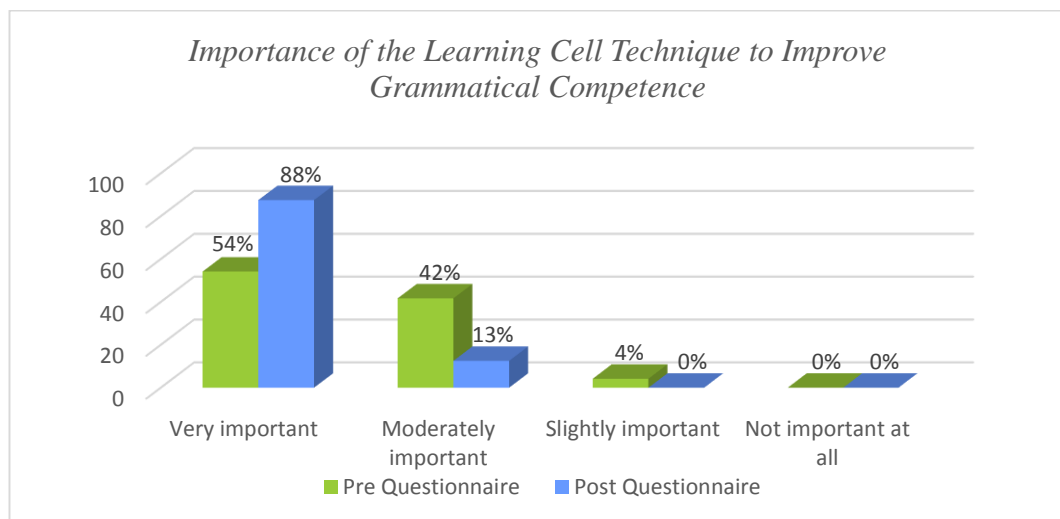
Question 4. How important do you consider using the Learning Cell technique to improve your English grammatical competence?

a. Table 5

Importance of the Learning Cell Technique to Improve Grammatical Competence

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	13	54	21	88
Moderately important	10	42	3	13
Slightly important	1	4	0	0
Not important at all	0	0	0	0
TOTAL	24	100	24	100

b. Figure 4



c. Analysis and Interpretation

Based on the results in Table 5, 54% of students pointed out that the use of the Learning Cell technique is very important. This means that students liked to work individually and in pairs in order to develop the class activities easier and faster. In contrast, after the intervention plan, the percentage increased to 88%, students asserted that it is very important to work with the Learning Cell technique in the classroom. They affirm that working in pairs instead of working individually allowed them to focus more on the classes. They learned to ask and answer questions together, supporting each other to complete the tasks assigned. Barkley

et al. (2014) affirm that Learning Cell is a technique in which students individually develop questions about a reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions. Its purpose is to engage students in actively thinking about content, to encourage them to generate thought-provoking questions, and to teach them how to check their understanding.

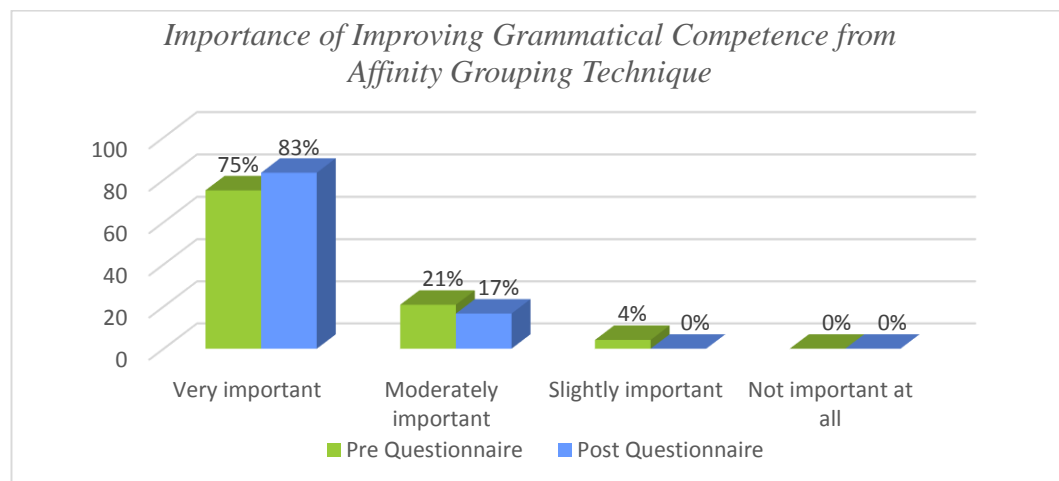
Question 5. How important is for you to improve your grammatical competence from the Affinity Grouping technique?

a. Table 6

Importance of Improving Grammatical Competence from Affinity Grouping Technique

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	18	75	20	83
Moderately important	5	21	4	17
Slightly important	1	4	0	0
Not important at all	0	0	0	0
TOTAL	24	100	24	100

b. Figure 5



c. Analysis and Interpretation

Considering the findings in Table 6, many students (75%) mentioned that it is very important for them to improve the grammatical competence through the Affinity Grouping technique. This result indicates that students liked to work in groups because they felt, they could improve their English. On the other hand, after the intervention plan, this percentage rose to 83%, students confirmed that working with the Affinity Grouping technique, was very important to improve their linguistic competence, and as a result, their preference to work in teams increased. This collaborative learning technique made them build grouping skills and improve their grammatical competence as they learned to create well-structured sentences. According to Barkley et al. (2014), the Affinity Grouping allows students to generate ideas about a topic and write each item on a slip of paper. Groups sort and organize the slips into categories as they identify common themes. This technique can help students unpack a complicated issue and build groupings from the separate pieces.

Post-test Results

Objective five: To validate the results obtained after the application of collaborative learning techniques in order to improve the English grammatical competence among students of eighth year “C” of Basic Education at Unidad Educativa Marieta de Veintimilla.

a. Table 7

Post-Test Scores of Eighth Year “C” Students in Grammatical Competence

Students' Code	DS	IS	IM	SVA	WSO	SCORE
	/2	/2	/2	/2	/2	/10
UEMV8C01	1.5	1.9	2	1.4	1.5	8.3
UEMV8C02	1.5	1.7	2	1.4	0.8	7.3
UEMV8C03	1.5	1.8	2	1.7	2	8.9
UEMV8C04	2	0.6	2	1.5	0.5	6.6
UEMV8C05	2	1.8	2	1	0.8	7.5
UEMV8C06	2	1.9	2	1.9	1.5	9.3
UEMV8C07	1.8	1.8	2	1.1	0.3	6.9
UEMV8C08	2	1.8	2	1.5	1.3	8.5
UEMV8C09	2	2	2	1.3	1.3	8.6
UEMV8C10	2	2	2	2	1.5	9.5
UEMV8C11	1.5	0	1.5	0	0	3
UEMV8C12	1.6	0.8	2	1	0.8	6.1
UEMV8C13	2	1.8	1.8	1.3	1.8	8.5
UEMV8C14	1	0.8	1	0.5	0.3	3.5
UEMV8C15	1.5	2	2	1.3	0.5	7.3
UEMV8C16	2	2	1.9	1.1	1	8
UEMV8C17	1.5	1.1	1.9	0.8	1.5	7
UEMV8C18	2	1.9	2	1.5	1.8	9
UEMV8C19	2	1.9	1.8	1.9	1.8	9.3
UEMV8C20	2	1	1.5	1.2	2	7.6
UEMV8C21	2	2	2	1.4	0.5	7.9
UEMV8C22	1.5	0.8	1.9	0.9	0.8	5.8
UEMV8C23	1.5	1.9	2	1.1	1	7.5
UEMV8C24	1.5	1.8	2	1.5	1.3	8
MEAN	1.7	1.5	1.9	1.3	1.1	7.5

Note. UEMV=Unidad Educativa Marieta de Veintimilla, 8C01=Students' code, DS=Declarative sentences, IS=Interrogative sentences, IM=Imperatives, SVA=Subject-verb agreement, WSO=Word sentence order

b. Interpretation and Analysis

The results in table 7, show that students achieved a total mean score of 7.5/10 in the post-test, which represents a satisfactory level in English grammatical competence (see grading scale, p. 123). The highest mean score obtained was 1.9/2 in the imperatives indicator, which indicates that students could give directions and

warnings appropriately. However, they presented some difficulties formulating them. On the other hand, the lowest mean score attained was 1.1/2 in the word-sentence order indicator. This shows that students could form sentences, but they had problems ordering words correctly since they did not follow the sentence patterns.

As it was expected, students overcame the problems they had in the English grammatical competence, since the five indicators proposed in this research work, were improved through the use of Collaborative Learning Techniques. Barkley et al. (2014) say that collaborative learning techniques allow students to develop their individual and group skills, laboring together and sharing the work equitably in order to achieve meaningful learning outcomes.

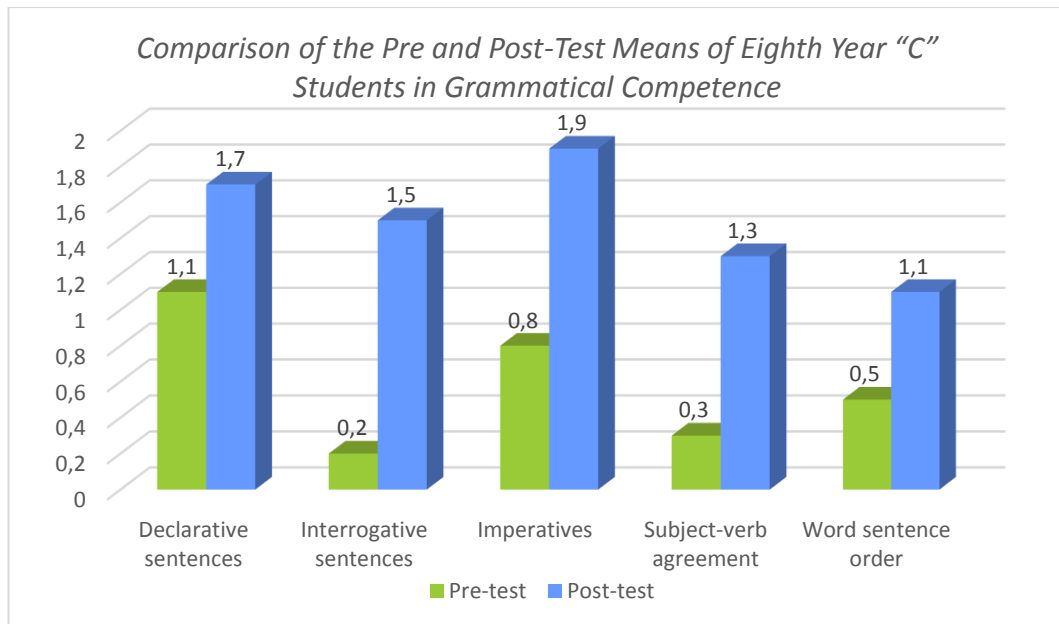
Comparison of the Pre and Post-Test Means

Comparison of the Pre and Post-Test Means of Eighth Year “C” Students in Grammatical Competence

a. Table 8

Aspects	Pre-test	Post-test
Declarative sentences	1.1	1.7
Interrogative sentences	0.2	1.5
Imperatives	0.8	1.9
Subject-verb agreement	0.3	1.3
Word sentence order	0.5	1.1
Mean	2.9	7.5

b. Figure 6



c. Analysis and Interpretation

The results showed in Figure 6, reflect the satisfactory improvement that students achieved in the English grammatical competence, which is demonstrated with the mean scores obtained in the pre and post-test, that increased from 2.9/10 to 7.5/10. In declarative sentences the mean score changed from 1.1/2 to 1.7/2; in interrogative sentences from 0.2/2 to 1.5/2; in imperatives changed from 0.8/2 to 1.9/2; in subject-verb agreement from 0.3/2 to 1.3/2; and in word-sentence order from 0.5/2 to 1.1/2. In fact, the application of collaborative learning techniques was helpful to improve the English grammatical competence, because after the intervention plan students overcame their limitations in grammar aspects. As a result, students understand and follow the grammatical structures to write different types of sentences and to speak correctly.

g. DISCUSSION

The present research work was about Collaborative Learning Techniques to improve the English grammatical competence among students of eighth year “C” at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. The results achieved in this research demonstrate that students overcame the limitations they had with English grammar, reaching a satisfactory level in grammatical competence. This favorable change is reflected in the total mean score of the post-test which was 7.5/10, unlike the mean score obtained in the pre-test that was 2.9/10. Resultantly, after the intervention plan, the mean score rose significantly, which indicates that collaborative learning techniques allowed students to improve their linguistic competence. According to Richards (2016) “Grammatical competence is the knowledge of grammar, lexis, syntax, semantics, and morphology”.

The purpose of this research was that students improve the English grammatical competence in five indicators: declarative sentences, interrogative sentences, imperatives, subject-verb agreement, and word-sentence order. The pre-test results showed that students had a poor level in grammatical competence. Therefore, in the case of declarative sentences, students had a lot of difficulties creating affirmative and negative sentences, since they got confused using the forms of the verb to be, and also changing singular nouns to their plural form. Furthermore, in the interrogative sentences, students could not distinguish yes/no questions from Wh-questions; for that reason, they had difficulties asking and answering questions. Similarly, in the indicator of imperatives, students had difficulties identifying signs

that express directions and warnings. Additionally, the subject-verb agreement was another indicator in which students showed difficulties, since they could not establish the correct agreement between the subject and the verb in sentences. Finally, in the case of word-sentence order, students did not follow the grammatical structures of the sentences.

After the intervention plan, students' improvement in the English grammatical competence was noticeable according to the results attained in the post-test, which demonstrate that the problems previously mentioned were overcome satisfactorily. In summary, collaborative learning techniques had a positive impact on students' linguistic competence.

At the beginning of the intervention plan, students' attitude towards collaborative learning techniques was not good. They did not like to work with their classmates because they preferred to do it individually. During the intervention plan, students changed this negative behavior; so that they felt comfortable working in groups through the use of collaborative learning techniques, their relationship became better, and thus their learning limitations related to grammatical competence, were decreasing as they worked collaboratively. At the end of the intervention, students worked with their teammates more pleasantly, which allowed them to develop class activities easier and faster.

When the intervention plan started to be developed, certain strengths were considered such as students' attention, their willingness to learn and work, and their respectful behavior. The teacher was a kind of supportive person, who always concerned for the welfare of others. The material used in the classroom was simple,

since there was just a board in the classroom, sometimes the teacher carried the radio recorder and the English book. Thus, the lack of teaching material did not allow students to develop their English skills. The issues faced in class, were the lack of participation in class, the students were afraid to express themselves; the number of students was too large to fulfill with all the activities planned; students did not like working in groups; and finally, the 40-minute class periods were too short. Over time, all these limitations gradually disappeared creating an enjoyable and collaborative environment.

Without a doubt, the use of Collaborative Learning Techniques helped students of eighth year "C" at Unidad Educativa Marieta de Veintimilla to improve their grammatical competence satisfactorily. Furthermore, these techniques allowed students to develop individual and group skills, they lost their fear of participating in class, and the relationship among classmates improved.

h. CONCLUSIONS

Students of eighth year "C" at Unidad Educativa Marieta de Veintimilla had a poor level in their English grammatical competence. They failed in the construction of sentences to talk about places in the city and people's daily routines, as well as formulating questions and answers appropriately.

The application of collaborative learning techniques allowed students to overcome their difficulties in grammatical competence. They could express their ideas and thoughts in affirmative and negative form, create yes/no questions and information questions to talk about places in the city and people's routines, and give directions and warnings to get around the city following the grammatical patterns.

Collaborative learning techniques allowed students to develop both individual and group skills, enhance classmates' relationships, helped them to be more dynamic, and fulfill class activities effectively.

i. RECOMMENDATIONS

Teachers should assess students' knowledge constantly in order to identify their strengths and weaknesses. Moreover, they should prepare class material to reinforce the contents of the book, give feedback to students to correct their grammatical mistakes, as well as motivate and congratulate them for their effort and performance.

Teachers should apply collaborative learning techniques in their classes to develop their creativity in the design of tasks; to orient students; to make decisions about size, duration, and operation of the learning groups; to assign tasks; to assure active participation; and to assess students' learning.

Teachers should note that collaborative learning techniques help students develop their social skills, since they learn to labor together and share the work equitably in order to achieve meaningful learning outcomes.

j. BIBLIOGRAPHY

- Barkley, E., Howell Major, C., & Cross, K. (2014). Collaborative learning, a handbook for college faculty. In *Collaborative learning techniques*. <https://doi.org/10.1016/j.jnucmat.2009.09.010>
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. Third Edition. México: Heinle, Cengage Learning.
- Collazos, C. A., Guerrero, L. A., Pino, J. A., & Ochoa, S. F. (2007). *Evaluating Collaborative Learning Processes*, 203–221. https://doi.org/10.1007/3-540-46124-8_14
- Geeslin, K., & Yim Long, A. (2014). *Sociolinguistics and Second Language Acquisition: Learning to Use Language in Context*. New York: Routledge.
- Laal, M., & Laal, M. (2012). *Collaborative learning: What is it?* *Procedia - Social and Behavioral Sciences*, 31(June), 491–495. <https://doi.org/10.1016/j.sbspro.2011.12.092>
- Language Policy Unit. (2007). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg: Unit Cambridge University Press.
- Nelson, G. (2001). *English An Essential Grammar*. London: Routledge.
- ResourceEd (2017). *Collaborative learning vs. cooperative learning: what's the difference?* Retrieved from: <https://resourced.prometheanworld.com/collaborative-cooperative-learning/>

Richards, J. (2016). *Grammatical knowledge vs. grammatical competence*.

Retrieved from: <https://www.professorjackrichards.com/grammatical-knowledge-vs-grammatical-competence/>

Sargeant, H. (2007). *Basic English Grammar, Book 2*.

[https://doi.org/10.1016/S0016-7878\(44\)80008-6](https://doi.org/10.1016/S0016-7878(44)80008-6)

Smith, K. A. (1998). *Cooperative Learning Center Directors* : Roger T . Johnson

and, (July 2016), 0–29. <https://doi.org/10.5926/arepj1962.47.0>

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

COLLABORATIVE LEARNING TECHNIQUES
TO IMPROVE THE ENGLISH GRAMMATICAL
COMPETENCE AMONG STUDENTS OF
EIGHTH YEAR “C” OF BASIC EDUCATION,
AFTERNOON SESSION AT UNIDAD
EDUCATIVA MARIETA DE VEINTIMILLA, IN
THE CITY OF LOJA DURING THE 2018-2019
SCHOOL YEAR.

Thesis Project as a previous
requirement to obtain the Bachelor's
Degree in Science of Education,
English Language Major.

AUTHOR

ANA MICHELLE ELIZALDE RIVERA

LOJA-ECUADOR

2019

a. THEME

COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa Marieta de Veintimilla during the 2018-2019 school year. This prestigious educational institution is located at Motupe neighborhood of the city and province of Loja, El Valle parish. It was founded on February 24, 1947, by Professor Marieta Cueva, who was a devoted teacher that worked tirelessly for twelve consecutive years, and with the help of all the residents of the Motupe neighborhood, especially Mr. Amador Veintimilla. They joined forces and got land in which a mud-brick school was built. During the first institutional years, the school only offered primary education for female students. However, since 1952, this became a Fiscal School for both boys and girls. The management carried out by Dr. Vicente Granda to the Provincial Direction of Education, to obtain the Resolution of Creation of the Educational Establishment managed to get positive results on January 4, 2018.

Currently, Unidad Educativa Marieta de Veintimilla has 1200 students and 54 teachers, in order to provide a qualified and warmth education.

The vision of Unidad Educativa Marieta de Veintimilla is to provide quality education and warmth to children and youth, based on comprehensive training, promoting the practice of values, seeking constant innovation according to the progress of science and technology, to achieve creative, critical and reflective

people, based on authentic performances that are capable of making decisions and solving their own problems.

In the same way, the mission of such a prestigious school is, to train innovative children and young people, capable of solving their own problems, respecting their cultural identity and committed to their natural environment, fostering the practice of values; based on a humanistic, scientific and democratic education, in order to form active students in their learning process based on curricular proposals and programs according to their needs.

Unidad Educativa Marieta de Veintimilla provides a qualified and warmth education, whose goal is to achieve authentic performances in students and according to the quality standards of education in Ecuador, for that reason, its slogan is "EDUCATION FOR GOOD LIVING".

Current Situation of the Research Problem

English is the lingua franca that allows communication between people from different countries who do not share the same native language. In other words, it is an international means of communication that is used in different areas of knowledge and human improvement. Today, the huge influence of technological advances has made people be interested in learning English as a necessity more than a challenge.

“The Institute of Development and Education Research (IFIE) mentions that Ecuador is, after Costa Rica and Colombia, the third country in Latin America where the mandatory study of English begins at the earliest age.” (El País

newspaper, 2016) That is why English today has been prioritized as a means of improving Ecuador's economic situation, human capital and general well-being.

Even though English teaching starts since primary school, students still face various problems to learn this foreign language such as lack of knowledge of grammatical structures and lack of vocabulary; as a result of this, students have drawbacks to communicate in English.

In the city of Loja, the problem presented by public educational institutions in English language teaching is evident, because of many English teachers usually apply traditional teaching techniques, or they do not teach this foreign language as it should be.

Based on the non-participant observation made to students of eighth year "C" at Unidad Educativa Marieta de Veintimilla, it was detected that a high percentage of students are not able to make declarative sentences and interrogative sentences; they have difficulty using imperatives, and they also get confused to make singular and plural sentences. Therefore, it is important to solve these difficulties in order to achieve the goal proposed by Ecuadorian national curriculum, which sets up that by the end of eighth year EGB, students will be able to have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their personal and educational background; use basic expressions to impart and elicit factual information as well as socialize; and link words or groups of words with very basic linear connectors. (National English Curriculum Guidelines, 2011)

Facing this problem, the present research project undertakes to investigate the most adequate collaborative learning techniques for helping the eighth-year students improve the English grammatical competence.

Research Problem

Considering the aforementioned elements, it is essential to investigate the following problem:

HOW DOES THE USE OF COLLABORATIVE LEARNING TECHNIQUES IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research problem

Timing

This research will be developed during the school year 2018 – 2019.

Location

The present project will be applied at Unidad Educativa Marieta de Veintimilla located at Chuquiribamba Avenue and Integración Barrial Street of the city of Loja.

Participants

The participants of this research work are twenty-eight students of eighth year “C” of Basic Education at Unidad Educativa Marieta de Veintimilla and the teacher

candidate of this study who is going to take part in the intervention plan as a researcher.

Subproblems

- What theoretical and methodological references about collaborative learning techniques are adequate to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?
- What are the issues that limit the improvement of the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that address the current issues to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?
- Which collaborative learning techniques are suitable to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?
- How effective is the application of collaborative learning techniques to improve the English grammatical competence among students of eighth

year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

This research project is about Collaborative learning techniques to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

This research project is done due to the problem evidenced in the students of eight year "C" who cannot make declarative sentences because they have trouble using the correct grammatical structure. In the same way, students have difficulty asking questions and answering them, as well as using imperatives to give directions and warnings.

As a consequence of this educational problem, it is considered that Collaborative learning techniques are a good option to improve the English grammatical competence.

Collaborative learning techniques are considered by teachers as class guidelines, as starting points that spark their creativity into the classroom. According to Barkley, Howell Major, & Cross (2014) the use of collaborative learning techniques allow instructors to get students into groups in such a way that these work collaboratively, either to complete a task, solve a problem, understand a topic or create a product.

Collaborative learning techniques are important because they help students to develop interpersonal and teamwork skills by participating in task-oriented learning

groups. So, they not only enhance the learning of a subject matter but also, they develop important skills that will help them for their future careers.

The purpose of this research is focused on determining the influence of collaborative learning techniques in the teaching-learning process; techniques that will help students of eight year "C" at Unidad Educativa Marieta de Veintimilla to improve the English grammatical competence. Therefore, the application of these techniques during the intervention plan will let the researcher collect data which demonstrate how effective collaborative techniques are, to learn grammar.

Finally, the development of this research project is a requirement for the researcher to get the Bachelor's degree in Sciences of Education, English language Specialization according to the established in the Facultad de la Educación, el Arte y la Comunicación of the Universidad Nacional de Loja.

d. OBJECTIVES

General

- To improve the English grammatical competence by using collaborative learning techniques among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

Specific

- To research the theoretical and methodological references about collaborative learning techniques to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.
- To diagnose the issues that limit the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.
- To design an intervention plan based on collaborative learning techniques in order to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.
- To apply the most suitable collaborative learning techniques in order to improve the English grammatical competence among students of eighth

year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

- To validate the results obtained after the application of collaborative learning techniques in order to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

COLLABORATIVE LEARNING TECHNIQUES

What collaboration and learning mean?

To understand the meaning of collaborative learning, it is necessary to know what collaboration and learning mean.

“Collaboration means working smarter together, rather than harder alone”
(Educational Leaders, n.d).

Collaboration is essential to get an effective pedagogy in education, as well as in the way schools themselves function in an increasingly networked world. While learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. (Ambrose, 2010)

Collaborative learning

Smith and MacGregor (1992) as cited by Barkley et al. (2014) mention that ‘Collaborative learning’ is a term that addresses a variety of educational approaches which involve joint intellectual effort by students, or students and teachers together. Thus, in collaborative situations students are able to work in groups of two or more members, mutually searching for understanding, solutions, or meanings, or creating a product.

‘Collaborative learning’ is based on the idea that learning is a naturally social act of humans. Srinivas, H. (2011) as cited by Laal & Laal (2012) considers that

learners into the collaborative learning environment are challenged both socially and emotionally since they have to listen to different perspectives of the others, articulate and defend their own ideas. In this way, learners have the opportunity to converse with peers, present and defend their ideas, exchange diverse beliefs, discuss situations, and are actively engaged in the learning process.

Collaborative learning, then, is two or more students laboring together and sharing the workload equitably as they progress toward intended learning outcomes. Consequently, as well as collaborative learning gives students the opportunity to improve their group skills, it also provides teacher many opportunities such as observing students interaction; explaining their reasoning; asking questions and discussing their ideas and concepts. (Barkley et al., 2014)

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. People engaged in this collaborative process take advantage of one another's resources and skills either asking one another for information, evaluating one another's ideas, monitoring one another's work, developing a task, etc. According to Bruffee (1995) "Collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles".

In other words, it is understood that in collaborative learning students are engaged in the development of a common task in which each one depends and is accountable on the other. Collaborative writing, group projects, joint problem

solving, debates, study teams, and so on are considered as collaborative learning activities. (Bruffee, 1995)

What Is the Similarity Between Cooperative and Collaborative Learning?

According to ResourceEd (2017), there are some similarities between cooperative learning and collaborative learning since both:

- Rely on active student participation rather than passive, lecture-based teaching.
- Students assume a degree of responsibility for their own learning.
- Teachers act as facilitators to learning.
- Require pupils to complete a task/project.
- Inculcate team building skills and encourage social interaction.
- Help to prepare students for the world of work.
- Enhance deeper cognitive skills.
- Create shared learning experiences.
- Increase levels of information retention.
- Embrace student diversity.

What Is the Difference Between Cooperative and Collaborative Learning?

Collaborative learning

Students' progress is personal since they collectively work towards a common goal. Students are accountable to one another and, with appropriate direction, will self-manage this. In a typical collaborative learning process (ResourceEd, 2017):

- Students organize their efforts between themselves (group-structured).
- Students source material to help them complete the activity.
- The activity is not monitored by the teacher (although they can help when assistance is requested by the group).
- Students assess their own individual and group performance.
- Success depends on individual strengths.

Cooperative learning

The same author states that cooperative learning involves interdependence. Roles and responsibilities are clearly defined but are open for negotiation. In contrast to collaborative learning, a cooperative learning structure takes the following form:

- Activities are structured with each student assigned a specific role (teacher-structured).
- Teachers supply information for students to read and analyze (or let pupils know where this information can be found).
- Teachers observe, listen and intervene where necessary.
- Students submit work at the end of lesson for evaluation/assessment.
- The success of the group depends upon the efforts of everyone involved.

As stated by Barkley et al., (2014) the Collaborative learning techniques (CoLTs) resemble recipes in which teachers give only directions; like cooks, they must provide students with actual ingredients (learning tasks).

In the same regard, it is important to consider that the role of the instructor in collaborative learning includes the following responsibilities: designing the task; orienting students to the goals and purposes of collaborative learning; making decisions about size, duration, and operation of the learning groups; assigning the task in ways that support efficient accomplishment; assuring active, constructive participation; and assessing learning.

Annis (1983); McKeachie, Pintrich, Lin, & Smith (1986) as cited in Barkley et al. (2014) affirm that one concern about collaborative learning has been that students who are less well prepared may benefit whereas well-prepared students may be harmed by their participation. However, experiential evidence suggests that in peer tutoring students doing the teaching learn more, especially at a conceptual level, than students receiving the tutoring.

Icebreakers and Introductory Activities

Barkley et al. (2014), states that in the collaborative classroom, the instructor purposefully creates a learning environment in which students interact with each other. Structured activities called icebreakers for introductions and greetings are good getting-acquainted techniques that ease the tension and awkwardness of the initial classes, helping students develop feelings of comfort (p. 59).

Activities That Introduce Course Content

The same author mentions that collaborative activities can be used to introduce students to the content of the course, thus helping them get to know each other as they also learn the subject matter. These activities can help students identify useful

prior knowledge as well as clarify learning gaps. Students may feel reassured knowing that others are at a similar starting place, and they may be able to identify exceptional knowledge or abilities of future group members.

Group Types

According to Smith (1998), Collaborative learning groups exist in many sizes and forms and work together to achieve an array of objectives. Groups vary according to the goal, the activity, and the length of time students will work together, although these different aspects are interrelated. With these attributes in mind, groups can be classified as informal, formal, or base.

Informal groups are formed quickly and randomly and are primarily used in onsite classes as a break out to a longer class activity. A teacher might, for example, take a break during lecture and ask students to work with others to respond to a question, solve a problem, or brainstorm ideas. (Smith, 1998)

The same author states that formal learning groups are created to achieve a more complex goal. They may last from one class period to several weeks, whatever it takes to complete a specific assignment such as writing a report or developing a presentation. Because the purpose of formal groups is to accomplish shared goals, capitalize on different talents and knowledge, and maximize the learning of everyone in the group.

Base groups are long-term groups that work on a variety of tasks. They stay together for the entire term or even the academic year, and their purpose is to offer

members support and encouragement as together they achieve an overarching goal.
(David, 1991)

Group Size

Smith (1988) argues that onsite collaborative groups typically range in size from two to six students. Many times, pairs work best, especially in quick exchanges such as an interrupted lecture where minimal disruption is desired. Small groups also may work best early in the term as they can maximize involvement and make it easier for members to plan meetings.

Group Membership

In the same regard the same regard, Smith (1998) states that there are many ways to constitute groups: membership can be random, students are selected, or teacher determined; membership can be based on interests, abilities, attitudes, or a host of other characteristics; and groups can be heterogeneous or homogeneous.

According to David (1991), research supports heterogeneous grouping because working with diverse students exposes individuals to people with different ideas, backgrounds, and experiences. There is also some evidence that diverse groups are more productive and better suited for multidimensional tasks.

Brookfield & Preskill, (1999) affirm that homogeneous grouping offers advantages for some kinds of learning activities. For example, students who share common characteristics may feel sufficiently at ease with each other to discuss or explore highly sensitive or personal issues.

Homogeneous groups may also master most efficiently highly structured skill-building tasks, since students can communicate with each other starting from a similar level of knowledge (Barkley et al., 2014, p. 79).

Barkley, et al. (2014) in their book Collaborative Learning Techniques: A handbook for college faculty, they show a list of different techniques which are categorized in the following way:

Discussion CoLTs: Think-Pair-Share, Round Robin, Buzz Groups, Talking Chips, Three-Step Interview, Critical Debate.

Reciprocal Teaching CoLTs: Note-Taking Pairs, Learning Cell, Fishbowl, Role-Play, Jigsaw, Test-Taking Teams.

Problem-Solving CoLTs: Think-Aloud Pair Problem-Solving, Send-a-Problem, Case Study, Structured Problem-Solving, Analytic Teams, Group Investigation.

Graphic Organizer CoLTs: Affinity Grouping, Group Grid, Team Matrix, Sequence Chains, Word Webs.

Writing CoLTs: Dialog Journals, Round Table, Dyadic Essays, Peer Editing, Collaborative Writing, Team Anthologies, Paper Seminar.

Games CoLTs: Team Scavenger Hunt, Quizo, Friendly Feud, Team Jeopardy, Team Games Tournaments

Taking into consideration the techniques mentioned by Barkley, et al., those described below are which will be applied in the intervention plan.

Learning Cell is a technique in which students individually develop questions about a reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions. The purpose of this CoLT is to engage students actively in thinking about content, to encourage them to generate thought-provoking questions, and to teach them how to check their understanding. Creating questions about an assignment requires students to think about the content in a way that is different from simply taking notes on it. Responding to the questions of peers provides a platform for discussion based on student levels of understanding. Exchanging questions and answers with a peer can motivate students and challenge them to pursue deeper levels of thought. (p. 195)

During the development of this technique, the instructor circulates among the pairs to give feedback, answer questions, discourage distractions and keep the students on the topic. (CENGAGE, 2016)

Affinity Grouping is a technique that allows students to generate ideas about a topic and write each item on a slip of paper. Groups sort and organize the slips into categories as they identify common themes. Affinity Grouping can help students unpack a complicated issue and build groupings from the separate pieces. Because students identify clusters of ideas and information shared by several people, this CoLT can help build group consensus. (p. 263)

Teacher's roles in this technique are:

- **Clarify the context.** Before starting the brainstorming, teacher should address the Affinity Technique asking the group a specific question. Then, he/she will have to instruct each participant to write their ideas on slips of paper or cards.
- **Create ideas.** All ideas are good and can lead to new ideas. At the beginning, you should not analyze but just generate ideas.
- **Do it silently.** A key advantage of the Affinity Technique over Classic Brainstorming is that the generation and grouping of ideas is done silently. Silence makes the Affinity diagram a very "democratic" process.

Word Webs are collaborative versions of a Concept Map. A central word, phrase, or question placed on a shared writing space serves as the stimulus. Students generate a list of related ideas and then organize them in a graphic, identifying relationship by drawing lines or arrows to represent the connections. This technique helps students analyze a complex concept by breaking it down into component parts and clarifying the relationships. It is also an effective starting point, helping students relate new information to prior knowledge or guiding groups to uncover current understanding of the associations between parts. (p. 283)

Word webs support student understanding by comparing and contrasting words and providing examples of word usage in context. The strategy helps learners acquire and use academic and domain-specific words and phrases. (Teaching Tolerance, n.d)

The typical evaluation of collaborative learning has been made by means of examinations or tests to the students to determine how much they have learned. That is to say, a quantitative evaluation of the quality of the outcome is done. Some techniques of cooperative learning use this strategy such as “Student Team Learning”, “Group Investigation”, “Structural Approach” and “Learning Together”. (Collazos, Guerrero, Pino, & Ochoa, 2007)

GRAMMATICAL COMPETENCE

What is Grammar?

According to Thornbury (2002), Grammar is a description of the rules that govern how language’s sentences are formed. Grammar communicates meanings of a very precise kind. Grammar is a process for making a speaker’s or writer’s meaning clear when contextual information is lacking. It is necessary to understand the context of the sentence, otherwise teaching grammar out of context is likely to lead to some misunderstandings.

Grammar is a linguistic tool that determines the rules for presenting sentences correctly. It involves a number of related subfields including syntax, phonetics, morphology, and semantics. (Vappingo, n.d.)

Folse (2009) considers “Grammar has been at the heart of learning languages for centuries. In almost all language teaching methods –from grammar-translation to more recent communicative methods –grammar has played a role to one degree or another”. The same author mentions:

Grammar for ELLs is simply not the same as the grammar that native speakers study in middle school, high school, college since native speakers study the formal rules of a language that they already speak, while ELLs are not only learning new words and idioms in English, but also how to put this new vocabulary together into phrases or sentences. Grammar for ELLs should then focus on how to correctly construct phrases or sentences that best express the ELLS' intended messages.

In other words, grammar is the system of rules that allows creating sentences taking into account the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures. The rules for constructing grammatically correct sentences belong to "sentence grammar". This is the kind of grammar that is the focus of many grammar reference books and grammar practice books for students (Richards, 2012).

What is communicative competence?

According to Berns (2013) communicative competence is the ability to make oneself understood, without hesitation and inhibitions, by linguistics means which the individual comprehends and has learned to assess in terms of their effects, and the ability to comprehend communicative intentions even when they are expressed in code which the speaker him or herself does not yet know well enough to use and is only partially available in his or her own idiolect.

"Communicative competence in this tighter sense has the next elements: Linguistic competences; Sociolinguistic competences and Pragmatic competence". (Language Policy Unit , 2007)

Linguistic competences

Byram (1997) states that linguistic competence is the skill to create and describe significant sounds which are made according to the guidelines of the language worries.

Sociolinguistic competence

According to the Language Policy Unit (2007) sociolinguistic competence is involved with the understanding and abilities essential to use the language. The elements concerning to tongue are linguistic indicators of public relations; politeness conferences; terms of folk-wisdom; record changes; tongue and intonation.

According to Richards & Rodgers (2001), sociolinguistic competence mentions to the comprehension of the social background in where a message is transmitted, containing part association, the shared data of the members, and the communicative objectives for their communication.

Pragmatic competences

Pragmatic competences are the skills debated consequently distant relation to the association of the linguistic gestures that are used in message, and how these signals are used to refer to people, things, thoughts, and sensations (Bachman, 2003).

What is grammatical competence?

Competence means that you have the ability to do something well. You are capable of performing a task or job effectively. In contrast to intelligence, competence is straightforward and transparent. Competence on a task or job means

that you have some ways of thinking or behaving that matter for performance on that task. (Global Cognition, 2018)

According to Jack Richards (2012) there are two dimensions to grammatical knowledge (also known as grammatical or linguistic competence) that are central in second language learning and teaching:

- Knowing how to use the grammatical system of a language to create sentences.
- Knowing how to use the grammatical resources of a language as part of the processes used in creating spoken and written texts.

“Grammatical competence or grammatical knowledge is the knowledge of grammar, lexis, syntax, semantics, and morphology” (Richards, 2016).

Grammatical competence can be defined as knowledge of, and ability to use, the linguistic abilities of a language. Officially, the rules of a dialect can be understood as the group of standards leading the gathering of components into significant branded and connected words (Language Policy Unit , 2007).

“Grammatical competence refers to a learner’s ability to use the lexical items, as well as the rules constraining morphology, sentence structure, and the sound system” (Geeslin & Yim Long, 2014).

Sentence types

According to Nelson (2001) there are four major sentence types: declarative, interrogative, imperative, and exclamation sentences.

Declarative sentence

Nelson (2001) mentions that “a declarative sentence is typically used to convey information or to make a statement: declarative sentences”.

- This is the Gladstone Park.
- David is listening to music.
- Simon bought a new house.
- James retired in 1998.

In a declarative sentence, the subject usually comes first, and it is followed by the verb. Declarative sentences are by far the most common type. All the sentences we have looked at so far have been declarative sentences.

Interrogative sentences

In the same regard, an interrogative sentence is used in asking a question, and in seeking information:

- Is this the Gladstone Park?
- Have you found a job yet?
- Did you receive my e-mail?
- Do you take sugar?

Specifically, these are called yes–no interrogatives, because they expect either yes or no as the response.

Alternative interrogatives sentence

Alternative interrogatives offer two or more alternative responses:

- Do you want tea or coffee?
- Is that a Picasso or a Dali?

Interrogative sentences are introduced by a Wh-word, and they expect an open-ended response:

- *What* happened?
- *Where* do you work?
- *Who* won the UEFA Cup in 1999?

The word *how* may also introduce an interrogative:

- *How* do you forward an e-mail?
- *How* can I get to Main Street?
- *How* is your mother?

Imperative sentences

The same author mentions that "an imperative sentence is used to issue orders or instructions":

- Wait a minute.
- Take the overnight train from King's Cross.
- Release the handbrake.
- Cut the meat into cubes.

Imperative sentences usually have no subject, as in these examples. However, the subject you may sometimes be included for emphasis:

- Don't you believe it?
- You fix it (if you're so clever).

Subject and Verb Agreement

A subject should agree with its verb in number. In other words, if a subject is singular, the verb must be singular; if the subject is plural, the verb must be plural (Olson, 2006).

According to Sargeant (2007) when you use a verb, you have to say who or what is doing the action. This ‘who or what’ is the subject of the verb. The subject and the verb match each other. You say that the subject and the verb agree when they match each other.

Use a singular verb if the subject is a singular noun. For example, the nouns ‘my dad’ or ‘our school’, or any of the pronouns he, she or it, require a singular verb. Most singular verbs end in –s (Sargeant, 2007). For example:

- She **eats** bananas for breakfast.
- Mom **walks** to work every day.

The same author states that this form of the verb is called the **third person singular**. It is used when the subject of the verb is not *you* or the person you are speaking to, but some other person—a third person—or a thing.

Here are some more third person singular verbs that end in s.

Plays sings shines rides draws smiles

The third person singular form of some verbs is made by adding es at the end. Some examples are verbs that end in -sh, -ch, -ss, -x, -zz and -o.

brushes watches kisses fixes buzzes does

How do you make the third person singular form of most verbs that end in y?

Usually, you just change the y to an i and then add es (Sargeant, 2007).

carry – carries	hurry – hurries	copy – copies
cry – cries	fly – flies	marry – marries

Some verbs that end in y have a vowel before the y. Just add an s at the end of these words to make the third person singular form.

buy – buys	say – says	pray – prays
pay – pays	annoy – annoys	stay – stays

Order of words in a sentence

According to EnglishGrammar.org (2015) “English grammar supports very few inflections. Therefore, the order of words in a sentence is very important”.

The following is the usual order of words in a sentence. The subject usually goes before the verb.

- The cat chased the mouse. (Here the subject ‘cat’ goes before the verb ‘chased’.)

The object usually goes after the verb.

- The dog bit the man. (Here the object ‘man’ goes after the verb ‘bit’.)

If the verb has two objects, the indirect object usually goes before the direct object.

- Will you lend me your pen? (Here the indirect object 'me' goes before the direct object 'pen'.)

When the adjective is used attributively, it goes before the noun.

- He was wearing a red cap. (Here the adjective red goes before the noun cap.)
- Few cats like cold water. (Here the adjective 'few' goes before the noun 'cats'.)

When the adjective is used predicatively, it goes after 'be' and other copular verbs.

- The boy is asleep. (Here the adjective 'asleep' goes after the verb 'is'.)
- The horse became restive. (Here the adjective 'restive' goes after the copular verb 'became'.)

The adverb should be placed close to the word which it modifies.

- Nothing ever happens by chance.
- He is rather lazy.
- He solved two problems.
- He never tells a lie.

f. METHODOLOGY

Design of action research

The action research refers to the set of strategies chosen for improving conditions and find solutions for a specific issue in the teaching-learning process. The benefits that offer action research allow researchers to improve their way of investigating since this gives the opportunity to reflect on the own practice; sparks ideas for the improvement of something that is not working well; allow to cooperate with other colleagues; helps to target specific problems that need to be solved.

“Action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures, where the researcher plans an action to address a problem or question in his or her own context” (Celce & Murcia, 2001).

Corey (1949) as cited by Hammersley (1993) “one of the incidental effects of conducting action research is that the people involved come to some disturbing conclusions regarding their tendencies to generalize in the absence of evidence”.

“Action research is an inquiry process played by and for participants that are involved in order to help them by improving his or her actions” (Sagor, 2000).

Action research is a reflective process that allows for inquiry and discussion as components of the research. What action research represents is, get involved in some issues that in education could exist and searching for solutions or looking for ways to improve and increase student achievement. Rather than, action research

allows practitioners to get involved in concerns where they are familiar with, ones they can have affect and take the action to change.

Action research takes into account a systematic and sequenced structure from beginning to end, projects start with a particular problem to solve an educative one (posing questions, gathering data, reflection, and deciding on a course of action) only in this case the research is participatory and practical to get a conclusion.

This action research is carried out as an essential requirement for the English career at Universidad Nacional de Loja, whose aim is to improve the English grammatical competence through the application of collaborative learning techniques among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. This action research will allow the researcher to analyze and reflect on the results that will be obtained after the intervention plan.

Methods, Techniques and Instruments

Methods

In this research work, different methods will be used which will help the researcher to carry out this project. The following general methods will be applied in the intervention plan:

The Scientific Method will facilitate the study of the collaborative learning techniques to improve the English grammatical competence. It will help the researcher develop the phases of the observation before and during the intervention

plan. This method will also assist to make predictions about the possible solution to the problem observed.

The Descriptive Method will help the researcher to organize and describe the participants' actions and the results that the whole data collection could provide to the research. It will serve to explain and analyze the object of the investigation.

The Statistic Method will help the researcher to collect and analyze all the answers obtained in the tabulation, which will be represented in graphics to indicate the percentages and results gotten from the questionnaires, and tests applied to students in order to give a quantitative and qualitative analysis and interpretation according to the theoretical reference, and draw up the respective conclusions.

The Analytic/Synthetic Method will help the researcher to analyze all the information that was found in the questionnaires, and the pre and posttest to then make the interpretation and logical analysis of the data and to draw up the conclusions.

Techniques and Instruments

Data collection:

All information to be interpreted had been collected through the application of tests, questionnaires and observation sheets, for an interpretation as in a quantitative as in qualitative results.

Tests:

The application of tests in the present research has the purpose of assessing students' knowledge about grammatical competence acquired by using collaborative learning skills.

Pre-test / Post-test:

As part of the process for getting data, the researcher will give a pre-test at the beginning in order to diagnose and analyze the level of participants in the English language knowledge. To finish with the intervention plan, it will be given to students a post-test to measure the performance of the English grammatical competence.

Questionnaires:

These will be given at the beginning and at the end of the intervention plan in order to show the students' perception towards the teacher and the researcher. In other words, questionnaires will allow recognizing the level of acceptance by students.

Observation:

This will let the researcher know the facts in a participative and non-participate way. The process of observation will be developing through an observation sheet and field notes. The observation will be during the Intervention Plan carried out on students of eighth year "C" at the Unidad Educativa Marieta de Veintimilla.

There will be two types of observation as detailed below:

Non-participative observation in this kind of observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research. The instrument for the non-participant observation is the observation sheet.

Observation sheet is a tool where the observer report about what he or she observes during the performance of the action research. It is used in the non-participant observation in order to get information about students' behavior without the interaction of the researcher.

Participant Observation is a data collection technique that involves the observer being a member of the setting in which they are collecting data. It is a useful technique because it will help to the observer to facilitate qualitative and quantitative data collection. The researcher will participate deliberately in the problematic situation by means of the application of collaborative learning techniques for the improvement of the English grammatical competence among eighth-year students at Unidad Educativa Marieta de Veintimilla during the 2018-2019 school year. The instrument of this participant observation is the field notes sheet which is an instrument that allows taking notes of what is happening during English classes by the application of the independent variable of the present research of what is happening during English classes by the application of the independent variable of the present research.

Field notes are instruments that a researcher uses to write about what is happening during the research setting in the educational issue being studied. It is useful for the research because it will help her to keep the information collected as evidence of the research about the problematic situation to be solved. In this research, field notes have the purpose to take notes daily to remember the behavior, activities or events in each lesson by collaborative learning techniques to improve the English grammatical competence in the setting being studied.

Population

The students of eighth year “C” of Basic Education at Unidad Educativa Marieta de Veintimilla will participate in the development of this action research. The participants of the research are all about twelve and thirteen years old; they are twenty-eight students, twelve girls and sixteen boys.

Intervention Plan

The intervention plan is designed based on lesson plan models which contain three basic stages: Activation, Connection and Affirming. The plan consists on giving 40 hours of class during eight academic weeks.



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: Exploring the City

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write affirmative and negative sentences with *There is* and *There are*.
- To make yes/no questions with *There is* and *There are*.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 5 Amazing Places (Lesson 1) • Structures There is – There are There isn’t – There aren’t Yes/No questions Prepositions of place • Vocabulary Bank, restaurant, bookstore, bus stop, park, drugstore, grocery store, parking lot,	ACTIVATION <ul style="list-style-type: none"> • My city. Firstly, teacher sticks on the board some pieces of paper with the names of places in a city (e.g. school, church, city hall, bank, etc.) Next, teacher shows students some flash cards about these places. After that, he/she divides the class into two big teams, and gives each one the flash cards showed previously. Finally, teacher asks students to paste the flash cards on the board with their corresponding name. CONNECTION <ul style="list-style-type: none"> • Teacher uses a grammar chart to explain the use of <i>there is</i> and <i>there are</i>. After, teacher divides the class into six groups applying the Affinity Grouping technique which consists of generating ideas about a topic and write them on slips of paper to later be sort and organize into categories. Therefore, teacher makes students brainstorm about the topic “Exploring the city”. Then teacher distributes enough slips of paper so that each student writes one idea per slip of paper. Next, teacher orders the teams to discuss and arrange the papers into related groups 	<ul style="list-style-type: none"> • English Students’ book • English Teacher’s book • Grammar charts • Slips of paper • Sticky notes • Flip charts • Markers • Poster about places in the city • Worksheets • Assessment sheet

<p>movie theater, swimming pool, public restroom, newsstand, music store, pay phone, post office, mailbox, travel agent, museum, fire station, gas station, restaurant, stadium, botanical garden, post office, square, hospital, mechanic's garden, tech-shop, art gallery, hotel bank, library, police station, school, airport.</p> <p>• Key words Across from, next to, between, among, in front of, behind, on, on the corner of, on the left of, on the right of</p>	<p>(e.g. There is/There are; articles; places; prepositions of place). Later, he/she asks one member of each team to collect the slips of papers, mix them up, and stick them on a flip chart in order to make affirmative sentences.</p> <ul style="list-style-type: none"> Teacher explains the use of <i>there isn't</i> and <i>there aren't</i> using a grammar chart. After that, teacher asks students to get into groups of 5 in order to apply applying the Affinity Grouping technique again. So, students brainstorm ideas about the topic "What places are not on the map?" For this activity, teacher sticks on the board a poster about places in the city and then gives students enough sticky notes so that they can write on each note the name of a different place to those on the map. Next, teacher asks students to organize the sticky notes on their table to then write negative sentences on a sheet of paper. First, teacher through a grammar chart focuses on yes/ no questions with answers using <i>There is</i> and <i>There are</i>. Second, teacher forms student pairs to apply the Learning Cell technique. The purpose of this technique is to make students individually develop questions about a reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions. For this, teacher asks students to look at the map on page 62 and based on this picture they develop a list of questions on a sheet of paper. Then teacher explains to students how is the process of this activity where Student A begins by asking the first question about the location of a place on the map, and Student B answers the question. Student B asks the next question and Student A answers. The process repeats until all questions have been asked and answered. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students individually complete a worksheet about affirmative sentences with <i>there is</i> and <i>there are</i>. Students develop a worksheet about negative sentences with <i>there isn't</i> and <i>there aren't</i>. Students take an assessment sheet about yes/no questions with <i>there is</i>. 	
<p>MONITORING PLAN: Data Source 1: Pre-test / Pre-questionnaire Data Source 2: Worksheet Data Source 3: Worksheet Data Source 4: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: Exploring the City

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To make affirmative and negative statements to talk about places in the city.
- To produce affirmative and negative answers.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 5 Amazing Places (Lesson 1) • Structures There is – There are There isn’t – There aren’t Yes/No questions with answers Prepositions of place • Vocabulary Bank, restaurant, bookstore, bus stop, park, drugstore, grocery store, parking lot, movie theater, swimming pool, public restroom,	ACTIVATION <ul style="list-style-type: none"> • Pat on the Back. Teacher makes students get in groups. After, he/she asks them to draw an outline of their hand on a sheet of paper, and then tape it to their back. Finally, teacher makes group members mingle and write things on everyone’s back that tells them something positive. CONNECTION <ul style="list-style-type: none"> • First, teacher gives feedback to students about the grammar studied. Next, he/she divides the class into ten groups to apply the Affinity Grouping technique. For the development of the technique, teacher asks students to brainstorm about the topic “Places in my city”. Then he/she distributes to each group many cards, markers, and flip charts so that they write their ideas on the cards, and then classify them into categories (e.g. There is/There are; articles; tourist places; prepositions of place). After that, teacher asks students to organize the cards and paste them on the flip chart in such a way that they form affirmative and negative sentences; finally, all the groups present their work. 	<ul style="list-style-type: none"> • English Students’ book • English Teacher’s book • Flip chart • Cards • Markers • Worksheets

<p>newsstand, music store, pay phone, post office, mailbox, travel agent, museum, fire station, gas station, restaurant, stadium, botanical garden, post office, square, hospital, mechanic's garden, tech-shop, art gallery, hotel bank, library, police station, school, airport.</p> <ul style="list-style-type: none"> • Key words Across from, next to, between, among, in front of, behind, on, on the corner of, on the left of, on the right of 	<ul style="list-style-type: none"> • Teacher writes on the board some yes/no questions with short answers in order to let students know how to answer questions with <i>there is</i> and <i>there are</i> in short form. After that, teacher makes students get into pairs to apply the Learning Cell technique. Teacher gives each pair a worksheet which contains questions related to "Tourist places in my city"; for the development of the activity, teacher appoints one learner as Student A, and the other one as Student B. Student A asks the first question and Student B answer in short form. Student B asks the second question, and B answers, the activity finishes when pairs have finished answering all the questions. • Teacher writes on the board some yes/no questions with long answers using <i>there is</i> and <i>there are</i>. Then teacher through the use of the Learning Cell technique makes students work in pairs in order to develop a worksheet that contains questions related to "Amazing Places". In the same way, one learner will be Student A and the other one Student B. Student A asks the first question and Student B answers in long form. Student B continues with the second question and Student A answers; the technique finishes when all questions have been answered. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students take an assessment sheet related to affirmative and negative statements to talk about places in the city. • Students take an assessment sheet about yes/no questions with short answers. • Students take an assessment sheet about yes/no questions with long answers. 	
<p>MONITORING PLAN: Data Source 1: Assessment sheet Data Source 2: Assessment sheet Data Source 3: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: How can I get to...?

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To formulate affirmative and negative *imperatives* to give directions and warnings.
- To write singular and plural sentences with *There is* and *There are*.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 5 Amazing Places (Lesson 2) • Structures Imperatives There is – There are • Vocabulary Museum, fire station, gas station, restaurant, stadium, botanical garden, post office, square, hospital, mechanic’s	ACTIVATION <ul style="list-style-type: none"> • Where am I? Teacher writes the word ‘tourism’, on the board and elicits related words. Then teacher lets students know that the expression gets to means to go to a place. Next, teacher invites students to take a look at the heading of the lesson ‘How can I get to...?’ and asks them when they use this question. CONNECTION <ul style="list-style-type: none"> • Teacher uses a grammar chart to explain the use of <i>Imperatives</i> to give directions. After that, teacher divides the class into seven groups in order to apply the Word Webs technique. This technique is a version of a concept map where a central word, phrase, or question placed on a shared writing space serves as the stimulus to generate a list of related ideas and then organize them in graphic, identifying relationships by drawing lines or arrows to represent the connections. Having the groups formed, teacher gives each team cardboard, set of pictures, markers, glue, etc. Next, teacher writes on the board the central concept that students will graph “Imperatives to give directions”. For the development of the technique, teacher asks student teams to 	<ul style="list-style-type: none"> • English Students’ book • English Teacher’s book • Grammar charts • Cardboards • Markers and other school supplies • Set of pictures (signs) • Worksheets

<p>garden, tech-shop, art gallery, hotel bank, library, police station, school, airport</p> <p>Doctor, soccer player, police officer, systems engineer, cook, receptionist, biologist, mechanic, teacher, firefighter, pilot, postal employee</p> <ul style="list-style-type: none"> • Key words Turn left, Turn right, Go straight (ahead), Walk (1/2...blocks), Go up, Go down, Cross the street, Go past 	<p>brainstorm about imperatives that express directions. After, he/she has students sketch out the diagram starting with the central idea given, adding all the affirmative imperatives they wrote, pasting the pictures (signs) with their corresponding imperative, drawing lines or arrows to show the connections. Finally, teacher asks groups to stick their work on the board and present it with the whole class.</p> <ul style="list-style-type: none"> • Teacher through the use of a grammar chart explains to students about Imperatives to give warnings. In the same way, teacher applies the Word Webs technique in order to make students write negative imperatives. So teacher makes students get into groups; then he/she gives each group cardboard, set of pictures, markers, glue, etc. Teacher explains to students that they will follow the same steps as the previous class to develop the activity, but in this case, they have to sketch the diagram with the central idea “Imperatives to give warnings”, where they have to add the negative imperatives they wrote, pasting the pictures (signs), and drawing lines or arrows to show the connections among the ideas. Finally, teacher asks students to present their work with the whole class. • Teacher writes on the board some sentences to teach students how to write singular sentences with there is, and plural sentences with there are. On this occasion, teacher makes students get into groups of six to apply the Affinity Grouping technique. Here teacher distributes to all groups slips of paper where students brainstorm about Places in Loja city, then they classify their ideas into categories and then stick them on a flip chart. Finally, they present their work with the whole class. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students formulate affirmative imperatives to give directions. • Students formulate negative imperatives to give warnings. • Students writes singular with <i>there is</i> and plural sentences with <i>there are</i>. 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Worksheet Data Source 3: Worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: How can I get to...?

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To create <i>imperatives</i> to get to a place in the city. To complete sentences with the correct verb and subject. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 5 Amazing Places (Lesson 2) <ul style="list-style-type: none"> Structures Imperatives There is – There are Vocabulary Museum, fire station, gas station, restaurant, stadium, botanical garden, post office, square, hospital, mechanic’s garden, tech-shop, art gallery, hotel bank, 	ACTIVATION <ul style="list-style-type: none"> Chaos, name game. Teacher organizes students into a circle. She goes around the circle once and has each student introduces him or herself by name. One person begins by taking any object from the table and tosses it to another classmate, saying, "Hi, (name of person!)". The student who catches the object then says, "Thanks, (name of tosser!)" and repeats by tossing to someone else in the circle. CONNECTION <ul style="list-style-type: none"> Teacher gives students feedback about the use of Imperatives. On this occasion, teacher forms ten groups of class to apply the Word Webs technique again. Next, teacher distributes to each group a flip chart, markers, etc. Before students begin to work in teams, teacher shows a map of tourist places and asks students to make a list of imperatives that give directions on how to get to a place in the city based on the map showed. So, students start to sketch the diagram with the topic “How can I get to this place?”, then they add the imperatives they 	<ul style="list-style-type: none"> English Students’ book English Teacher’s book Flip charts Map of tourist places Markers and other school supplies Worksheets

<p>library, police station, school, airport</p> <ul style="list-style-type: none"> • Key words Turn left, Turn right, Go straight (ahead), Walk (1/2...blocks), Go up, Go down, Cross the street, Go past / I'm new in town 	<p>created, draw arrows to show the connections among ideas and finally, they paste their work on the wall and discuss with the class about it.</p> <ul style="list-style-type: none"> • Teacher uses the Affinity Grouping technique in order to make students practice about subject-verb agreement. For this, teacher divides the class into six groups and gives each team a set of sticky notes where they have to brainstorm about places in the city, using the vocabulary learned. Then they order their sticky notes on the table in order to create singular and plural sentences. After they finish the activity, teacher asks each group to discuss with the other ones the sentences they formed. • Again, teacher makes the students form groups and applies the Affinity Grouping technique. On this occasion, teacher distributes to each group a set of cards related to sentences with there is and there are; in the same way, students read the cards; after, they order the cards on the table and form sentences with the correct verb and subject. Finally, teacher asks groups to read their sentences in order to check if these are right. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work on their book and complete the tasks on page 65 related to imperatives. • Students complete sentences with the correct form of the verb and subject (there is). • Students complete sentences with the correct form of the verb and subject (there are). 	
<p>MONITORING PLAN: Data Source 1: Activities of English book Data Source 2: Worksheet Data Source 3: Worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: The Future City

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To write <i>Imperatives</i> to talk about things that should be avoided in a city. To order affirmative and negative sentences. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 5 Amazing Places (Lesson 3) <ul style="list-style-type: none"> Structures Imperatives There is – There are There isn’t – There aren’t Vocabulary Bank, restaurant, bookstore, bus stop, park, drugstore, grocery store, parking lot, movie theater, swimming pool, public restroom, newsstand, music store, pay 	ACTIVATION <ul style="list-style-type: none"> Hot Seat. Teacher makes some groups, and puts a chair or hot seat, at the front of the class, facing away from the board. Then teacher calls on a member of a group to sit on it. He/She must guess the word written behind him/her by listening to the descriptions or clues his/her teammates say. For this game, teacher writes words like continents or countries. CONNECTION <ul style="list-style-type: none"> First, teacher presents the topic of the lesson. Then he/she plays an audio track about “Dubai” so students listen to it and check the information. After that, teacher applies the Word Webs technique so that students write negative imperatives to give warnings. After that, teacher gives all groups a flip chart, markers, etc. for the development of the activity, teacher asks students to look at the images on page 66. Based on these pictures, students make a list of imperatives about things that should not be done. Then they write in the center of the flip 	<ul style="list-style-type: none"> English Students’ book English Teacher’s book Flip charts Markers and other school supplies Test

<p>phone, post office, mailbox, travel agent, museum, fire station, gas station, restaurant, stadium, botanical garden, post office, square, hospital, mechanic's garden, tech-shop, art gallery, hotel bank, library, police station, school, airport.</p> <p>Arid, average, innovative, palm, automated, themes, architecture, transport, geography</p> <ul style="list-style-type: none"> • Key words <p>Across from, next to, between, among, in front of, behind, on, on the corner of, on the left of, on the right of / But</p>	<p>chart the topic “Don't do this in Dubai”, and draw lines to connect the imperatives with the topic. Finally, teacher asks each group to present and discuss their work with the other students.</p> <ul style="list-style-type: none"> • Teacher provides students feedback about the topics studied and then asks them to complete the activities on page 67. • Teacher asks students to group in pairs in order to apply the Learning Cell technique. On this occasion, teacher gives to each pair a worksheet that contains sentences in disorder. So, one student orders the first three sentences and the other partner orders the last ones. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students write imperatives to talk about things that should be avoided in a city. 	
<p>MONITORING PLAN: Data Source 1: Worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd to June 7th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: Wonders of the world

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To create singular and plural statements about Tourist places. To arrange affirmative, negative and interrogative sentences with There is – There are. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 5 Amazing Places (Lesson 4) <ul style="list-style-type: none"> Structures There is – There are There isn’t – There aren’t Yes/No questions Vocabulary The Middle of the World, Jipiro Recreational Park, Podocarpus National Park, Basílica El Cisne, "Reinaldo Espinosa" Botanical Garden, Yasuní 	ACTIVATION <ul style="list-style-type: none"> Geographic Location. First, teacher draws the silhouette of the continents on the board. Then he/she assigns each student different geographic locations. After that, teacher asks students to stand where they think to belong to make a map. CONNECTION <ul style="list-style-type: none"> Teacher makes students get into five groups in order to apply the Affinity Grouping technique. Therefore, teacher distributes to each group a worksheet in which they have to create singular sentences about Tourist places in Loja. After, teacher asks all groups to exchange their worksheet. Once groups have exchanged their work, teacher asks them to check the sentences written by their classmates. Finally, one member of each group read the sentences to confirm if these are correct or not. 	<ul style="list-style-type: none"> English Students’ book English Teacher’s book Worksheets Assessment sheets Tests

<p>National Park, Villonaco wind power station Chichen Itza, The Colosseum, Machu Picchu, Petra, The Taj Mahal, Christ the Redeemer, The Great Wall</p> <ul style="list-style-type: none"> • Idioms Sticks out a mile Worth its weight in gold On the map 	<ul style="list-style-type: none"> • Once again, teacher applies the Affinity Grouping technique. On this occasion, teacher gives students a worksheet in which they have to create plural sentences about Tourist places in Ecuador. After students have developed their worksheet, teacher asks them to exchange it with another group. So, each team has to check the sentences of their partners. Finally, one student of each group reads the sentences in order to discuss if these are correct. • Teacher applies the Learning Cell technique in order to make a review about the word-sentence order. Therefore, teacher makes students get into pairs and gives each one a quiz about the topic "Wonders of the world". In this quiz, they have to organize affirmative, negative and interrogative sentences correctly. Students take turns to complete it. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students create singular sentences to talk about Tourist places in the city. • Students create plural sentences to talk about Tourist places in the country. 	
<p>MONITORING PLAN: Data Source 1: Assessment sheet Data Source 2: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: A Regular Day

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To form affirmative and negatives statements with the Simple Present tense.
- To sort sentences with the Simple Present tense.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 6 Daily Routines (Lesson 1) <ul style="list-style-type: none"> • Structures Simple Present tense to talk about routines • Vocabulary Get up, take a shower, have lunch / breakfast / dinner, get home, go to school, surf the Internet, do homework, watch TV, go to bed 	ACTIVATION <ul style="list-style-type: none"> • Unscramble the verbs. Teacher writes these scrambled verbs on the board (<i>teg up, og ot schloo, evah fastbreak, teka a shorew, sufr the terinnet workhome, tawch VT, go, od ot dbe</i>). Next, teacher divides the class into two groups, and asks one member of each group to go up to the board and order the verbs. The team that unscrambles faster wins. CONNECTION <ul style="list-style-type: none"> • Teacher uses a grammar chart to explain the use the Simple Present tense in affirmative form to talk about daily routines. After that, teacher divides the class into six groups applying the Affinity Grouping technique. Therefore, teacher makes students brainstorm about the topic “My daily routines”. Next, teacher distributes enough slips of paper so that each student writes one idea/routine in each slip of paper. Then teacher orders the teams to discuss and arrange the slips of paper into related groups (e.g. Subject; verb; time expressions). Later, 	<ul style="list-style-type: none"> • English Students’ book • English Teacher’s book • Grammar charts • Slips of paper • Cards • Flip charts • Test

	<p>teacher asks each group to collect their slips of papers, mix them up, and stick them on a flip chart in order to make affirmative sentences. Finally, each group presents their work in front of the class.</p> <ul style="list-style-type: none"> • Teacher explains the use of the Simple Present tense in negative form through a grammar chart. After that, teacher asks students to get into groups of five in order to apply the Affinity Grouping technique again. On this occasion, students brainstorm ideas about the topic “Those aren't my daily routines”. For this activity, teacher gives students enough cards so that they can write on each one of them an activity that doesn't correspond to their daily routines. Next, teacher asks students to organize all the cards and paste them on a flip chart to form negative sentences. • Teacher makes students get into pairs in order to apply the Learning Cell technique. Teacher distributes to each pair a worksheet about affirmative and negative sentences with the Simple Present tense. Students take turns to develop the task. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students form affirmative sentences to talk about people's routines. • Students form negative sentences with the Simple Present tense. 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21st, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa “Marieta de Veintimilla”

Teacher: Lic. William Ludeña Pardo

Teacher Candidate: Ana Michelle Elizalde Rivera

Participants: 8th EGB “C”

School Year: 2018-2019

Topic: A Regular Day

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the English grammatical competence through the use of collaborative learning techniques focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To produce questions and answers with the Simple Present tense. To sort affirmative, negative and interrogative sentences with the Simple Present tense. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Unit 6 Daily Routines (Lesson 1) <ul style="list-style-type: none"> Structures Simple Present tense to talk about routines Yes/No and Wh-questions with answers Vocabulary Get up, take a shower, have lunch / breakfast / dinner, get home, go to 	ACTIVATION <ul style="list-style-type: none"> Extreme Rock, Paper, and Scissors. You play this energizer in the normal “rock, paper, scissors” fashion with a fun twist. Have the group pair off. Once the winner and loser are established, the loser must follow the winner around for the rest of the activity chanting the winner’s name. This continues until you are left with two people fighting with a large crowd of supporters watching. CONNECTION <ul style="list-style-type: none"> Teacher uses a grammar chart to explain to students about yes/no questions with the Simple Present tense. Then teacher forms student pairs to apply the Learning Cell technique. Next, he/she gives to each group a worksheet which contains questions students need to complete. Here, teacher assigns roles to students: Student A and Student B. The technique is that Student A asks the first question to Student B, and Student B answers. Then Student B asks 	<ul style="list-style-type: none"> English Students’ book English Teacher’s book Grammar charts Worksheets Test

<p>school, surf the Internet, do homework, watch TV, go to bed</p>	<p>the second question and Student A answers. The process repeats until all questions have been asked and answered.</p> <ul style="list-style-type: none"> Teacher teaches students about Wh-questions with the Simple Present tense through a grammar chart. After that, teacher applies the Learning Cell technique and makes students get into pairs. Teacher gives each pair a worksheet which contains questions that students need to answer with personal information about their daily routines. For the development of the technique Student A asks the first question and Student B answers. Student B asks the second question, and A answers, the activity finishes when pairs have finished answering all the questions. Teacher asks students group in pairs in order to apply the Learning Cell technique. Then teacher gives to each pair a worksheet where students have to order correctly affirmative, negative and interrogative sentences. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students produce yes/no questions to talk about their daily routines. Students make Wh-questions with answers to give personal information about the routines. 	
<p>MONITORING PLAN: Data Source 1: Post test / Post questionnaire Data Source 2: Assessment sheet Data Source 1: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 24th to June 28th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

[illegible]

h. BUDGET AND FINANCING

Budget

EXPENSES	COST
Internet connection	\$70.00
Print of reports	\$100.00
Print of the project	\$100.00
Print of the final report and thesis	\$120.00
Unexpected expenses	\$30.00
Transportation	\$100.00
Total	\$520.00

Financing

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

Resources

Human

- The teacher candidate
- Students of 8th year “C” of Basic Education
- The thesis advisor

Material

- English Book A1.1
- Grammar charts
- Flash cards
- Maps
- Posters
- Printed material
- Sheets of paper

Technical

- Computer
- Printer

Internet

i. BIBLIOGRAPHY

- Ambrose, S. A. (2010). *Seven Research-Based Principles for Smart Teaching* (Vol. 48). <https://doi.org/10.1002/mop.21454>
- Barkley, E., Howell Major, C., & Cross, K. (2014). Collaborative learning, a handbook for college faculty. In *Collaborative learning techniques*. <https://doi.org/10.1016/j.jnucmat.2009.09.010>
- Berns, M. (2013). *Contexts of Competence: Social and Cultural Considerations in Communicative Language Teaching*. New York: Springer Science & business Media.
- Berkeley (n.d.). What is Learning? Retrieved from: <https://teaching.berkeley.edu/resources/learn/what-learning>
- Bruffee, K. (1995). Sharing Our Toys: Cooperative Learning versus Collaborative Learning. Retrieved from: <https://www.jstor.org/stable/40165162>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Toronto: Multilingual Matters LTD.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. Third Edition. México: Heinle, Cengage Learning.
- Collazos, C. A., Guerrero, L. A., Pino, J. A., & Ochoa, S. F. (2007). *Evaluating Collaborative Learning Processes*, 203–221. https://doi.org/10.1007/3-540-46124-8_14
- Constante, S. (September 20, 2016). Wanted in Ecuador: English-language teachers.

- El País. Retrieved from:
https://elpais.com/elpais/2016/09/20/inenglish/1474380414_156810.html
- CORE Education (2019). *Collaboration*. Retrieved from Collaboration: <http://core-ed.org/research-and-innovation/ten-trends/2017/collaboration/>
- David, W. (1991). Johnson, Johnson, Smith (1991) *Cooperative Learning - Increasing College Faculty Instructional Productivity* (Book).
- Educational Leaders (n.d). *Promoting collaborative learning culture*. Retrieved from:
<http://www.educationalleaders.govt.nz/Leading-learning/Collaborative-cultures/Promoting-collaborative-learning-cultures>
- Folse, K. S. (2009). *Keys to teaching Grammar to English Language Learners*. University of Michigan.
- Geeslin, K., & Yim Long, A. (2014). *Sociolinguistics and Second Language Acquisition: Learning to Use Language in Context*. New York: Routledge.
- Global Cognition (2018). *What is Competence and Why is it Important?* Retrieved from: <https://www.globalcognition.org/what-is-competence/> Global Cognition
- Hammersley, M. (1993). *On the Teacher as Researcher. Educational Action Research*, 1(3), 425–445. <https://doi.org/10.1080/0965079930010308>
- Herrera, S. G., Holmes, M., & Kavimandad, S. (2011). *Crossing the Vocabulary Bridge: Differentiated Strategies for Diverse Secondary Classrooms*. New York: Teachers College Press.
- Laal, M., & Laal, M. (2012). *Collaborative learning: What is it?* Procedia - Social and Behavioral Sciences, 31(June), 491–495.

<https://doi.org/10.1016/j.sbspro.2011.12.092>

Language Policy Unit. (2007). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg: Unit Cambridge University Press.

MINEDUC. (2011). Ministerio de Educación Ecuador. *NATIONAL ENGLISH CURRICULUM GUIDELINES. ENGLISH AS A FOREIGN LANGUAGE*. Quito, Ecuador.

ResourceEd (2017). *Collaborative learning vs. cooperative learning: what's the difference?* Retrieved from:

<https://resourced.prometheanworld.com/collaborative-cooperative-learning/>

Richards, J. (2016). *Grammatical knowledge vs. grammatical competence*. Retrieved from: <https://www.professorjackrichards.com/grammatical-knowledge-vs-grammatical-competence/>

Richards, J. (2012). *Definition of Grammar*. Retrieved from: <https://www.professorjackrichards.com/definition-of-grammar/>

Rickheit, G., & Strohner, H. (2008). *Handbook of Communication Competence*. Berlin: Mouton de Gruyter.

Savage, L. (2016). (01/06/16). Teaching Strategies: Peer and Collaborative Learning. [CENGAGE] Retrieved from: <https://blog.cengage.com/teaching-strategies-peer-collaborative-learning/>

Sargeant, H. (2007). *Basic English Grammar, Book 2*. [https://doi.org/10.1016/S0016-7878\(44\)80008-6](https://doi.org/10.1016/S0016-7878(44)80008-6)

Smith, K. A. (1998). *Cooperative Learning Center Directors* : Roger T . Johnson and,

(July 2016), 0–29. <https://doi.org/10.5926/arepj1962.47.0>

Thornbury, S. (2002). *How to Teach Grammar*. Edinburgh Gate: Pearson Education Limited.

Vappingo (n.d.). *What is Grammar and Why is It Important?* Retrieved from:

<https://www.vappingo.com/word-blog/what-is-grammar-and-why-is-it->

[important/](https://www.vappingo.com/word-blog/what-is-grammar-and-why-is-it-important/)

ANNEXES

Annex 1: Observation sheet



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

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Ana Michelle Elizalde Rivera

OBSERVATION SHEET					
Observation # Topic: Objective of the session:	Date/Time: Participants: Students of 8 th year “C” & The researcher				Role of the researcher: Non-participant observer Duration of the observation:
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Declarative sentences: Affirmative and Negative					
Interrogative sentences: Yes/No questions with answers					
Grammar: Imperatives					
Subject-verb agreement					
Word-sentence order					

Annex 2: Field notes



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Ana Michelle Elizalde Rivera

FIELD NOTES		
Observation # Topic: Objective of the session:	Date/Time: Class size: Participants: Students of 8 th year “C” & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3. Pre and Post Test & Scoring Guide (Rubric)



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE / POST TEST

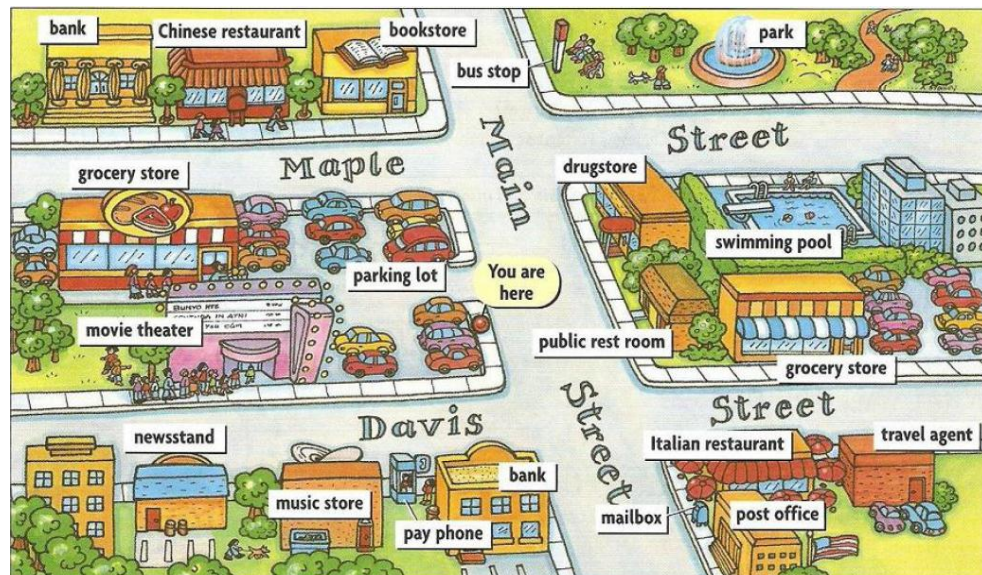
Dear student, read the instructions, and answer the following test. All the questions are related to the contents learned in the Unit 5 Amazing Places.

Name:

Date:

Class:

1. Look at the map and fill in the blanks with *is, are; isn't, aren't*. (Declarative sentences)



- a. There _____ a bank **next to** the Chinese restaurant.
- b. There _____ two grocery stores in the city.
- c. There _____ any museums **across from** the post office.
- d. There _____ a mailbox **on the right of** the bus stop.

2. Circle the correct option to make sense to the following sentences.
(Declarative sentences)

- a. (There is / There are) a drugstore on the corner of Main Street and Maple Street.
- b. (There are / There is) a swimming pool behind the grocery store.
- c. (There isn't / There aren't) a post office on Maple Street.
- d. (There aren't / There isn't) any parks in front of school.

3. Read the following answers and make a question for each of them.
(Interrogative sentences)

- a. _____ ?
Yes, there is a **zoo** called Orillas del Zamora.
- b. _____ ?
No, there aren't any pyramids in my country.
- c. _____ ?
Yes, there are many schools in the city.
- d. _____ ?
No, there isn't a swimming pool in front of the San Sebastian park.

4. Read the questions and answer them in short form according to what is asked.
(Interrogative sentences)

- a. Is there a hospital next to the drugstore?
Negative: _____.
- b. Is there a restaurant across from the Bolivar park?
Affirmative: _____.
- c. Are there any botanical gardens in Loja?
Affirmative: _____.
- d. Are there any libraries in the city?
Negative: _____.

5. Match the signs with their corresponding imperative. (Imperatives)

Turn left on the corner.	Don't park in front of the church.
Walk one block	Don't wear caps inside the bank.





6. Write an imperative for each one of the following signs. (Imperatives)



7. Complete the following sentences with their correct verb and subject. (Subject-verb agreement)

- There _____ a _____ across from the Cathedral church.
- There _____ some _____ to read books.
- There _____ a _____ behind the bus stop on 10 de Agosto Street.
- There _____ some _____ where you can buy foods and household goods.

8. Make two sentences with *There is* and two sentences with *There are*. Use the pictures given. (Subject-verb agreement)



post office



cinema



supermarket



school

- There is _____.
- There is _____.
- There are _____.
- There are _____.

9. Unscramble the following statements. (Word-sentence order)

a. every day / get up / at 7:00 AM / . / I

b. brushes / She / her teeth / . / three times a day

c. I / the Internet / don't surf / on Sunday / .

d. He / doesn't / in the afternoon / watch TV / .

10. Order the following questions. (Word-sentence order)

a. Do / play / you / in the afternoon / ? / video games

b. you / ? / What time / go to bed / do

c. Do / eat / you / cereal / ? / for breakfast

d. Where / have lunch / you / do / ?

THANKS FOR YOUR COLLABORATION

Test Scoring Guide (Rubric)

	Questions	Indicators	Score
1	Look at the map and fill in the blanks with <i>is, are; isn't, aren't</i> .	Declarative sentences: Affirmative and Negative	1 point (0,25 each one)
2	Circle the correct option to make sense to the following sentences.	Declarative sentences: Affirmative and Negative	1 point (0,25 each one)
3	Read the following answers and make a question for each of them.	Interrogative sentences: Yes/No questions with answers	1 point (0,25 each one)
4	Read the questions and answer them in short form according to what is asked	Yes/No questions with answers	1 point (0,25 each one)
5	Match the signs with their corresponding imperative.	Imperatives	1 point (0,25 each one)
6	Write an imperative for each one of the following signs.	Imperatives	1 point (0,25 each one)
7	Complete the following sentences with their correct verb and subject.	Subject-verb agreement	1 point (0,25 each one)
8	Make two sentences with There is and two sentences with There are. Use the pictures given.	Subject-verb agreement	1 point (0,25 each one)
9	Unscramble the following statements.	Word-sentence order	1 point (0,25 each one)
10	Order the following questions.	Word-sentence order	1 point (0,25 each one)

Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. How often does the teacher use the Collaborative learning techniques to improve the English grammatical competence?

- | | |
|------------|-----|
| Always | () |
| Frequently | () |
| Sometimes | () |
| Never | () |

2. How much do you learn when your teacher uses the collaborative pair group in the English classes?

- | | |
|--------------|-----|
| A great deal | () |
| Much | () |
| Somewhat | () |
| Nothing | () |

3. To what extent do you think that your teacher applies collaborative groups to improve your grammatical competence?

- | | |
|----------|-----|
| High | () |
| Moderate | () |

Low ()

None ()

4. How important do you consider using the Learning Cell technique to improve your English grammatical competence?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

5. How important is for you to improve your grammatical competence from the Affinity Grouping?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANK YOU FOR YOUR COLLABORATION

Annex 5: Research Matrix

THEME: COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Problem	Objectives	Theoretical Framework	Methodological design (Action Research)	Techniques and instruments
<p>General</p> <ul style="list-style-type: none"> How does the use of collaborative learning techniques improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year? <p>Specific</p> <ul style="list-style-type: none"> What theoretical and methodological references about collaborative learning techniques are adequate to improve the English grammatical competence 	<p>General</p> <ul style="list-style-type: none"> To improve the English grammatical competence by using collaborative learning techniques among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. <p>Specific</p> <ul style="list-style-type: none"> To research the theoretical and methodological references about collaborative learning techniques to improve the English grammatical competence among students of eighth year “C” of Basic 	<p>INDEPENDENT VARIABLE</p> <p>Collaborative learning techniques</p> <ul style="list-style-type: none"> What collaboration and learning mean? What Is the Similarity Between Cooperative and Collaborative Learning? What Is the Difference Between Cooperative and Collaborative Learning? Group Types Group Size Group Membership 	<p>Preliminary Investigation</p> <ul style="list-style-type: none"> Observing the English classes. Stating background of the research problem. Describing the current situation. Locating and reviewing the literature. Creating a methodological framework for the research. Designing an intervention plan. 	<ul style="list-style-type: none"> Observation sheet Pre and Post test Pre and Post questionnaire Field Notes

<p>among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year? • What are the phases of the intervention plan that address the current issues to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja during the 2018-2019 school year? 	<p>Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the improvement of the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. • To design an intervention plan based on collaborative learning techniques in order to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. • To apply the most suitable collaborative learning techniques in order to improve the English grammatical competence 	<p>DEPENDENT VARIABLE</p> <p>Grammatical competence</p> <ul style="list-style-type: none"> • What is Grammar? • What is communicative competence? • Linguistic competences • Sociolinguistic competence • Pragmatic competences • What is grammatical competence? • Sentence types • Declarative sentence • Interrogative sentences • Imperative sentences • Subject and Verb Agreement • Order of words in a sentence 	<p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaire. • Observing and monitoring student’s performance according to the intervention plan. • Presentation of the research findings. • Reflecting, analyzing and answering the proposed inquiries. • Organizing the final report. 	
--	--	--	---	--

<ul style="list-style-type: none"> • Which collaborative learning techniques are suitable to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year? • How effective is the application of collaborative learning techniques to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year? 	<p>among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To validate the results obtained after the application of collaborative learning techniques in order to improve the English grammatical competence among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. 			
---	---	--	--	--

Annex 6. Grading Scales

Grammatical competence

Quantitative Score	Qualitative Score
10	Excellent
9	Good
7-8	Satisfactory
5-6	Needs improvement
1-4	Poor

Collaborative learning techniques

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of collaborative learning techniques
61-80	Expected level of effectiveness of collaborative learning techniques
41-61	Moderate level of effectiveness of collaborative learning techniques
21-40	Unexpected level of effectiveness of collaborative learning techniques
01-20	Low level of effectiveness of collaborative learning techniques

INDEX

COVER PAGE.....	i
CERTIFICATION	ii
AUTORÍA.....	iii
CARTA DE AUTORIZACIÓN	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
THESIS OUTLINE.....	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT.....	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
Collaborative learning.....	7
Core elements of collaborative learning	8
Collaborative learning techniques.....	9
What is the similarity between cooperative and collaborative learning?	15
What is the difference between cooperative and collaborative learning?.....	16
Group types	17

Group size	18
Group membership.....	18
What is grammatical competence?	19
Declarative sentences.....	20
Interrogative sentences.....	21
Imperative sentences	21
Subject and verb agreement	22
Word-sentence order	23
e. MATERIALS AND METHODS.....	25
f. RESULTS	29
g. DISCUSSION	42
h. CONCLUSIONS.....	45
i. RECOMMENDATIONS	46
j. BIBLIOGRAPHY	47
k. ANNEXES	49
a. THEME.....	50
b. PROBLEM STATEMENT	51
c. JUSTIFICATION	57
d. OBJECTIVES	59
e. THEORETICAL FRAMEWORK	61
f. METHODOLOGY	80

g. TIMELINE.....	102
h. BUDGET AND FINANCING.....	103
i. BIBLIOGRAPHY.....	107
ANNEXES.....	111