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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Cooperative learning and writing skills among first-year students
at a public high school in Loja. School year 2022-2023**

**Aprendizaje cooperativo y destrezas de escritura en estudiantes de
primer año en un colegio público en Loja. Año Lectivo 2022-2023**

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Certification


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Dedication

To begin with, I would like to dedicate the culmination of the present undergraduate research work to God for his numerous blessings upon me. I also dedicate this endeavour to my thoughtful and caring mother Carmen Cañar since without her unconditional support, wisdom, and encouraging words this would not have been possible to achieve. To the soul of my dearly beloved father Yofry Pérez, who despite his physical absence, his memory continued to inspire me to strive for excellence. That this work serves as a testament to his influence in my life. Furthermore, to my older and younger brother, Jefferson Pérez and Jean Pérez, for all the laughter and love we have shared as a family. Finally, it is a privilege to dedicate this thesis to all my childhood friends, co-workers, and university classmates who have showed me the pleasure of being in company of such high-quality individuals.

Jonathan Sebastian Pérez Cañar

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Index of contents

Cover page	i
Certification	iii
Autoría	iii
Carta de autorización	iv
Dedication	v
Acknowledgment	vi
Index of contents	vii
Index of tables	x
Index of figures.....	x
Index of annexes.....	x
1. Title	1
2. Resumen	2
2.1. Abstract	3
3. Introduction	4
4. Theoretical Framework	6
4.1. Cooperative Learning.....	6
4.1.1. The Theory Behind Cooperative Learning.....	7
4.1.2. Cooperative Learning in Education.....	8
4.1.3. Using Cooperative Learning in EFL Classrooms.....	9
4.1.3.1. CL in the EFL Learning Environment.....	10
4.1.3.2. CL in EFL Learning Quality.	10
4.1.4. Principles of Cooperative Learning.....	11
4.1.4.1. Positive Interdependence	11
4.1.4.2. Individual Accountability.....	12
4.1.4.3. Equal Participation.	12
4.1.4.4. Simultaneous Interaction.	13
4.1.4.5. Social Skills.	13
4.1.5. Cooperative Learning Strategies to Teach Writing Skills.....	14
4.1.5.1. Jigsaw.	14
4.1.5.2. Think-Pair-Share.	15
4.1.5.3. Roundtable.....	16
4.1.5.4. Timed-Pair-Share.....	17
4.1.5.5. Numbered-Heads-Together.	17

4.2. Writing	18
4.2.1. Writing in the Current Era.....	19
4.2.2. Basic Components of Writing	24
4.2.2.1. Content.....	24
4.2.2.2. Organisation.....	25
4.2.2.3. Vocabulary.....	25
4.2.2.4. Language Use.	25
4.2.2.5. Mechanics.....	25
4.2.3. Types of Writing Genres.	20
4.2.3.1. Academic Writing.....	21
4.2.3.2. Job-related Writing.	21
4.2.3.3. Personal Writing.....	21
4.2.4. Writing styles	21
4.2.4.1. Expository.....	21
4.2.4.2. Descriptive.....	22
4.2.4.3. Narrative.	23
4.2.4.4. Persuasive.	23
4.2.5. Types of Writing Performance	19
4.2.5.1. Imitative.....	19
4.2.5.2. Intensive (Controlled).....	20
4.2.5.3. Responsive.....	20
4.2.5.4. Extensive Writing.....	20
4.3. State of the Art	26
5. Methodology.....	31
5.1. Setting and Participants.....	31
5.2. Procedure	31
5.2.1. Research Method.....	31
5.2.2. Research Design	31
5.2.2.1. Reconnaissance.....	32
5.2.2.2. Planning.....	32
5.2.2.3. Enacting the Plan.....	32
5.2.2.4. Reflection.....	33
5.2.3. Data Collection Sources and Techniques	33
6. Results.....	35

6.1. Pretest Results	35
6.2. Posttest Results	37
6.3. Pretest and Posttest Comparison	39
6.4. Results and findings from the Questionnaire and Field notes.	40
6.4.1. Positive Interdependence.....	40
6.4.2. Individual Accountability.....	42
6.4.3. Equal Participation	44
6.4.4. Simultaneous Interaction.....	46
6.4.5. Social Skills.....	48
6.4.6. Cooperative learning Strategies and Writing Skills	50
7. Discussion	52
8. Conclusions	54
9. Recommendations.....	55
10. Bibliography	56
11. Annexes	64

Index of tables:

Table 1. Reordering Writing Task	15
Table 2. Previous Studies on Cooperative Learning in Writing Skills.....	26
Table 3. Pretest Results on Writing Performance Prior to Cooperative Learning	35
Table 4. Posttest Results on Writing Performance after Cooperative Learning.....	37
Table 5. Pretest and Posttest Scores	39

Index of figures

Figure 1. Providing Short Answers Task	15
Figure 2. Email Writing.....	17
Figure 3. Picture-cue Task.....	17
Figure 4. Text Example of Expository Writing Style	22
Figure 5. Text Example of Narrative Writing Style	233
Figure 6. Students' Perceptions Regarding Group Organization.	40
Figure 7. Students' Perceptions on Cooperative Learning Roles.....	41
Figure 8. Students' Perceptions on Individual or Group Assessment.....	42
Figure 9. Students' Perceptions on Individual or Group Assessment.....	43
Figure 10. Students' Perceptions on the Participation Chances During Group Work	44
Figure 11. Students' Perceptions on the Use of Equal Participation Techniques	45
Figure 12. Students' Perceptions on the Speaking Chances during Group Work.....	46
Figure 13. Students' Perceptions Towards Simultaneous Interaction.....	47
Figure 14. Students' Perceptions on Cooperative Learning and Relationships Bulding	48
Figure 15. Students' Perceptions on Social Skills.....	49
Figure 16. Students' Perceptions Towards Cooperative Learning Strategies	50

Index of annexes

Annex 1. Pretest and Posttest.....	64
Annex 2. Answer Key Sheet for Pretest and Posttest	67
Annex 3. National Grading Scale	68
Annex 4. Mixed-type Questionnaire.....	69
Annex 5. Field Notes	73
Annex 6. Intervention Lesson Plans	83

1. Title

**Cooperative learning and writing skills among first-year students at a public high school
in Loja. School year 2022-2023**

2. Resumen

En la actualidad, el desarrollo de las destrezas de escritura en lengua inglesa se ha convertido en un activo vital, ya que facilita la transferencia de ideas en un idioma que está tomando la delantera en los asuntos globales. Sin embargo, en base a la experiencia del investigador y estudios previos, los estudiantes de secundaria aún presentan algunos desafíos en el desarrollo de esta competencia. Con base en este razonamiento, esta investigación tuvo como objetivo mejorar la habilidad de escritura a través del aprendizaje cooperativo en estudiantes de primer año de bachillerato en un colegio público de Loja. Año lectivo 2022-2023. Para ello, se utilizó el método mixto siguiendo las cuatro etapas de la investigación acción presentadas por Kemmis et al., 2014 como son el reconocimiento, la planificación, la ejecución y la reflexión. Los datos cuantitativos se recogieron en forma de calificaciones de los estudiantes y preguntas cerradas a través de un pretest-postest y un cuestionario de tipo mixto. Los datos cualitativos se recogieron a partir de preguntas abiertas del cuestionario y observaciones de 10 notas de campo. Del análisis de los datos se encontró que, tras la intervención, los estudiantes de primero de bachillerato mejoraron sus destrezas de escritura mostrando una diferencia media de 4,21 puntos entre las puntuaciones obtenidas en el pretest y en el postest, siendo el componente de escritura de "mecánica" el de mayor mejora y el de "contenido" el de menor. Consecuentemente, se concluyó que la mayoría de los estudiantes percibían el aprendizaje cooperativo como un enfoque pedagógico positivo para el desarrollo de su escritura. Es por ello que futuras investigaciones deberían considerar la implementación del aprendizaje cooperativo para reforzar las destrezas de escritura durante periodos de tiempo más largos, centrándose en estrategias específicas, o trabajando con otras destrezas lingüísticas además de la escritura.

Palabras claves: *Estrategias cooperativas, principios del aprendizaje cooperativo, componentes de la escritura, aprendizaje centrado en el alumno.*

2.1. Abstract

Currently, the development of writing skills in the English language has become a vital asset as it facilitates the transfer of ideas in a language that is taking the lead in global affairs. However, based on the researcher's experience and previous studies, high school students still present some challenges in developing this skill. Based on this reasoning, this research aimed to improve writing skills through cooperative learning in first-year students at a public high school in Loja. School year 2022-2023. For this purpose, the mixed method was used following the four stages of action research presented by Kemmis et al., 2014 such as reconnaissance, planning, enacting, and reflection. Quantitative data was collected in the form of student's grades and close-ended questions through a pretest and posttest and a mixed-type questionnaire. Qualitative data was gleaned from open-ended questions of the questionnaire and observations of 10 field notes. From the data analysis, it was found that after the intervention, first-year high school students improved their writing skills showing a mean difference of 4.21 points between their pretest and posttest scores being the writing component of "mechanics" the one with the highest enhancement and "content" the one with the lowest. Consequently, it was concluded that most students perceived cooperative learning as a positive pedagogical approach to the development of their writing. Thus, future research should consider implementing cooperative learning to reinforce writing skills over longer periods of time, focusing on specific strategies, or working with other language skills besides writing.

Keywords: *Cooperative strategies, cooperative learning principles, writing components, student-centred learning.*

3. Introduction

At the present time, the cultivation of English writing skills has become of utmost importance, especially for graduates, since most of the current written communication is held in English language. In consequence, mastering this skill at an early stage facilitates individuals to better develop within this continuous changing globalised world (Maggi & Quishpe, 2020). In Ecuador, English is studied as a foreign language and, according to the Ministry of Education (MINEDUC, 2016), students are deemed to develop certain writing skills at the end of each educational sublevel. For instance, when learners advance from 10th grade of school to first year of high school, they are expected to produce written texts that exhibit some basic mistakes, yet demonstrate acceptable vocabulary and syntactical selection.

Notwithstanding, this aim has not been successfully achieved among students of first-year high school students, as evidenced by the researcher during his practicum in the last school year. High-school students struggled to work with writing skills as they were unaware about the key writing conventions to write at least a simple text. This issue was also identified in previous research, which agreed with the idea that students were not being successful in their writing because of their unsatisfactory English proficiency, deficient understanding on the writing components, and monotonous methods that do not capture their towards this skill (Shammout, 2020; Tamayo and Cajas, 2020; Yusuf et al., 2019).

Thus, this research presents cooperative learning as a pedagogical methodology to address the writing challenges faced by first-year high school students. Based on this statement, the researcher raised the following research questions: The general research question was “How does cooperative learning improve writing skills among first-year students at a public high school in Loja. School year 2022-2023?”. Moreover, the sub-questions emerged from this were “What is the effectiveness of cooperative learning on writing skills?” and “What are the students’ perceptions towards the use of cooperative learning to enhance writing skills?”

In this line of thought, cooperative learning was selected since it has shown to be effective in improving students' writing skills (Abeti, 2021; Hertiki and Juliati, 2019; Shammout, 2020). For instance, it has empowered students to work on their written compositions while interacting with their peers, endorsed their confidence in class, created positive attitudes toward writing, and helped them to produce more industrious ideas. Likewise, it has facilitated the diversification of class activities, making writing tasks more enjoyable for learners. Finally, this teaching methodology has enabled learners to experience a sense of responsibility, self-reliance, and acceptance of failure, as well as a shared success

among students while mastering their writing (Bekhta & Amine, 2021; Hertiki & Juliati, 2019; Shammout, 2020; Suhaimi & Yunus, 2021).

However, even though most of these investigations have demonstrated that cooperative learning can support the development of learners' writing skills, they still offered the possibility to conduct further research at other educational levels, with bigger samples, and longer application time lapses. For that reason, the execution of this study fulfilled that gap by presenting information regarding the use of cooperative learning and writing skills in a different context, in this case, among a group of 35 first-year students at a public high school in the city of Loja.

In the light of these insights, this study contributed to the growth of the Ecuadorian educational pedagogy literature and general research production in English language teaching and learning for two main reasons. First, it presented contextualized results and findings that can operate as theoretical background and empirical knowledge that support the conduction of more studies. Secondly, it showed cooperative learning as an alternative to innovate the process of teaching English as a Foreign Language which can be useful for pre-service and in-service teachers, academics, or researchers looking for new ideas to enhance their practice.

In regards to the scope of this study, this presented some limitations in terms of time, sample size, and unique characteristics of the educational setting. That is to say, the time frame for this research was 40 pedagogical hours; for that, an increase in the intervention time would have made the data vary. In addition, the results were not generalized since the students' sample of 35 students represented just a small fraction of the whole population of EFL learners. In a similar way, the availability of technological equipment, internet connection, the presence of mixed-level students with some more advanced and lower-performance learners in the English language, and unexpected events were some other challenging aspects that took part during the development of this research. Within this framework, future studies which consider replicating this one should contemplate implementing cooperative learning in longer periods of time and with other language skills.

To conclude, the main objective of this research was to enhance writing skills through cooperative learning among first-year students at a public high school in Loja. School year 2022-2023. To reach this goal the following two specific objectives were stated 1) To identify the effectiveness of cooperative learning on writing skills among first-year students at a public high school in Loja and 2) To explore the students' perceptions towards the use of cooperative learning to enhance writing skills among first-year students at a public high school in Loja.

4. Theoretical Framework

The literature body of this study outlined three main sections such as 1) cooperative learning, 2) writing, and 3) state of the art. The former encompassed the concept of cooperative learning, the theory behind it, principles, its influence in EFL settings, and described five cooperative strategies for teaching writing. The second displayed the concept of writing, its role in the current era, components, types of writing genres, styles, and performance. The last section, state of the art, harmonized both variables by presenting prior empirical studies about them. All this data was gathered from scientific sources such as Google scholar, ERIC, indexed journals. Most of this information belonged to the last eight years of research, but also included classic authors prior to that time limit such as Vygotsky (1978), Kagan and Kagan (2009), Gay et al. (2012), and some other significant researchers.

4.1. Cooperative Learning

Cooperative learning (CL) is a methodological approach whose roots date back to the nineties when researchers realized that working together was by far more advantageable than working independently (Ternenge & Ember, 2021). At that time cooperative learning was understood under the name of peer work and soon it became a matter of study appealing to many other researchers (Yassin et al., 2018). Currently, there is a great consensus on the idea that CL is an approach for students' all-around development (Prieto-Saborit et al., 2022). In other words, it is an approach that promotes the enhancement of people's overall skills to reach their full potential.

According to Ternenge and Ember (2021), authors such as John Dewey, Kurt Lewin, and Morto Deutsch provided flawless insights about CL that helped to understand its scope. They described CL as a method to (1) Nurture knowledge and social skills that can be used outside an immediate classroom setting. (2) Consider learners as active and engaged individuals in teaching-learning, not as empty vessels. (3) Promote bounds and strong relationships to reach the desired outcomes successfully and promptly. (4) Create a positive interdependent environment. For these reasons, the well-known Johnson and Johnson (2005) (as cited in Michael et al., 2022) believed that the central tenet of CL is based on the selfless dedication to maximizing the potential and learning of the other instead of developing apathetic or competitive behaviour. Thus, people involved in CL not only enhance academically but also socially.

Within this framework, Nazari et al. (2022) defined CL as a methodological approach that consists of grouping students with a different range of abilities and performance levels in small interdependent teams that work towards reaching a common goal. Moreover, during this

teamwork, members are expected to experience mutual aid as they develop their social and interpersonal skills (Ternenge & Ember, 2021). In this perspective, Sibomana et al. (2022) suggested the use of hands-on activities, observations, discussions, problem-solving, and peer review as activities to promote cooperation.

To conclude, it is important to remark that behind the CL definition, many theories are integrated, explaining why this approach has generated countless positive outcomes. For instance, Kagan and Kagan (2009) listed a set of more than seven learning theories that mainly showed that learning is more effective when people are actively involved in the process and receive support from their peers. For that, it becomes significant to analyse some of these theories to understand the basis of this teaching approach.

4.1.1. The Theory Behind Cooperative Learning

In an attempt to dig into the nature of cooperative learning, many researchers have presented their contributions. Most of them have claimed that CL is strongly influenced by outstanding theories of learning being the most influencing one The Theory of Social Constructivism developed by Vigotsky in the nineties (Amijaya, 2022; Yusnani, 2018).

In this sense, Yusnani (2018) described that in this theory people most effectively learn through actively participating in social interactions, where they can absorb the knowledge and abilities of their partners and incorporate them into their own cognitive abilities. Moreover, he stated that the theory also states culture, language, and interaction, as factors that influence the individuals' cognitive development, but it is the "culture" the agent that influences the most. For this reason, he explained that skills such as language thinking or reasoning emerge more rapidly when individuals are connected with their immediate shared community knowledge.

According to Erbil (2020), this theory of cognitive development suggests the idea that people's learning inner world is shaped by their interactions with the outer world, particularly with those individuals who are more knowledgeable and skilled than themselves. In this sense, these interactions happen within a "zone of proximal development" (ZPD), which refers to the gap between a person's abilities when working independently and their abilities when working with the assistance of someone more proficient. In other words, learning happens when individuals are given tasks or presented with problems that are slightly higher than their current level of comprehension, thus pushing them to grow and improve.

Indeed, this is what has differentiated CL from other educational approaches, the endorsement of learning theories such as the one by Vygotsky in 1978. In the educational setting, this theory is applied in the classroom, focusing on the interactions of the student with

their peers and the teacher, and emphasizing the role of feedback and guidance to help students develop their cognitive abilities (Erbil, 2020). For that, the selection of activities that foster positive communication among members of a group is pivotal for CL to show positive results.

Considering the early information, it can be said that CL provides many opportunities for students to become the main characters of their learning experience as, in CL classes, knowledge happens when learning from one another. This fulfils the demand of the modern teaching and learning process that Demírel (2019) claimed it to be, student-based learning rather than teacher-based. For that, CL can be an innovative and useful ally for the current teaching-learning era because of its properties of student-centred learning.

4.1.2. Cooperative Learning in Education

Regarding Prieto-Saborit et al. (2022), they claim that it is recent scientific research on this approach has been nurtured within the educational panorama. One reason they describe it to have happened is because of the adaptability that this approach can have in a classroom. For instance, Kagan and Kagan (2009) recommends incorporating CL to review, process, disseminate, and evaluate information every ten minutes, so that students can internalize what they have learnt at that moment to clear their memory space and continue learning. For these reasons, CL literature is notoriously increasing as more researchers are noticing the adaptability of this approach to education.

Within the large extent of advantages of CL in education, Johnson and Johnson (2019) presented three main dimensions that cooperation usually impacts such as frequency of idea generation, higher-level reasoning, and better learning transfer. They detailed these dimensions in a joint process which occurs right immediately after forming the groups. This process is interpreted as follows: During cooperative work, tasks are more conceptual. With more conceptual tasks, they become more challenging which demands learners to employ higher-level reasoning skills to negotiate ideas that can solve these tasks. In consequence, learners' interest levels up to get the activity done as soon as possible. Because of it, many ideas are coming and going in the group. Thus, to process this great extent of ongoing information, learners need to develop long-term retention skills which subsequently leads to a better knowledge transfer and eagerness for a soon application. As a result, implementing CL in class might significantly increase students' creativity, reasoning, and retention levels.

Furthermore, Kagan & Kagan (2009) provided some reasons to use CL in education, one of them being the fair amount of practice opportunities that it provides to learners. They explained that in contrast to traditional classrooms, CL classrooms tend to increase

participation levels fifteen times. While in traditional teaching, teachers talk twice after having one student participate, in cooperative classrooms pupils find themselves participating at the same time for almost the whole class period, either in groups or pairs. This abolishes the limited student-participation chances that traditional classroom setting offers and promotes active interaction. For that, Kagan and Kagan (2009) are in favour of integrating CL in class, especially to work with large groups and eradicate learning boredom.

As an additional fact, Johnson and Johnson (2019) and Kagan and Kagan (2009) also reported some effects of CL on students' behaviour. For instance, Johnson and Johnson (2019) theorized that cooperative work reduces learners' absenteeism provoked by a lack of commitment. Moreover, students tend to develop their readiness towards difficult task selection and a higher tolerance to frustration and external criticism. Similarly, Kagan and Kagan (2009) claimed that through CL, students nurture a give-and-take orientation which allows them to appreciate their classmates' ideas instead of rejecting them. This helps students to deal positively with different types of their partners' personalities such as bossy, aggressive, or shy learners. For these reasons, they highly recommended teachers including CL somewhere in their daily lesson plans to reinforce their learners' bonds.

Finally, Yassin et al. (2018) presented CL as an approach that can create a student-centred classroom since while observing the teacher using it, they could notice that the students took the lead in class, questioning, and completing tasks on their own whereas teachers were solely in charge of providing guidance and feedback. In the same line of thought Amijaya et al. (2022) reported similar findings, stating that teacher's assistance lowers in cooperative classrooms while students are set free to discover concepts by themselves. This means that in CL learners are given the emphasis rather than the teachers.

Briefly, CL has presented many appealing features that make it an approach valuable to implement in education, being its core feature the creation of student-based learning. Needless to explain why Han et al., (2022) suggested applying CL in English as a Foreign Language (EFL) classrooms to achieve active interaction among the participants. Bearing this in mind, it leads the researcher to describe the positive aspects that using this teaching approach may bring to students and teachers within a EFL context.

4.1.3. Using Cooperative Learning in EFL Classrooms

Several studies have documented CL as an effective teaching approach to implement in EFL settings (Chen, 2021; Keramati & Gillies, 2022; Shammout, 2020; Suhaimi & Yunus, 2021). For that, due to this great extent, the most remarkable findings of utilizing CL in EFL

classrooms can be classified into two main categories, such as CL in the EFL learning environment, and CL in EFL learning quality.

4.1.3.1. CL in the EFL Learning Environment. While dealing with the learning environment, cooperative learning overweighs by far individualistic and competitive classrooms (Vellayan et al., 2020). One good reason for this to happen can be found in the research carried out by Keramati and Gillies (2022). They found out that in traditional EFL classrooms, where teachers usually lecture, learners were stressed, quiet, and ashamed to participate. Parenthetically, similar observations were reported in competitive classrooms, where the situation just became worse with more anxious and stressed students. However, they said that in CL classrooms none of these events occurred, instead, they observed a more communicative, appealing, safer, and energetic educational setting where learners' interactions were more consensual rather than challenging.

Furthermore, because CL is student-centred, it inevitably leads to a peer-to-peer class dynamic. Subsequently, learners' engagement and the construction of a more meaningful learning experience are granted in EFL settings (Mahbuba, 2022). This might produce positive changes in the students' academic performance as their involvement in class is more active and ongoing (Demírel, 2019). In consequence, CL builds a more trustable learning environment which increases the learners' desire for learning and English usage, as well as raises their confidence, leaving behind the boredom zone and making the educational activities an enjoyable and meaningful experience (Vellayan et al., 2020). For that, Bećirović et al., (2022) suggested implementing this approach with higher education students since their interpersonal and interactive skills are more well-developed in that stage.

4.1.3.2. CL in EFL Learning Quality. Considering the aforementioned perks, Keramati and Gillies (2022) stated that what makes CL improve EFL learning quality is the learning diversity with which the learners encounter when working together. This "learning diversity" has to do with the immersion in a world of different perspectives where EFL learners build and reinforce their knowledge upon others' understanding. For Keramati and Gillies (2022), that immersion to several standpoints is what boosts learning, enhance their analytic and problem-solving skills, improve their creative thinking, heighten their empathy, and nurturing debating skills.

Furthermore, as CL is based on a theory of social constructivism, English language skills are mastered through small group work. For instance, Chen (2021) concluded that CL is beneficial in nurturing English language skills such as speaking, writing, listening, and reading, but also, in creating positive perspectives towards English learning in both students

and teachers. To ensure this construction, he suggested EFL teachers considering passing through a thorough selection of cooperative activities before implementing them in class, since it will ensure the effectiveness that CL could have in this area.

To conclude, it is important to remember that CL goes beyond grouping students and asking them to work to fulfil a task because simply grouping them into teams cannot guarantee that they actually cooperate as they are supposed to be (Han et al., 2022). For that, knowing the principles under which this teaching approach work is significant to get the most out of it in any context where CL is applied.

4.1.4. Principles of Cooperative Learning

Just as terms such as cooperative learning, collaborative learning, and interactive learning, are frequently used interchangeably in conversation (Anderson, 2019), the principles of cooperative learning also vary in its name. For example, Johnson and Johnson (2019) studied these principles under the name of elements being positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing. On the other hand, Kagan and Kagan (2009) presented the acronym PIES in behalf of 4 basic CL principles such as positive interdependence, individual accountability, equal participation, and simultaneous interaction. In this take, this research considered the 4 basic principles of Kagan and Kagan (2009) but also integrated the principle of social skills by Johnson and Johnson (2019) due to the nature of the English language (communicative purpose).

4.1.4.1. Positive Interdependence . It is the correlation between students where one student's success turns out to be the success of the other (Kagan & Kagan, 2009). According to D'Eon and Zhao (2022), this principle endorses students' relationships since they begin to consider each other as valuable and needed assets for task fulfilment. They also said that teachers can nurture the development of this cooperative spirit by equipping learners with unique roles to perform within the group. In this way, members become more closely connected and higher-performance students tend to play as supportive peers who assist other learners who require more guidance (Lans et al., 2022).

Within this framework, Johnson and Johnson (2009) (as cited in Shimizu et al., 2022) outlines outcome, means, and boundary as the three main constraints to structure interdependent groups. The first refers to the common goal that the whole group pursues. The second has to do with the resources, roles, and tasks that students share in common. Finally, the "boundary" stands for what some learners lack and what others have i.e., certain knowledge, or physical didactic resources. These subcategories help to construct interdependence and demands that students need of each other to advance and finish the task.

In terms of interdependent roles, Kagan and Kagan (2009) provided a reference list of hundreds of different roles that can be adapted to any cooperative setting. For this, the researcher has considered it appropriate to describe just 4 of them such as gatekeeper, recorder, checker, and quiet captain.

- Gatekeeper. They guarantee equal participation for all members in the groups. Students with this role are usually instructed to say phrases such as “that is very interesting Jenny. What do you think Pedro?”
- Checker. According to Jolliffe (2007), checkers normally make sure that all members are knowledgeable of the topic by looking at the completed activities, asking for understanding and agreement, and verifying members’ answers.
- Recorder. Most of the time, students with this kind of role execute tasks such as writing down group agreements and answers to the activities
- Quiet captain. They are in charge of controlling the noise levels in the group by saying phrases such as “Let’s be quiet for a moment” (Kagan & Kagan, 2009).

4.1.4.2. Individual Accountability. Being individually accountable means that students are individually responsible for displaying learning results on their own and improving that learning (Erbil, 2020). According to Johnson and Johnson (2019), this principle can be evidenced when assessing learners on the abilities that are expected they have developed during or after completing a task. Moreover, in behold of this principle, group members must be aware of two main factors, such as: (1) Identifying the members who require more assistance and helping them and (2) Knowing that nobody can “hitchhike” or get benefit from their classmates’ work without having contributed first.

In this sense, during cooperative work, D’Eon and Zhao (2022) argued that students must be assessed both individually (knowledge and skills gained), and in groups (the product that they were working on should be tested by itself). By doing so, grading bias can be abolished since it is common that, when working in groups, not all members contribute as much as others do in terms of time and effort. In consequence, he is of the idea of evaluating students based on the quality and quantity of each contribution. Other ways to promote individual accountability might be signing each member’s contribution or asking them to share what they have learnt with another classmate (Chen, 2021).

4.1.4.3. Equal Participation. It is the simplest principle of cooperative learning but with a remarkable role in gaining equitable educational outcomes for all the members of the group (Kagan & Kagan, 2009). Sometimes, this principle has been defined as the heart of CL

(Chophel & Norbu, 2021) since, when applied, it guarantees learners the same number of opportunities to fully participate or take part in the development of the group activities avoiding the predominance of one or two members and securing learning for all (Jacobs & Chau, 2021).

In this sense, Kagan and Kagan (2009) detailed some strategies to create equal participation in class. For example, making sure that students are “taking roles” to speak and not that just one member is interacting. Second, enabling students to participate within the same amount of time frame (time allocation). Third, providing students with a fair amount of time (2 or 3 minutes) to think of an answer and write it down (think and write time) guarantees that all members have a pre-thought idea that they can share with the group. Finally, the strategy of “establishing rules” within the group, such as defining the number of exercises that each member must complete or stating the role that each member will perform during a presentation, also certifies equal participation.

4.1.4.4. Simultaneous Interaction. According to Kagan and Kagan (2009), in traditional classroom structures, it is normal to find just one person speaking (normally the teacher) while students just listen. However, with the basic principle of simultaneous interaction, during cooperative learning, it is expected that students speak more than the teacher, gaining a different focus. Moreover, in regards to this principle, Guaranga Lema (2022) said that it is not only beneficial for students at creating a more student-centred environment, but also for teachers. She explained that working in groups, where everyone is interacting, is such a useful time-saving strategy, especially for large classes. This is because in CL instead of asking one by one, students found themselves participating continuously. For that reason, simultaneous interaction increases learning productivity since it keeps students engaged and places the teacher in the support and guidance field.

4.1.4.5. Social Skills. As noted by Johnson and Johnson (2019), this CL principle has to do with the set of social abilities that members of a group utilize to have the task and goal fulfilled. In this perspective, Kagan and Kagan (2009) listed some of these skills such as active listening, asking for help, caring, conflict resolution, consensus-seeking, patience, leadership, acceptance of rejection gracefully, polite disagreement, and perspective-taking.

Moreover, it is interesting to see that this principle of “social skills”, immersed in cooperative work, not only represent gains for academic purposes, but also for students’ life. For instance, Maksum et al., (2021) found out that the use of social skills positively influenced learners’ learning outcomes, but most importantly, they helped them to create new bonds with their peers. In this context, Demírel (2019) explained that this happens because the

scope of developing social skills is not limited to the academic field; on the contrary, they are critically attached to broader areas such as workplace, family, and the creation of positive relationships. Therefore, during CL, teachers are not only instructing individuals to be good students, but also arming them with useful assets for their future endeavours (Kagan & Kagan, 2009).

In summary, the principles of cooperative learning aforementioned are the heart of CL since they guarantee the development of real cooperative spirit among students. In these terms, one way in which these principles can be found in a classroom setting is through cooperative learning structures which consist of structured interactions, marked with steps and rules, through which members of a group contribute equally.

4.1.5. Cooperative Learning Strategies to Teach Writing Skills

There are numerous cooperative learning strategies that have been employed over time. One of them are the “Kagan Cooperative Learning Structures” (KCLS) which helps to ensure equal participation through structured and organized interactions (Kagan and Kagan, 2009). The integration of this structures favours the development of this research because of many reasons. First, they present an organized interaction interaction between teachers, students, and the course material. Second, KLCS are content-free, which means that they are not limited to any particular curriculum and can be used repeatedly in different subjects. Finally, KCLS intrinsically encapsulate the CL principles, which as it was discussed, they are what make this approach truly effective (Chophel & Norbu, 2021). For these reasons, in this section, five cooperative learning structures are described and exemplified to teaching writing since it is the language skill intended to master.

4.1.5.1. Jigsaw. As noted by Michael et al. (2022), this strategy can easily cultivate students’ engagement. This teaching method starts with the introduction of the topic by the instructor. Then, students are divided into two groups of 4 to 6 people each, a "home group" and an "expert group". Each student in the home group is assigned a part of the whole topic to research and become an expert on. After approximately 20 minutes of preparation, they join their expert group to further discuss and refine their notes. They then return to their home group to teach their part, with each member having a chance to share their notes. This results in the formation of the complete topic, with deeper learning achieved through the act of teaching others as stated by Aronson et al. (1978) (as cited in Costouros, 2020).

In a glance, Jigsaw might be potentially used to foster writing skills since it encourages students to polish their notes while passing from group to group. In this sense, the the reordering writing task, found in Table 1, can be found useful to adapt to Jigsaw strategy.

Table 1.
Reordering Writing Task

Put the words below into a possible order to make a grammatical sentence.	
Test-takers read:	Test-takers write:
cold/winter/is/weather/the/in/the	the weather is cold in the winter.
studying/what/you /are	what are you studying?
next/clock/the/the/is/picture/to	The clock is next to the picture. (or) The picture is next to the clock

Adapted from “Language assessment: Principles and classroom practices” (3rd ed., p.239), by H. D. Brown & P. Abeywickrama, 2018, Pearson. Copyright 2018 by Pearson Education, Inc.

After the appropriate practice, the task in Table 1 can be integrated into a jigsaw to promote writing skills. For example, students may form groups of 4 to 6 members. Then, some disorganized sentences are delivered to each group for them to order. After, students are told to prepare short explanations on why they ordered those sentences the way they did. When they finish, students visit other expert groups, record the sentences that those groups have ordered, and listen to their classmates’ explanations. After that, they come back to their “home groups” and socialise the sentences looking for the correct organisation, spelling, and capitalization of the words. By doing so, students train in many areas of their writing skills as they get more things done in and cope with larger topics in shorter time (Costouros, 2020).

4.1.5.2. Think-Pair-Share. It involves asking students questions that make them think of more than one possible answer. During this cooperative learning structure, learners are given appropriate time to think individually. Later, they are invited to share, contrast, and develop their thoughts with a pair. To conclude, they share their ideas with the rest of the class (Sari & Susiani, 2021).

In the field of teaching writing skills, this technique can be useful in narrative writing using tasks that demand learners to work in pairs and provide short answers to open questions. In this sense, Brown and Abeywickrama (2018) provided the following task model, presented in Figure 1, to have students write a limited response that can be done individually to later be more developed in groups.

11 Writing

A. PAIRS. What do you and your classmates do in English class?

List the things you do. Use some of the vocabulary in Exercise 9.

_____ / _____
 _____ / _____
 _____ / _____

Figure 1. Providing Short Answers Task by B. Abbs, C. Barker, I. Freebairn & J. J. Wilson, 2013, El Telégrafo. Copyright 2013 by Ecuadorian Ministry of Education.

Using the Think-Pair-Share strategy, students can develop this exercise by listening to the teacher's instructions, thinking, and writing down some possible answers individually. After, they pair up with a partner and share what they have done, comment, ask questions or discuss about how to polish their written ideas. While doing so, the teacher monitors and provides feedback if necessary. The task finishes when the teacher asks some pairs to participate. By following this method, students can improve their confidence and potentially overcome or decrease the fear of making mistakes or being mocked for them, as suggested by Naim et al. (2020), in a cooperative learning environment that fosters support.

4.1.5.3. Roundtable. This CL strategy is useful to brainstorm, review, or practice. This involves providing students with a prompt or question that invites them to think and search for information. Then, students work in teams in which they write, draw, or build something with manipulative in an individual sheet of paper. Afterwards, they pass that paper clockwise for their classmates to write their answers in it until everyone has contributed or they feel that there are enough answers. Finally, the learners seek consensus and share their thoughts with the rest of the class. In this context, this cooperative structure affords all students in the group equal opportunities to voice their thoughts and ideas simultaneously (Romadhoni et al., 2022).

Within this framework, Harmer (2015) provided a writing task that can be easily adapted to the roundtable strategy. In this task, students are expected to go through an unpunctuated and uncapitalized text to make all the necessary corrections. For that, group work can be found as a practical ally to complete this task more rapidly

hi marc lucy said how's it going marc looked up when he saw lucy hi lucy he said how are you not bad she said she looked out of the window for a moment and then said tell me about nathan marc was surprised by the question what do you want to know he asked i don't know she said he never talks about himself (Harmer, 2015, p. 370).

The task aim can be achieved using roundtable structure by asking students to make groups of 5 to 6. Later, each group is provided with the previous reading that is deficient in capitalization and punctuation. Then, the teacher asks students to write down if they know who is speaking, what it is asking, and the topic they are talking about. Without confirming the answers, the teacher asks learners if they notice something strange about the text. Afterwards, the teacher remarks that the text lacks punctuation and capitalization and asks learners to make the necessary changes to it by working in groups. Then, students listen to the conversation and confirm their changes, meanwhile, the teacher writes the text on the board to finally ask groups to come and add a punctuation sign or capitalization (Harmer, 2015).

4.1.5.4. Timed-Pair-Share. According to Agarwal (2010) (as cited in Teanga Aguilar, 2022) this strategy is a useful strategy to ask for opinions or interpersonal interpretations. Additionally, it helps students to speak up and listen during a specific amount of time which is highly useful for shy or less talkative learners. After having provided a topic, students are paired up and told how long each member will participate. During that time, students A listens carefully to student B talking, then, they exchange roles. To verify if turns are rotating, the teacher may ask students to hold a pen when it is their turn to speak.

The activity in the Figure 2 can be adapted with the Timed-pair-share to evaluate other's written compositions. The students are gathered into pairs and given a certain amount of time to share their written pieces. While one learner is talking, the other listens carefully and tries to write down the main ideas. Then, learners change their roles.

The image shows a screenshot of a lesson plan titled "Message to the future". It includes the following details:

- Aim:** the students will be able to write about their lives from the perspective of the future
- Activity:** email writing
- Age:** any
- Level:** elementary and above [CEFR A2] 30

Figure 2. Email Writing by Jeremy Harmer, 2015, Pearson. Copyright 2015 by Pearson Education.

4.1.5.5. Numbered-Heads-Together. According to the study conducted by Bachtiar et al. (2018), the utilization of this strategy has been shown to enhance students' interaction and motivation. The authors highlight that what distinguishes this approach is the intentional formation of groups composed of students with varying levels of performance. Furthermore, each team member is assigned a number in this strategy. The teacher then presents a topic and poses questions for the group to engage in discussion. Finally, the teacher calls out a number and all students with that corresponding number must respond to the question. This encourages interdependence and accountability among students as they do not know who the teacher will call upon to answer. Consequently, higher-performing students are able to provide support for their weaker peers.

**What are the people in the picture doing?
Write sentences using the present continuous.**

1. Jim /play volleyball
Jim is playing volleyball.
2. Megan and Ken /play Monopoly

3. Alice/relax at the park

Figure 3. Picture-cue Task by B. Abbs, C. Barker, I. Freebairn & J. J. Wilson, 2013, El Telégrafo. Copyright 2013 by Ecuadorian Ministry of Education.

The Numbered-heads-together strategy can be utilized to facilitate the writing task depicted in Figure 3 by grouping students into teams of 4 to 6 and assigning each team member a unique number. Subsequently, the teacher presents a visual stimulus, such as a picture with some characters performing certain actions. Then, a character from that picture is assigned to each team member, students are instructed to examine the image, determining what the character is doing, and composing a brief sentence about it. During the activity, the teacher may call out a specific number, requiring the corresponding team member to respond to an inquiry. Finally, the activity culminates in the selected teams presenting their observations and written responses to the rest of the class (Harmer, 2015).

Briefly, as it has been discussed, the utilization of cooperative learning structures holds great potential in facilitating the development of English writing skills through interactive group work. Thus, it is imperative to comprehend the fundamental aspects of writing skills in the target language to fully grasp the areas that will be enhanced through this teaching approach.

4.2. Writing

Writing has been variously described as the illustration of the language through signs or symbols as a means of communication (Kkese, 2020). Sihite et al. (2022) postulated that writing entails the act of organizing and refining one's ideas before putting them down on paper. This view is supported by Weber (2018) who maintains that writing serves as a means of clarifying and structuring thought. Finally, according to Troyka (2010), as cited in Yusuf et al. (2019), writing is comprised of three essential components: the message to be communicated, the writer conveying the information, and the reader who receives it. Therefore, writing can be understood as a visual representation of the language, in which organized linguistic symbols are employed to convey thoughts and ideas.

Furthermore, writing forms part of an integrated set of skills whose mastery determines the acquisition of a target language. This “set” of skills involve listening, reading, speaking, and writing which are typically categorized into two broad categories: receptive skills and productive skills (Leonardo et al., 2022; Manalu, 2022; Prastiwi et al., 2022; Sihite et al., 2022).

In regards to writing, Jaashan (2022) highlights that it falls under the category of productive skills, which also encompasses speaking. These skills require students to draw upon previously acquired language input obtained through the receptive skills of listening and reading to later produce it in either spoken or written form to meet their communication needs. It should be noted that writing skills do not develop in isolation and are not

immediately acquired by students. Rather, they emerge as a result of prolonged exposure and acquisition of linguistic items, enabling students to produce meaningful sentences in the target language.

4.2.1. *Writing in the Current Era*

Currently, the acquisition of proficiency in both written and oral communication has become a crucial competency for both students and job applicants in this age of globalization and technological advancement, where a workforce that excels in Science, Technology, Engineering, and Mathematics is in high demand (Naim et al., 2020). One significant point to outline is that written communication has taken a lead in English language (Shanorra et al., 2021). That is to say, the ability to write proficiently in English has gained immense importance in contemporary times, especially in the fields of education and business, as the global dissemination of knowledge often occurs through written means (Maggi & Quishpe, 2020). As such, possessing proficiency in written English is essential for graduates to effectively engage in collaborative efforts and tackle complex and challenging issues within their workplace (Naim et al., 2020).

In this setting, many researchers agree that developing English writing skills is remarkable for students to learn it since it benefits them to get involved in the current globalised era more efficiently (Leonardo et al., 2022; Manalu, 2022; Sihite et al., 2022). However, acquiring English writing skills can prove to be challenging, even for native speakers. These challenges of acquiring English writing skills are further exacerbated in an English as a Foreign Language (EFL) context, where the influence of the first language (L1) may hinder the effective transfer of meaning in English (Kkese, 2020). This explains why Brown and Abeywickrama (2018) dedicated valuable time studying the types of writing performance since they show the route usual that learners go through in their journey to reach writing mastery.

4.2.2. *Types of Writing Performance*

As pointed by Brown and Abeywickrama (2018), the art of writing can be represented through four categories such as imitative, intensive (controlled), responsive, and extensive. These narrates how students pass from learning the basics of writing such as mechanics to accurately handling all its components and strategies. These categories dictate as follows.

4.2.2.1. Imitative. It is the starting point and students need to perform basic but fundamental tasks. They are essentially expected to write down simple words or short sentences while using correct orthographic codes as noted by Мамаримов (2022). Likewise, Brown and Abeywickrama (2018) claim that in this stage, students are introduced to the

writing mechanics (punctuation, spelling, capitalization) in which “form mastery” is the goal, while context and meaning remain as a secondary concern.

4.2.2.2. Intensive (Controlled). In this stage, learners are still placed in the early writing scale with few standards to consider in their writing (Kandi, 2020). However, they have moved from the fundamentals to forming and using words within a certain context. Nonetheless, although meaning and context are considered to choose appropriate vocabulary, form is still the primary concern which is usually developed through controlled written grammar exercises provided by the teacher. In consequence, students start building complete sentences by utilising collocations, idioms, and correcting possible grammatical mistakes while writing (Brown & Abeywickrama, 2018).

4.2.2.3. Responsive. At this point, students have mastered the writing fundamentals such as sentence grammar and mechanics. In consequence, learners begin to consider context to polish their choice of words that later will help to convey the text-purpose. Although their creations are still limited, they begin to connect sentences into paragraphs logically. Thus, students begin to experience some freedom in their writing by selecting the most appropriate expression to convey their thoughts, summarising information, providing short descriptions, reports or narratives, and interpreting simple charts or graphs. Finally, it is important to remark that responsive writing generates a sense of freedom in which tasks are only provided with the criteria and some guidelines to develop it (Brown & Abeywickrama, 2018).

4.2.2.4. Extensive Writing. To this category of writing performance belong the students who are capable of 1) writing their ideas in an organised manner, 2) adding a variety of supporting details, 3) utilizing the appropriate word choice, and 4) using different writing strategies and processes such as the writing process (planning, drafting, revising, editing, and publishing) to freely elaborate more complex texts that that convey their communication purpose. (Brown & Abeywickrama, 2018).

4.2.3. *Types of Writing Genres.*

As noted by Pham and Bui, (2022), the genre is an abstract term that stresses specific conventions that guide the writers to achieve their purposes. They state that genres have a significant impact on the writer’s diction (word choice). Therefore, the selection of a specific one will determine the style in which writers will compose their written texts and how readers will interpret them. Moreover, they consider that genre types depend on the similarities that they share in three main aspects, such as audience, idea organisation, and language choice. In this sense, Brown and Abeywickrama (2018) lists three main types of writing genres that language learners should acquire.

4.2.3.1. Academic Writing. According to Çandarlı et al. (2015) (as cited in Nurkamto et al., 2022), writing in the academic field encompasses formal text types that describe an issue in detail through the use of scientific terms with the view of providing genuine information. Examples include journal articles, general subject reports, technical reports, thesis, etc.

4.2.3.2. Job-related Writing. It encompasses examples that are mainly produced to fulfil duties in the work field, such as formal messages, letters, memos, reports (e.g., progress report, operational reports), schedules, signs, advertisements, manuals, etc (Brown & Abeywickrama, 2018)

4.2.3.3. Personal Writing. It is the last category of writing genres that (Brown and Abeywickrama (2018) propose, which involves the kind of texts that are the most widely used on a daily basis. Examples include: Text messages, invitations, greeting cards, shopping lists, reminders, general documents (medical reports, recipes, loan applications), personal journals, fiction (e.g., short story tails, poetry).

In consequence, it can be said that the types of genres affect students' written compositions, because they support writers to project the kind of text that they will write. Therefore, defining a writing style is crucial because it is what impress readers since it projects the writer's social identity and nurtures emotional effects in the audience (Ray, 2015)

4.2.4. Writing styles

Writing styles or writing types can be defined as the exclusive manner that writers express their feelings to accomplish their communicative goals (Sari, 2021). Similarly, Meer (2016) describes these styles as a pure reflection of the author's personality in their intention of approaching a specific audience. Additionally, Abdurashidovna (2022) points out that considering the different types of writing is one fruitful way of teaching writing. By doing so, students get immersed in different writing purposes and some of them may fit to their reality. In this sense, there are four main purposes or styles why someone decides to write, which are: expository, descriptive, persuasive, and narrative.

4.2.4.1. Expository. It is the most appealing writing style in the academic field and has its bases on the use of a formal language. When writing with the expository style authors intend to inform, explain, or report data or events without including the author's opinion. It is significant to note that, while presenting information, this analysis must be as clear as possible for readers to interpret and draw conclusions.

Within this framework, Abdurashidovna (2022) provides some categories in which expository style can be based on, such as problem and solution, cause and effect, compare and

contrast, definition and classification, and how to process. He adds some examples of texts that usually tend to use this expository style, such as scientific reports, academic essays, magazine articles, recipes, business, and technical texts.

The Figure 4, for example, shows a passage taken from an academic text in which the expository style is being used. In this text example, the writer attempts to explain a concern regarding “writing”. Here, the author starts with a controlling idea that is supported by secondary sentences, as a result, it is not telling a story but deciphering its meaning, breaking down general information into small pieces that readers can understand. Additionally, another characteristic of the expository style can be found because the writer is making a reference to an idea of somebody else in the text as a supporting argument that allows him to draw an interpretation (Abdurashidovna, 2022).

When students produce a written text, it is very unlikely that this would be the final version. The reason is that “writing is seen as something that evolves. It does not spring into the paper in a pure, finished version”³³. It rather requires multiple drafting after the first version is completed.

Figure 4. Text Example of Expository Writing Style by Elena Kkese, 2020, Cambridge Scholars Publishing. Copyright 2020 by Elena Kkese.

4.2.4.2. Descriptive. In this kind of style, writers provide detailed descriptions to reach understanding of a matter (Meer, 2016). In that sense, Abdurashidovna (2022) states descriptive style as the author’s effort to paint a picture through written words. For example, describing a character, an event, a place. Consequently, the use of details is fundamental while using the descriptive style, because they guide readers to produce the mental picture of the subject as close as the one in the reality.

Furthermore, an example of this kind of writing style can be found in the book entitled “The practice of English language teaching” by Jeremy Harmer published in 2015.

In the hilltop district of Bairro Alto, dozens of restaurants and bars line the narrow streets with jazz, reggae, electronica and fado filling the air and revellers partying until dawn. Nightclubs scattered all over town make fine use of old spaces, whether on riverside docks or tucked away in eighteenth-century mansions (Harmer, 2015, p. 378).

In this text sample, it is evident that the writer wants that readers recreate an image of the place, in this case about the “streets of the hilltop district of Barrio Alto”. This can be noticed by the detailed description of the streets. For instance, the writer uses the names of different kinds of music such as jazz, reggae, electronica and fado to create the musical

atmosphere that the reader can interpret. Additionally, the writer reveals other characteristics of this place including a description of the atmosphere, and remote locations of entertaining places. All these written details facilitate readers to paint a mental picture of the matter being described. This corroborates the argument of Abdurashidovna (2022) who argues that descriptive styles help readers to paint a general picture of the subject described using words.

4.2.4.3. Narrative. According to Meer (2016), the key points of narrative styles are: 1) It tells a story 2) It contains characters' interaction 3) It is commonly structured in a logical order "beginning, middle, and end" 4) It often includes a problematic situation. Additionally, Abdurashidovna (2022) considers that most of the texts produced in narrative style are narrated in first person as the events happen from the point of view of a specific individual.

In the example of the Figure 5, the text makes use of the narrative style since it tells a story about a woman who had woken up late from the point of view of the writer. Moreover, the text primordially portrays a story happening in the past and the writer uses different past forms (simple, continuous, perfect) to narrate the story chronologically. Consequently, the writer uses the narrative tenses in his/her composition which provides a coherent relationship among the ideas. Additionally, it contains other characteristics that Meer (2016) presents in narrative styles, such as the problematic situation, and characters' interaction.

When she woke up, she looked at her watch. It was late. She realised she had forgotten to set the alarm. She put on her dressing gown and went downstairs. Her coat was hanging on the stairs. Funny. She couldn't remember leaving it there. She looked at her phone. He had left her a message which said 'Don't forget to call me when you get home', but she obviously hadn't. She must remember to do it after she'd had a coffee to help her wake up.

Figure 5. Text Example of Narrative Writing Style by Jeremy Harmer, 2015, Pearson. Copyright 2015 by Pearson Education

4.2.4.4. Persuasive. By using the persuasive style, writers seek to convince the reader to agree with their standpoints. In this exceptional style the writer makes use of imperative verbs, facts, rhetorical questions, reasons, and justifications to persuade readers (Abdurashidovna, 2022). Examples of this style include advertisements, reviews, recommendations, essays, and speeches.

Bearing this in mind, a more practical example on the use of this writing style is found in one text provided by Shrestha (2020). This text describes as follows:

Apple clearly believes smartwatches are here to stay – the Watch 4 utterly proves that. The design alone is a big upgrade, with the screen offering far more visibility, and while the health benefits are only going to help a subset of users, they're welcome and show the direction Apple is heading. If it had better battery life, and thus was better

able to track sleep the Watch 4 could have been the perfect smartwatch (Shrestha, 2020, p. 62).

This text example is a clear representation of the persuasive writing style since it is a review about an Apple watch. As the author writes he/she provides some strengths and weaknesses of the product; however, the pitfalls outweigh the benefits. Therefore, the author's intention is to show the drawbacks of this product by providing reasonable justifications. In these terms, the writer's review aims to persuade readers that it is not a worthwhile product to spend the money in. In consequence, this review influences readers in their decision of purchasing or not an apple watch. Therefore, it can be said that this type of text is making use of the persuasive style as it is trying to convince readers of the writer's point of view as stated by Abdurashidovna (2022).

Bearing in mind the writing definition, its relevance in the current era, the types of writing performance, genre, and style, it become significant to review the basic components that this skill constitutes. This helped to gain a general view of what is expected from learners to consider when writing.

4.2.5. Basic Components of Writing

In 1981, Jacobs (as cited in Sakkir & Dollah, 2019) introduced a set of components that have been widely adopted by subsequent researchers to assess writing. These included content, organization, vocabulary, language use, and mechanics. From this perspective, Yusuf et al. (2019) analysed that for a written piece to be considered of good quality, it must adhere to a set of standards, which are often reflected in these five components. Subsequently, other researchers who aimed to improve this skill in their students also placed a significant emphasis on these components, utilizing them as a means of measuring the effectiveness of their interventions (Pongsapan & Patak, 2021; Toba & Noor, 2019). The following description elaborates on this set of components.

4.2.5.1. Content. This component stresses the significance of the information provided in a written text. According to Sakkir and Dollah (2019), well-crafted content should possess two key qualities, unity, and completeness. The completeness of a written piece includes a topic sentence, supporting information, and conclusion. All these ideas must be relevant in such a way that contribute to the understanding of the subject matter but without distracting the reader with unnecessary details. Unity, on the other hand, refers to the correlation between the sentences to the main idea of the text. That is to say, all ideas within a written text should be related and relevant to its main idea or purpose.

4.2.5.2. Organisation. According to Mirnawati (2021), the "organization" component of writing demands writers to construct well-organized sentences through the association of ideas in a sequential manner which should be written clearly enough to be easily comprehended when reading them. Klimova (2011) also highlighted the importance of considering factors such as fluency, clarity, and logical sequencing of events in the organization of a text as they enhance readability and facilitate proper understanding of the message. Therefore, organization plays a crucial role in enabling writers to express their thoughts in a logical manner to effectively convey the intended message avoiding that it could be misunderstood.

4.2.5.3. Vocabulary. As a writing component, the effective utilization of vocabulary is crucial for the successful communication of information (Toba and Noor, 2019). Sakkir and Dollah (2019) emphasized that the efficacy of word choice serves a dual purpose in writing, not only facilitating the transmission of information but also eliciting a reader's reaction towards the written text. It is undoubtedly evident that vocabulary constitutes the core of writing, as it serves as the foundation for conveying any form of information. Therefore, aspects such as vocabulary richness, mastery of word form, and word meaning play a pivotal role in this component, facilitating the writer's ability to communicate their intended purpose effectively (Klimova, 2011).

4.2.5.4. Language Use. The component of language use pertains to the utilization of grammatical rules in a written text, including elements such as tenses, numbers, word function, articles, pronouns, and prepositions. As described by Shanorra et al. (2021), it is the "correct usage of the rules of language or grammar that focuses on verbs, nouns, and agreements." Toba and Noor (2019) also highlighted the importance of this component in ensuring that the grammar being used in a written piece was the appropriate to fit the context. Hence, language use plays a significant role in determining the effectiveness of a written text in conveying its intended meaning.

4.2.5.5. Mechanics. Mechanics, as a writing component, refers to the utilization of proper punctuation, spelling, and capitalization in text formatting (Shanorra et al., 2021). Adequate utilization of these elements enhances the comprehensibility of the written composition for the intended audience. Correct mechanics, such as appropriate capitalization, allows for the distinction of proper nouns and other significant elements, facilitating a more organized and legible text. However, the absence of a proper usage of mechanics can result in a monotonous and difficult-to-comprehend text, which might convey a different meaning than

intended (Ginting, 2018). The implementation of appropriate mechanics in writing is therefore crucial in ensuring clear and unambiguous communication.

Considering all this background information, the following section “State of the art” combined both variables by depicting interesting previous experimental studies on CL and its influence in the development of English as a Foreign Language (EFL) writing skills. In consequence, this will help to gain more insight on the different foundations that have already been stated on CL being a potential ally for enhancing EFL writing skills.

4.3. State of the Art

A total of six research articles were gathered and analysed considering the following categories such as 1) author and year, 2) country, 3) population 4) methods, 5) and level of education. All this data is presented in the Table 2.

Table 2.
Previous Studies on Cooperative Learning in Writing Skills

Author and year	Country	Population	Methods	Level of Education
(Abeti and Beriso, 2021)	Ethiopia	60 students	Experimental	Primary
(Bekhta and Amine, 2021)	Algeria	50 students	Mixed research	Tertiary
(Bouchair and Kaouache, 2021)	Iran	51 students	Experimental	Secondary
(Hertiki and Juliati, 2019)	Indonesia	33 students and 1 teacher	Classroom action research	Secondary
(Shammout, 2020)	Syria	30 students	Experimental	Tertiary
(Suhaimi and Yunus, 2021)	Malaysia	18 students	Qualitative	Secondary

Categorization of six previous studies that have done research on cooperative learning to enhance students’ writing skills and teachers’ professional growth.

As the Table 2 shows, the compiled studies encapsulated a variety of EFL contexts where the variables under study have been researched. These research present countries such as Iran, Malaysia, Algeria, Indonesia, Ethiopia, and Syria, each with different number of participants. From these studies, 3 out of 6 followed the Experimental design since they aimed to determine the effect of the independent variable (cooperative learning) on the dependent variable (writing skills). Moreover, two of the six embodied students’ and teachers’ perceptions towards the implementation of CL in improving students’ writing skills and used the mixed research and qualitative design respectively. In the same line of thought, only one of these six studies was carried out under the design of Classroom Action Research (CAR). A final fact that can also be seen in this Table is that all the studies were conducted in public

education centres, with 3 out of 6 in secondary education, two in tertiary, and one in the primary educational level.

It is worth pointing that the objectives, hypothesis, instruments, and research design employed in these previous studies operated as a background basis which supported the appropriate development of the present research too. In addition to structure construction, these studies also aided to identify that the use of cooperative learning in class do not only rehearse student's writing skills, but also present gains in some other students' fundamentals such as social skills. The rationale these studies depict is that as an effect of having students working together, their bonds with their classmates got stronger. As a result, students found themselves more motivated and enthusiastic to continue learning academic content whose progress was notoriously observed in their posttest results.

As an evidenced of the aforementioned information, the experimental study conducted by Abeti and Beriso in 2021 showed incredible gains in the writing skills of primary-school Euthopian students after the usage of cooperative learning reaching a top of 40,75% of enhancement. The intervention lasted 8 weeks, and a control group, as well as a experimental group were studied. The data was gleaned through a pretest and a posttet that assessed the writing components. Based on the results, posttest writing scores were significantly higher in the experimental group in comparison to the control group. Thus, at the end of the experiment, students ended up writing more accurate sentences, using grammar and vocabulary appropriately. Additionally, there was a significant improvement in cohesion with better spelled words and less punctuation errors. For that, researchers suggested continue conducting research to get to know the effects of CL on other English language skills.

Relatedly, Bekhta and Amine (2021) executed mixed research to investigate the learners' perceptions and attitudes towards CL to improve their writing proficiency. Data was collected via a questionnaire that measured student's writing level and perceptions towards the cooperative strategies used. The researchers reported that cooperative learning not only boosted students' writing skills, but also modified learners' perceptions. They observed that at the beginning, students' felt afraid of writing; however, after experiencing cooperative work their interaction and motivation levels raised. As a result, the researchers concluded that cooperative learning helped students to improve their writing performance, as well as encourage learners' independence heightening their self-confidence and self-reliance. Finally, they left rooted the inquiry for future research to investigate if the implementation of CL strategies can diminish learners' anxiety and improve their English communicative performance at the same time.

Furthermore, the research developed by Bouchair and Kaouache (2021) also examined the effect of cooperative learning on the writing acquisition of EFL Iranian-secondary students. They divided the population into a control and an experimental group. While the former was treated with a traditional focus, the latter experienced cooperative learning. In this sense, the researchers designed a pretest and posttest to collect the data. Although the pretest showed that the groups did not hold a significant difference in their writing level, the results in their writing posttest depicted a mean difference of 1.40 among them. With these results, the researchers stated that cooperative learning overweighted traditional teaching in terms of enhancing learners' writing skills and boosting peer socialization in class. To conclude, they called for future research to cover the application of CL in different English language areas and considering other CL indicators.

Similar results were found in the study of Hertiki and Juliati (2019). He noticed that students had difficulties in idea production and grammar usage while writing. For that, he developed classroom action research implementing cooperative learning as a possible solution to improve his learners' writing skills. After collecting the data with a pretest and a posttest, the researcher reported considerable positive changes in students' writing skills. He described that the cooperative strategy, think-pair-share, enabled learners to produce more creative ideas by having more heads thinking simultaneously rather than one. Moreover, he expressed that Jigsaw II was helpful dealing with grammar points and problem-solving tasks because it allowed learners to overcome differences and find solutions. Finally, he documented that both cooperative strategies made writing tasks more appealing for students who were eager to continue doing them.

Another study that subscribes cooperative learning strategies as effective to enhance learners' writing skills is the detailed research carried out by Shammout (2020). He believed that the reason most tertiary students failed in writing was due to the absence of peer and group support. Consequently, he conducted experimental research using the STAD and Jigsaw strategies during six-week treatment to nurture writing development. A questionnaire, a pretest, and a posttest were used as instruments to glean the data. The main results described a noteworthy increase in students' writing skills and positive effects on the EFL environment. For instance, there were more students participating during teaching at the same time, whereas students' empathy increased, and competition and isolation were dismissed.

Last but not least, Suhaimi and Yunus (2021) conducted qualitative research with Malaysian secondary students in order to explore their perceptions towards cooperative learning and writing skills through the use of zoom application. During six sessions of

treatment, the researchers asked the participants to write a journal and their perspectives on this activity were recorded using individual interviews. At the end, an open-ended questionnaire was also administered. These sources of information allowed them to draw conclusions, stating that most learners would rather work in groups. They observed that working in groups aided students to harvest more creative ideas, feedback from their peers was also more comfortable for them, peer assistance was the common denominator, learners started understand their classmates' character much better, and even they developed diplomatic skills to socialize. Finally, they suggested exploring the implementation of CL within a remote learning environment to improve students writing skills.

To conclude, the present literature review showed three major themes such as 1) cooperative learning, 2) writing skills, and 3) state of the art. The first section remarked that CL enhances learners' academic and social skills by having them working together Nazari et al. (2022). This is due to the fact that this approach is strongly linked to the theory of Social constructivism which ensures knowledge construction through discussion, debates, and self-discovery (Yusnani, 2018). To ensure these gains, CL classrooms commonly handle 5 main principles such as positive interdependence, individual accountability, equal participation, simultaneous interaction, and social skills (Johnson & Johnson, 2019; Kagan & Kagan, 2009). When, these principles are in the scene, teachers play as mere facilitators of students' interaction. One way of doing this is by assigning learners specific roles that make them dependent from each other to fulfil a task (D'Eon & Zhao, 2022). All considered, the concept, principles, and benefits of CL are arranged within "structures" which are highly-sequenced procedures that unify CL theory with the practice.

Parenthetically, the second section dealt with the writing skills. In short, this skill has been considered by many researchers as the most challenging skill specially for them learning it as a foreign language (Kkese, 2020). According to Jaashan (2022), this skill belongs to the productive set of the language that requires learners to recall on early input and depict it through linguistic signs in a paper (Sihite et al., 2022). Moreover, the labour of elaborating a written enables learners to define their writing genre, style, and type of writing performance before producing it (Dewi, 2021; Sarmiento & Ortega-Dela, 2021; Suprpto et al., 2022). With this considered, EFL learners writing is measured around five main components such as mechanics, organization, vocabulary, language use, and content. These components, if included, tell readers whether or not a written text is well-developed (Pongsapan & Patak, 2021; Toba & Noor 2019).

Finally, the section entitled “State of the art” included previous practical literature on cooperative learning and writing skills. Concisely, it exhibited a sample of 6 scientific papers which, in general, reported this teaching approach as a facilitator in the improvement of students’ EFL writing skills in various contexts. Additionally, they described positive effects of CL on learners’ perceptions towards English learning and an interesting development of students’ social skills after the implementation of this approach. (Abeti & Beriso, 2021; Bekhta & Amine, 2021; Bouchair & Kaouache, 2021; Hertiki & Juliati, 2019; Shammout, 2020; Suhaimi & Yunus, 2021).

5. Methodology

5.1. Setting and Participants

This research was developed in an educational public institution in the city of Loja which is located 3° 59' 20.5368" South and 79° 12' 12.8160" West in the country of Ecuador in Latin America. Additionally, it lasted a period of ten weeks and took a group of 35 first-year high school students from the morning session during the school year 2022-2023. Of these participants, 21 males and 14 females, ranging between 14 to 18 years old, whose English proficiency level according to MINEDUC (2016) was A2.2. Moreover, the participants were selected through convenience sampling method, also known as nonprobability sampling. This is because, it was convenient and functional for the researcher in terms of mobility, time investment, openness, and acceptance to carry out the research from the regarded institution (Creswell & Creswell, 2018).

Finally, this research considered the 7th safeguard to secure participants' anonymity. Therefore, neither the educational institution's name nor the participant's identification were presented instead, the former was denoted as a public institution, whereas codes were used to refer to the participants such as 1BGU001 (Creswell & Creswell, 2018).

5.2. Procedure

5.2.1. Research Method

The mixed method was utilized in this research since it mixed the strengths of both quantitative and qualitative information to gain a deeper understanding of the variables under study. In this sense, it was quantitative since it operated without a control group and numerically showed, through the pretest and posttest grades, the effectiveness of cooperative learning in enhancing students' writing skills (Creswell & Creswell 2018). Furthermore, it was qualitative because it used the participants' perceptions in form of students' judgements, comments, and observed reactions towards the use of CL to improve their writing skills, collected with a questionnaire and field notes, to support the quantitative results (Gay et al., 2012).

5.2.2. Research Design

This research utilized the practical action research design of suggested by Kemmis et al., (2014) to overcome the writing challenges that the participants showed. Through this design, the researcher could select the area of study, design the research instruments, elaborate an action plan, and determine whether or not the treatment was successful. This action research design involved four stages such as reconnaissance, planning, enacting the plan, and reflection.

5.2.2.1. Reconnaissance. In this stage, the researcher approached the educational institution, requested permission to the head principle to develop the research, and selected the participants of the study with the convenience sampling method. Then, the researcher measured the students' writing skills in terms of mechanics, organization, vocabulary, language use, and content with the pretest to identify the possible areas that needed improvement. After noticing the writing regions in which the participants were struggling, the researcher realized that in previous practicums there were some learners of this level of education too who also coped with the same writing challenges. Consequently, the investigator began planning how to counter these issues.

5.2.2.2. Planning. Considering the difficulties that students faced in their writing, the researcher conducted a literature review looking for suitable alternatives that could solve the problem. As a result of this thorough research, the researcher concluded that cooperative learning could be a practical teaching approach to deal with the issue as there was a vast load of previous studies which subscribed to it as an effective method for writing enhancement.

In this context, the researcher designed an action plan which worked as designing and delivering lesson plans with cooperative principles and strategies to treat the students' writing challenges. These lesson plans followed the instructional design of Gagne which offered a systematic teaching process based on how people learn. These plans included 1) a lesson objective discussion section with an activity that help learners recall prior knowledge, 2) an instruct and modelling area to present the theory, 3) a guided practice section to have students practising the new content with the teacher's assistance, 4) an independent practice area with activities to foster self-discovery, and 5) an assessment section which was mostly intended to check on students' understanding of the lesson (Gagne et al., 1992) (see Annex 6). Moreover, in this stage, the researcher elaborated the research instruments to collect data. For that, in addition to the pretest and posttest instrument, two more additional ones were elaborated such as field notes and a questionnaire to explore the students' perceptions during and after the intervention, respectively.

5.2.2.3. Enacting the Plan. At this point, the plan was implemented considering a total of 10 weeks which represented a time frame of 40 pedagogical hours. While integrating CL, the group activities were carried out in heterogeneous groups. That is to say, groups were integrated by high, medium, and low achievers (Alfino et al., 2022). In this stage, five cooperative strategies were used to lead writing development such as think-pair-share, roundtable, timed-pair-share, numbered-heads-together, and jigsaw. Finally, while enacting the plan, the researcher performed as an active participant observer who participated in the

lesson, interacted with the learners, and implemented CL, but also collected observational data about the main events of the class and how students reacted or judged the activities planned.

5.2.2.4. Reflection. In the final stage, the posttest was administered to the learners to determine the effectiveness of cooperative learning on their writing skills. What is more, students also filled out a questionnaire writing their perceptions towards this teaching methodology. Henceforward, the researcher began to analyse, classify, and establish results and conclusions from the data obtained by the instruments. For instance, the descriptive statistics, tables, and graphs were used to discriminate the quantitative information collected from the pretest and posttest, and the close-ended questions of the questionnaire. On the other hand, the qualitative information from the field notes and the open-ended questions of the questionnaire was interpreted through the thematic analysis by finding similar patterns in students' answers that corroborate their statements.

5.2.3. Data Collection Sources and Techniques

For the collection of quantitative data, the paper and pencil method was used to design two instruments, 1) the pretest and posttest, and 2) a mixed-type questionnaire. This was because both of them included questions of two categories such as selection and supply with close-ended questions such as matching (selection), and fill in the gap and short answers to open-ended questions (supply) (Gay et al., 2012).

Bearing this fact in mind, the researcher-made pretest measured the students' writing skills before the intervention, while the posttest was applied after cooperative learning to determine if learners had improved. The test included 7 questions from which 6 close-ended assessed mechanics, organization, vocabulary, and language use components whereas 1 open-ended question measured the "content" writing component (See Annex 1). To grade these questions the researcher created an answer key sheet that included the correct responses to each of them (see Annex 2). Finally, it is important to remark that this instrument was based on criterion-referenced scoring since the results were interpreted considering the preestablished Ecuadorian grading scale (see Annex 3). This scale sets 7 the average score and categorizes students who score between 0 to 4 as learners that do not reach the necessary learning. On the contrary, students who achieve to score between 9 to 10 points are considered as learners who have mastered the required learning components (Gay et. al., 2012).

In the same line of thought, the mixed-type questionnaire explored the students' perceptions towards the use of cooperative learning to improve their writing skills presenting

both quantitative and qualitative information (Dudovskiy, 2022). For that, the questions were thought and structured around the basic principles of this teaching approach such as positive interdependence, individual accountability, equal participation, simultaneous interaction, and social skills. Briefly, there were 20 questions with 11 close-ended that used a bipolar Likert scale of disagreement and agreement (Chyung et al., 2018) and 9 open-ended. These last ones were integrated inside the close-ended questions to have students explaining their choices. for the students to provide their responses (see Annex 4).

Finally, the observation method was applied for qualitative data collection in which the researcher operated as participant observer by implementing the treatment, interacting with the learners, and documenting the students' reactions towards this teaching methodology at the same time. For this data gathering, there was a total of 10 field notes based on the form provided by Gay. et al (2012) (see Annex 5). These included information from both variables, writing and cooperative learning, that the researcher could identify in form of the students' judgements, reactions, behaviour, and main events that took place during the intervention. To conclude, for data recording the field notes contained two sections: descriptive and reflective which presented the events as they appeared, but also reported the researcher's perspective reflecting on why these events happened in the way they did (Creswell & Creswell, 2018).

5.2.4. Data Analysis

Descriptive statistics were used to describe the responses and determine the overall trends gathered from the quantitative data collection instruments. This analysis included measures of central tendency such as mean and frequency measures such as tables and bar graphs. That is to say, the pretest and posttest data was interpreted in frequency tables that showed the mean score that students obtained in each writing component. On the other hand, the information from the closed-ended questions of the mixed-type questionnaire was discriminated using bar graphs since they allowed to see the selection tendency for which the research participants were more in favour of.

To conclude, to examine the quantitative data, thematic analysis was utilized. Through this analysis, the researcher could find similar patterns in the students' responses to the open-ended questions of the questionnaire and the observational data from the field notes. By doing so, the researcher could use this information to corroborate, contrast, and compare the numerical data presented in descriptive statistical analysis. In doing so, the nature of this study, mixed method, was fully achieved.

6. Results

This section portrays the results and findings about cooperative learning and writing skills collected throughout the whole research development. This data interpretation is presented according to the research objectives. For instance, to determine the effectiveness of cooperative learning in writing skills, scores from the pretest-and-posttest instrument are compared, whereas, to explore the students' perceptions towards the use of cooperative learning to improve writing skills, the questions from the mixed-type questionnaire are displayed and supported with the information gathered from the field notes and some students' responses in the open-ended questions from the same questionnaire.

6.1. Pretest Results

Table 3 organizes the scores obtained by the participants in the writing pretest into the five writing components such as mechanics, organization, vocabulary, language use, and content. Moreover, each of these components was assigned a point value of 2 and the sum of these makes up a perfect score of 10 points. To conclude, it is worth pointing out that, in the first instance, these results helped identify the specific writing areas in which first-year high school students struggled to subsequently use cooperative learning to treat them.

Table 3.

Pretest Results on Writing Performance Prior to Cooperative Learning

Participant's code	M 2/2	O 2/2	V 2/2	LU 2/2	C 2/2	Total 10/10
1BGU001	1.33	1	0.75	0.75	0.25	4.08
1BGU002	1.67	1,5	1.25	1.5	1.5	7.42
1BGU003	1.67	1,5	0,25	1	0	4.42
1BGU004	0.33	2	1	1	0	4.33
1BGU005	0.33	1,5	0.75	1	0	3.58
1BGU006	0.66	0	0	0.75	0	1.41
1BGU007	1.33	1	1.75	0.25	0	4.33
1BGU008	1.67	1	0.75	0.25	0	3.67
1BGU009	1	1,5	0.75	1.5	1	5.75
1BGU010	0.66	1,5	0.25	0.5	0	2.91
1BGU011	0.33	0	0.25	0.5	0	1.08
1BGU012	1.33	1	1	1	0	4.33
1BGU013	0.33	1	0.5	0.25	0	2.08
1BGU014	0.33	0,5	0.5	0.75	0	2.08
1BGU015	0	0	0.25	1	0	1.25
1BGU016	1	0,5	0.5	0.25	0	2.25
1BGU017	0.66	0	1	1.5	1	4.16
1BGU018	0.66	0	0.25	0.5	0	1.41
1BGU019	1	1,5	0.75	0.25	1	4.5
1BGU020	0.66	1	0.25	0.75	0	2.66
1BGU021	1	1	0.5	0.75	0	3.25
1BGU022	0	0	1	1.5	0	2.5
1BGU023	0	1	0.5	0	0	1.5

Participant's code	M 2/2	O 2/2	V 2/2	LU 2/2	C 2/2	Total 10/10
1BGU024	0.33	1	0.25	1	0	2.58
1BGU025	0.33	0	0.5	0.5	0	1.33
1BGU026	0	0.5	1.25	0.75	0	2.5
1BGU027	1.33	0.5	0.25	1	0	3.08
1BGU028	0.66	0.5	0.25	1.25	0	2.66
1BGU029	0.33	0.5	0.25	1	0	2.08
1BGU030	1.33	0	0.5	0	0	1.83
1BGU031	0	1	1.75	0.75	0	3.5
1BGU032	1.33	1.5	0.5	0.25	0	3.58
1BGU033	1.33	1	0.5	0.25	0	3.08
1BGU034	1	1	0.5	0.5	0	3
1BGU035	1	1	0.75	0.5	0	3.25
Mean	0.77/2	0.81/2	0.63/2	0.72/2	0.14/2	3.07/10

1BGU001= first-year student N° 1 from the public high school institution, **M**=mechanics, **O**=organization, **V**=vocabulary, **LU**=Language use, **C**=content

The results from this table are quite revealing in several ways. First, almost all the participants' grades were below the average performance score of 7/10 stated on the national grading scale. Second, only 1 out of 35 participants reached the benchmark of seven points. Finally, the average score of the writing pretest from the whole sample was 3.07/10 (30.7%) points. Consequently, it can be said that the participants did not reach the required learning to perform well in writing which suggested the application of a prompt solution to solve the issue.

In addition, it can be seen that regarding "mechanics", the participants got a mean average of 0.77/2 (38.5%) since it was observed that they did not know where to correctly place punctuation marks, did not recognize the words that should be capitalized, and, on the top of that, they wrote words that literally lacked some letters. Furthermore, students also faced challenges with the "organisation" writing component, which, although was the one with the highest mean score average rounding 0.81/2 (40.5%) most learners were not able to bring their ideas together in the correct order. As a result, they ended up writing disorganized and non-sequenced sentences that biased their real meaning.

Besides, the unfavourable scores in the "vocabulary" component of 0.63/2 (31.5%) suggested that most students did not have enough English lexicon that helped them to know the meaning, and use of the words. Likewise, learners also coped with "language use" writing difficulties because they provided unrelated answers to statements which reflected a poor English language management in terms verb agreement and adverb placement obtaining a score of 0.72/2 (36%). Finally, the "content" component in the pretest was the most enduring challenge that students encountered with a mean score of 0.14/2 (7%) points. In the

participants' answers for this component, it was found that most learners were not able to write their ideas in the target language or join them. In consequence, their written pieces lacked discourse relevance and unity, considering that students who responded, did it, but in their mother tongue language.

To put it in a nutshell, the pretest revealed that the participants of this study presented some difficulties in their writing skills in terms of mechanics, organization, vocabulary, language use, and content components. Additionally, the pretest determined that the students' highest awareness in writing resided in the "organization" component, 0.81/2 (40.5%), whereas the lowest was displayed in "content", 0.14/2 (7%). Bearing this in mind, the low writing performance level of the participants portrayed in their pretest writing scores operated as the main rationale to develop an intervention plan that counterattacked those issues.

6.2. Posttest Results

The results displayed in Table 4 reflect the participants' scores in writing performance post-cooperative learning. These results were decisive in establishing whether or not the teaching approach implemented was helpful to improve first-year high school students' writing skills.

Table 4.
Posttest Results on Writing Performance after Cooperative Learning

Participant's code	M 2/2	O 2/2	V 2/2	LU 2/2	C 2/2	Total 10/10
1BGU001	1.33	2	1,5	1.75	1.5	8.08
1BGU002	2	2	2	2	2	10
1BGU003	2	1,5	2	2	0	7.5
1BGU004	2	2	2	2	1.5	9.5
1BGU005	1.67	1,5	1,5	1.25	1	6.92
1BGU006	1.33	1,5	1.25	1.5	1	6.58
1BGU007	2	1	1.5	1.5	1.5	7.5
1BGU008	2	1,5	1	1.75	1	7.25
1BGU009	2	1,5	1.75	2	1	8.25
1BGU010	1.33	2	2	2	1	8.33
1BGU011	1.67	1	1,5	1.75	0	5.92
1BGU012	2	1.5	2	1.5	0	7
1BGU013	1.33	1.5	1.25	1.75	1	6.83
1BGU014	1.33	1	2	1.75	1	7.08
1BGU015	1.33	0.5	1.5	1	1	5.33
1BGU016	1.67	1,5	1.5	1.5	1	7.17
1BGU017	1.67	2	1.25	2	1.5	8.42
1BGU018	1.33	1.5	1.75	1,5	1	7.08
1BGU019	1.67	2	2	2	1.5	9.17
1BGU020	1	1	2	2	1	7
1BGU021	2	1.5	1.25	1.25	1	7
1BGU022	2	1	1.25	1.5	0	5.75
1BGU023	1.33	1.5	1.5	1.75	1	7.08

Participant's code	M 2/2	O 2/2	V 2/2	LU 2/2	C 2/2	Total 10/10
1BGU024	1.33	1	1	1.75	1	6.08
1BGU025	1.33	1	1.75	1	0	5.08
1BGU026	1.67	1.5	1.5	1.5	1	7.17
1BGU027	2	1.5	1	1.75	1	7.25
1BGU028	1.67	1.5	1.75	1	1.5	7.42
1BGU029	1.33	1.5	1.5	2	1	7.33
1BGU030	1.33	1	1	1	1	5.33
1BGU031	2	1.5	1.25	1.5	1	7.25
1BGU032	2	1.5	1.5	1.75	1	7.75
1BGU033	1.67	2	1.5	1	1.5	7.67
1BGU034	2	1.5	1.5	1.5	1	7.5
1BGU035	1.67	2	1.75	1.5	1.5	8.42
Mean	1.66/2	1.47/2	1.55/2	1.61/2	1.00/2	7.285/10

1BGU001= first-year student N° 1 from the public high school institution, **M**=mechanics, **O**=organization, **V**=vocabulary, **LU**=Language use, **C**=content

From the data in Table 4, it can be seen that the overall participants' scores after cooperative learning almost reached the top score of 2/2 in each writing component. In the same line of thought, it is noticeable that some participants scored 2/2 points in certain writing areas which reflected the mastery that these learners could achieve post-intervention. Finally, the Table 4 also shows that the total mean average score of the participant's writing posttest overcame the average performance score of 7/10 specified in the Ecuadorian national grading scale with 7.285/10 (72.9%) points.

In the matter of the "mechanics" component, Table 4 listed a mean average score of 1.66/2 (83%) which was mirrored in the use of punctuation signs such as commas and interrogative marks at the end of questions. Furthermore, most students used the capitalization rules, to recognize the words that had to be capitalized such as months and identified the situations in which the next word should be written in upper case, for example, the next word after an exclamatory sign. Similarly, these learners succeeded in spelling since most of their written answers did not lack letters which facilitated comprehension.

In addition, with a mean of 1.47/2 (73.5%), most learners' written responses were acceptable in terms of "organization" since their statements followed a correct word order that expressed functional meaning. What is more, the mean score achieved by the participants in the "vocabulary" component rounded 1.55/2 (77.5%) as the majority of students successfully integrated and identified the meaning and use of the words. Parenthetically, regarding the "language use" component, the participants' mean score was 1.61/2 (80.5%) with more appropriate selection of verbs that were in accordance to their nouns and correct placement of the adverbs within the sentences. Lastly, the writing component of "content" portrayed a

mean average of 1/2 (50%). This was evidenced in the participants' answers in which some of them were attached to the topic, provided relevant information, and presented discourse unity showing a clear usage of the target language.

One more interesting fact from Table 4 is that after using cooperative learning, the "mechanics" writing component was the one with the highest mean average score, 1.66/2 (83%), while "content" was the one with the lowest, 1/2 (50%), in comparison to the other four writing components.

6.3. Pretest and Posttest Comparison

In this section, the mean average scores from each writing component are presented and compared considering two-time lapses such as prior to and after the intervention. In this framework, Table 5 briefly illustrates the apparent score fluctuations in the participants' mechanics, organization, vocabulary, language use, and content in comparison to how they performed at the beginning of the study.

Table 5.
Pretest and Posttest Scores

Writing components	Pretest	Posttest
Mechanics	0.77/2	1.66/2
Organization	0.81/2	1.47/2
Vocabulary	0.63/2	1.54/2
Language use	0.72/2	1.61/2
Content	0.14/2	1/2
Total	3.07/10	7.28/10

It turns out, from the data in Table 5, that students presented a notorious improvement after the treatment since their scores in each component increased. For instance, while in the pretest, most of the participants scored an average of 3.07/10 (30.7%), at the end of the intervention they achieved 7.28/10 (72,8%). That is to say, there was a likely exponential growth of more than 4.21 points in the participants' writing performance which reflected a certain level of effectiveness from cooperative learning towards the improvement of this language skill.

The Table 5 also shows that the participants' writing development in each component also increased. For example, in the first period (before the treatment) there was poor writing performance from the group of learners which was mirrored in their mechanics, organization, vocabulary, language use, and content. On the contrary, posttest average scores are quite inspiring depicting in each component a tendency for improvement. This tendency was

evidenced in the participants' writing production who ended up writing sentences that utilized writing and grammar rules and provided more relevant and descriptive texts that accurately fulfilled the information requested.

6.4. Results and findings from the Questionnaire and Field notes.

Once the quantitative data has been presented and apparently showed that students' writing skills improved after the intervention, the qualitative information from the questionnaire and field notes helped to corroborate this statement exploring the students' perceptions towards the use of cooperative learning to enhance writing skills among first-year students at a public high school in Loja. In this sense, students' responses were organized into the indicators of this teaching approach such as positive interdependence, individual accountability, equal participation, simultaneous interaction, and social skills. By doing so, the researcher guaranteed that every aspect of the teaching methodology utilized was evaluated by the participants.

6.4.1. Positive Interdependence.

Statement 1. Organizing the groups heterogeneously helped me to successfully accomplish writing tasks

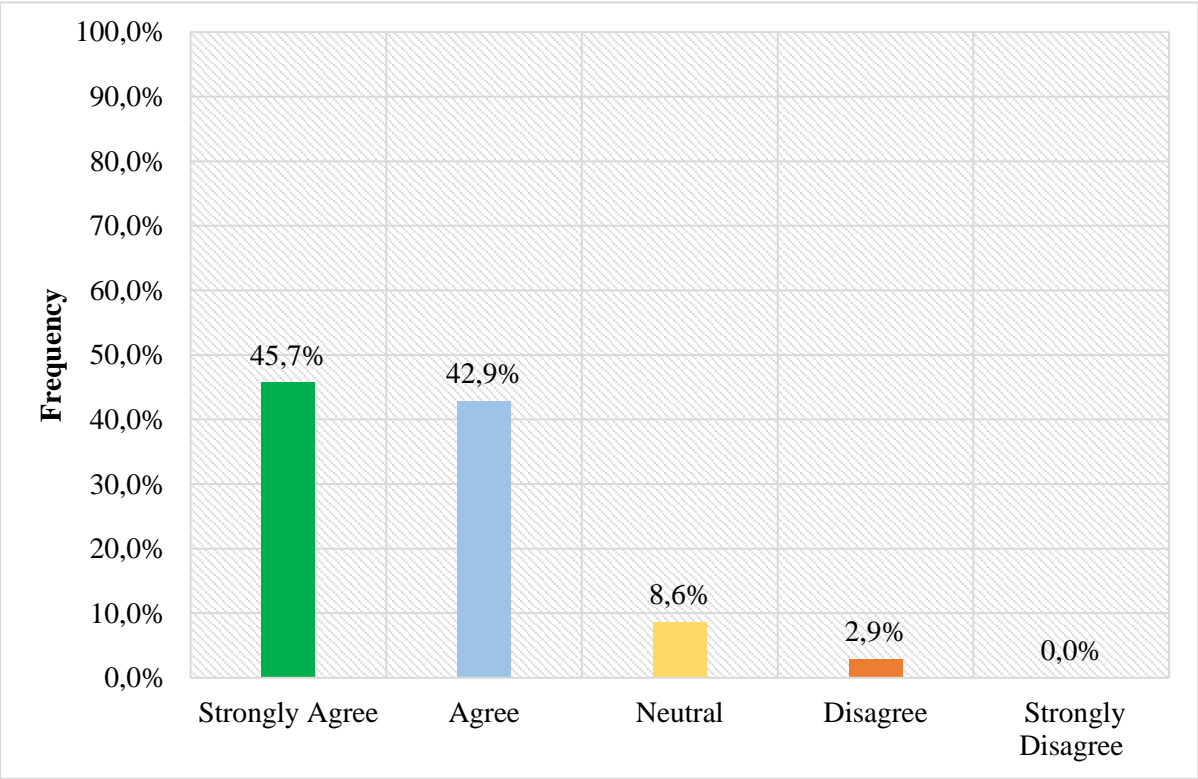


Figure 6. Students' Perceptions Regarding Group Organization.

What is interesting about Figure 6 is that the majority of the participants perceived that grouping with students of different proficiency levels was helpful for them to accomplish

writing tasks. This is represented in percentages where 45.7% of the students strongly agreed with that statement, 42% just agreed, 8.6% remained undecided, and only 2.9% of them disagreed. In this take, some students even remarked on the benefits of working with high, medium, and low achievers, for instance, student 5 said “grouping with a friend who knows English language (...) facilitated the development of writing tasks since he easily explained the activity to me and had no inconvenient to explain it again if we did not understand at first”.

Parenthetically, from the field notes, it was observed that group members tended to help each other and that high achievers commonly performed as tutors inside their groups. This somehow helped low achievers to dissipate their doubts since the same team members provided immediate feedback to them.

Statement 2. Select the role you like performing the most and the least while working in groups.

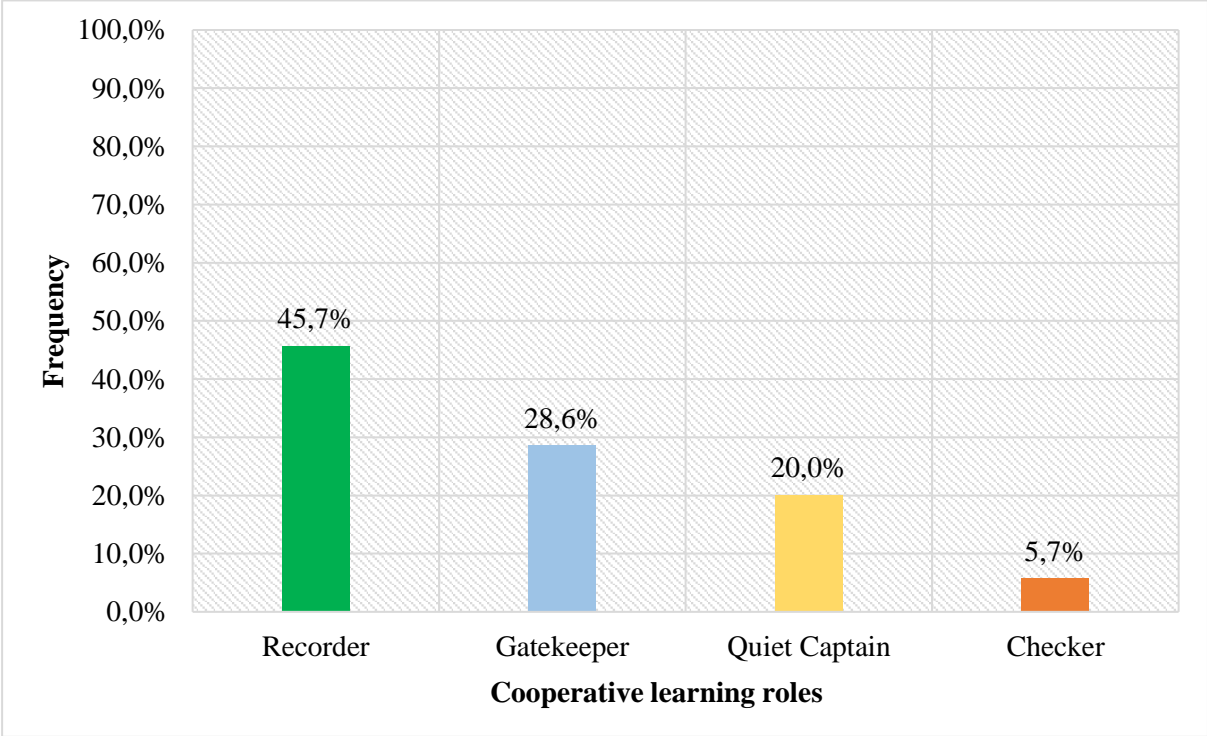


Figure 7. Students’ Perceptions on Cooperative Learning Roles

Apparently, from Figure 7, more than 45.7% of the group of students liked playing as “recorders” during group work and just 5,7% of them selected “checker” as their favourite role. This means that almost half of the students enjoyed being the ones who were writing and taking notes in their groups, no wonder how they managed to improve their writing skills at the end. In this perspective, student 7 commented “Being the recorder helped me to memorize more words and expanded my vocabulary since I was writing almost the whole time, also, it

gave me the sense that I was contributing more and being more valuable for the group”. The same student stated, “I didn’t enjoy being the checker since I was just supervising what my classmate was writing and I had no much to do”.

In the researcher’s field notes, it was registered that students got more engaged and sometimes a little pressured towards completing the tasks when being the “recorders”, whereas students who played as “checkers” were more relaxed and led the group activities with ease. This could be a reason why the role of “checker” was not appealing to them since the task did not generate a sense of achievement as strong as when being the “recorders”

6.4.2. Individual Accountability

Statement 3. I liked that the teacher evaluated each member individually rather than as a group.

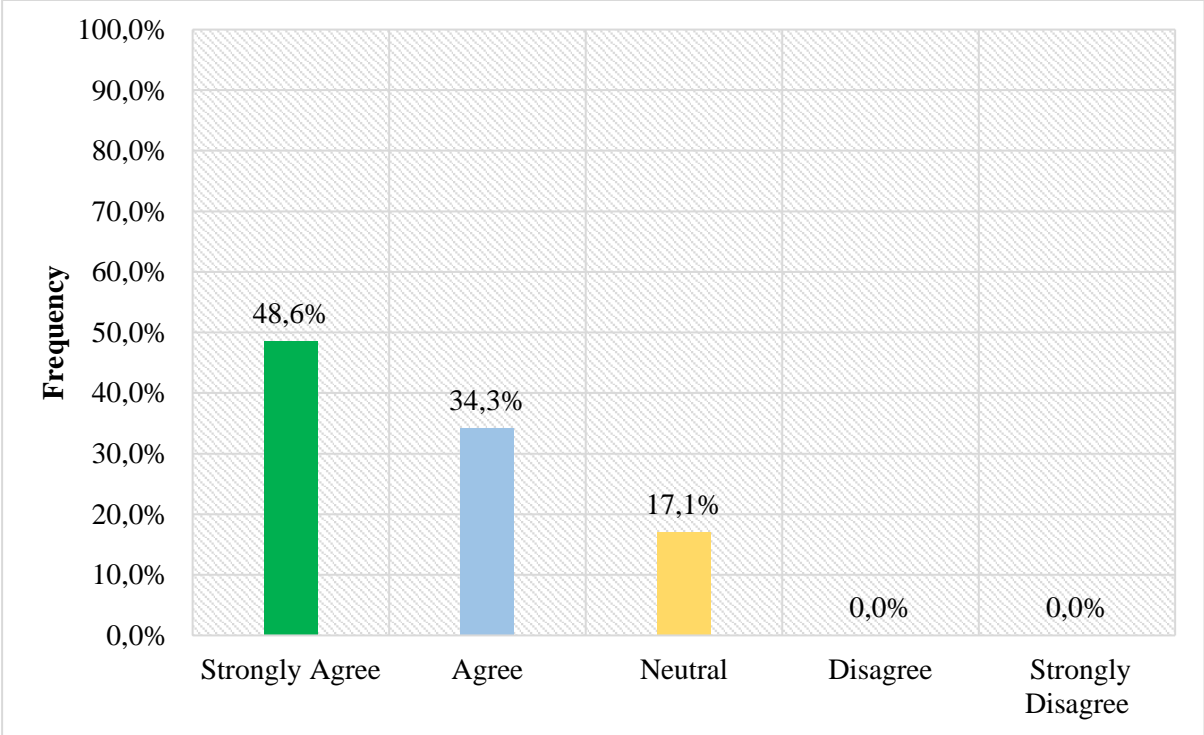


Figure 8. Students’ Perceptions on Individual or Group Assessment

In response to the statement “I liked that the teacher evaluated each member individually rather than as a group” presented in Figure 8, a range of 48,6% strongly agreed, 34,3% agreed, while just 17,1% kept neutral about it. This meant that most of the participants were in favour of the principle of individual accountability that cooperative learning advocates to avoid that some students take advantage or credit from other members. An example of this can be found in the explanation of student 27 who briefly wrote “sometimes knowing that the teacher was going to assess you individually and not as a group we had to study and help our other members to understand the content. In that way, we learnt even

more”. Another interesting answer was “I liked it because sometimes not all the members helped to do the work, so they needed to prepare and study afterwards anyway” by students 15.

Bearing this in mind, the field notes also reported that even after finishing a task, some groups took extra time to review what they had written by asking other members about its content. The reason they presented was that they needed to make sure that all the group partners were equally knowledgeable for them not to obtain a bad score.

Statement 4. Assessing my partners in pairs or groups helped me to reinforce content and see how much I and my teammates knew

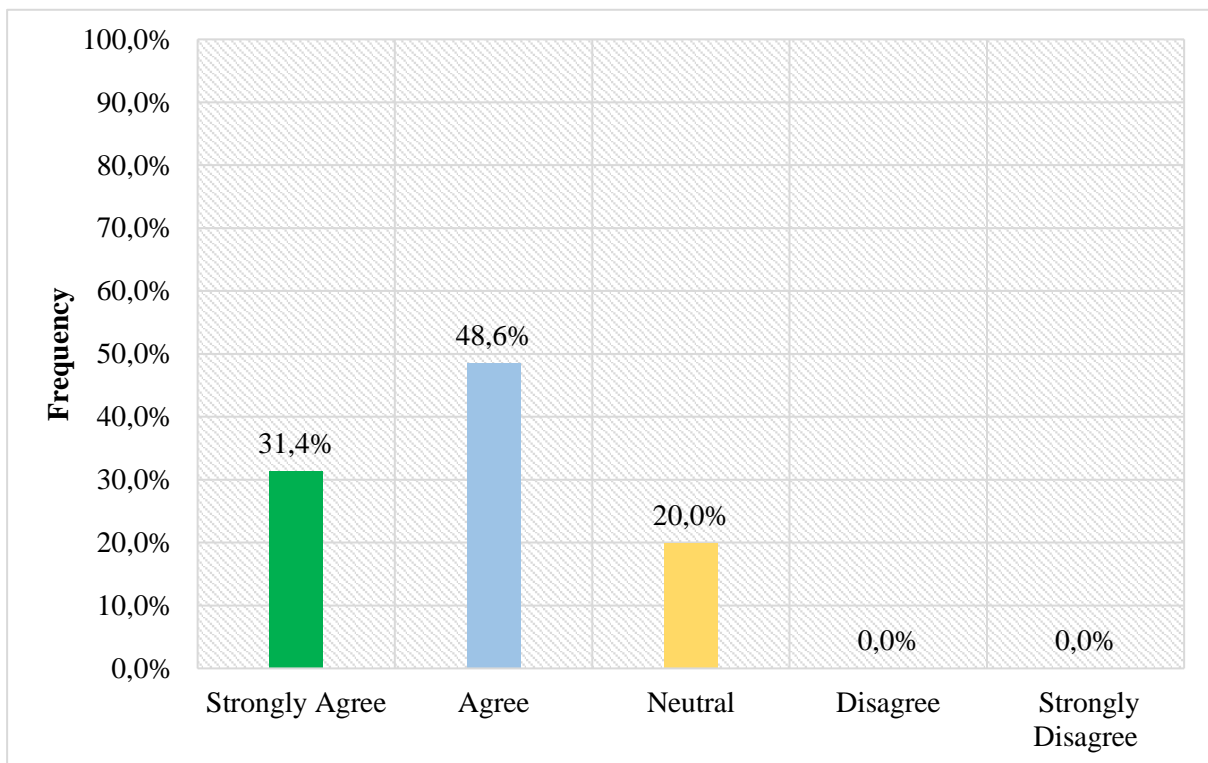


Figure 9. Students’ Perceptions on Individual or Group Assessment

From Figure 9, the overall responses were mostly positive as approximately 80% of the students agreed that assessing their classmates, either in groups or pairs, was practical since it supported them to rehearse their knowledge while identifying possible areas of improvement in their teammates’ writing performance. In this sense, student 6 added “to be honest, listening to my classmates’ answers helped me to reinforce content, since when they were wrong, I could correct them, so that, I can say that thanks to their mistakes I learnt even better”. Furthermore, one more response that is significant to draw attention in was one coming from student 2, a high-achiever, who was part of the 20% of the neutral answers. He said “I have to keep neutral in this one since I could notice my partners’ level when asking

them, but it did not help me that much in terms of reinforcing my knowledge, as I already knew the answer”

In addition, according to the field notes taken, those perceptions were somehow corroborated since when asking some students about the work they had done, some of their classmates used to say “come on, remember, we just reviewed that one a moment ago” or “I knew the answer because she explained it to me a while ago, teacher”. This gave a sense of fruitful teamwork since members tended to help each other move forward without leaving anyone behind.

6.4.3. *Equal Participation*

Statement 5. I had equal opportunities to participate and contribute during the group activities.

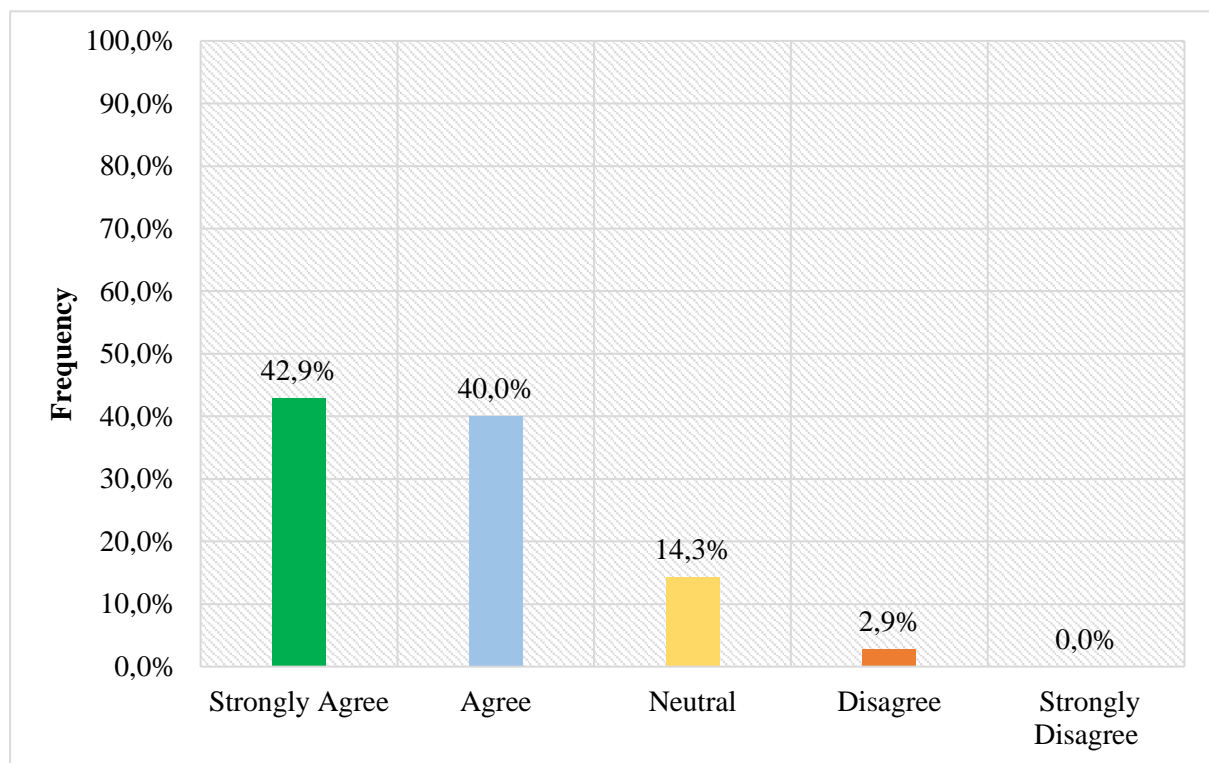


Figure 10. Students' Perceptions on the Participation Chances During Group Work

A glance at Figure 10 reveals that nearly 82,9% of students perceived their participation during group work as equal, while nearly 2,9% disagreed with that statement. This was corroborated in the field notes while observing the learners who performed as gatekeepers, these learners, being in charge of ensuring equal contribution from all, they used to ask one by one for their classmates' participation. Therefore, all students were integrated into the task and provided with an equal amount of participation opportunities due to the practical use of cooperative roles.

Statement 6. Select the technique you liked the most and the least while working in groups to guarantee equal participation

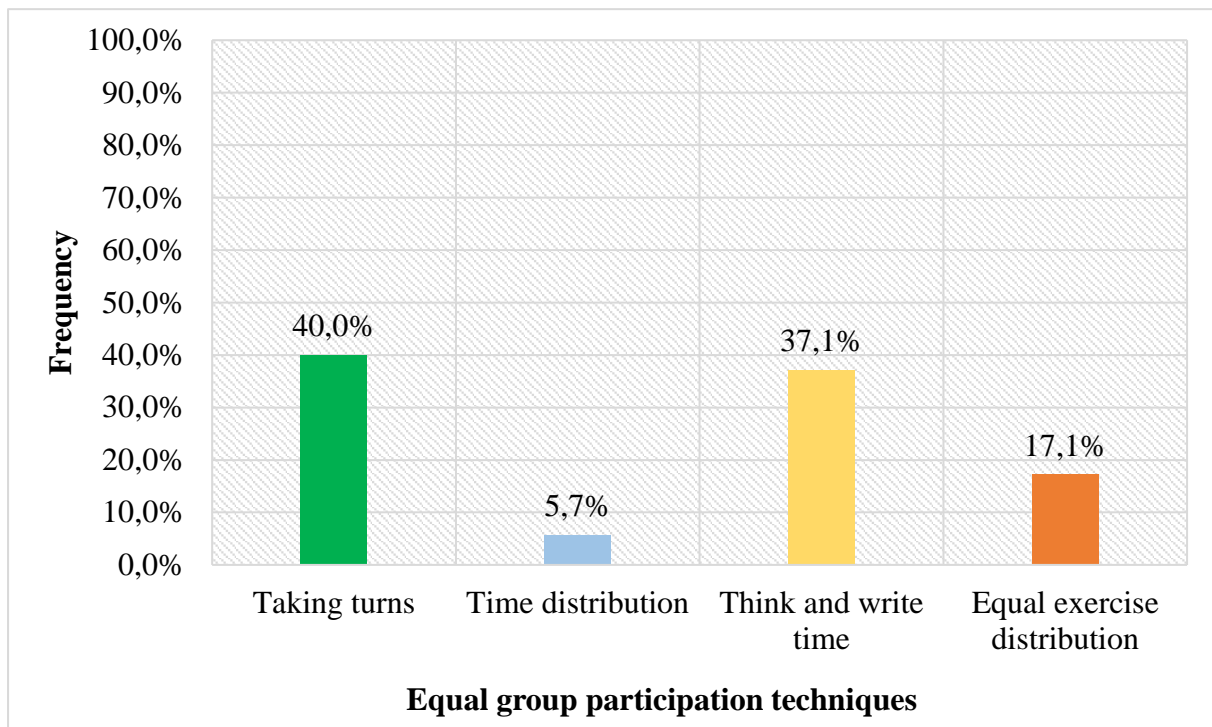


Figure 11. Students' Perceptions on the Use of Equal Participation Techniques

As presented in Figure 11, it turns out that students liked the most using the “taking turns” technique, together with “think-and-write time” as tools to guarantee equal participation. In addition, it is also clear that “time distribution” technique was the least favourite for them. This means that rather than counting on limited time to participate, learners liked being assigned a specific turn to provide their opinion and having some space to think of their answers before sharing them. An example of this could be found in the comment of student 16 who stated “They were my favourite techniques since we could organize our ideas better and we also made sure that what we were going to share was right”.

Moreover, from the field notes, it was also evidenced that during most group activities learners used to number themselves in the order they were going to participate in the group. For instance, when working in pairs they used to name themselves with a number under the belief that number 1 was going to be the first to share his/her answer and number 2 the one who takes notes to afterwards change roles. The same scenario was repeated when forming groups with other pairs, there was someone leading and saying who was going to be first in sharing their viewpoint, usually the gatekeeper. Consequently, the principle of equal

participation was clearly evidenced as positive either in students' own comments, as well as, in the researchers' observations.

6.4.4. Simultaneous Interaction

Statement 7. What I liked about cooperative learning is that I could speak more than I did in a traditional classroom.

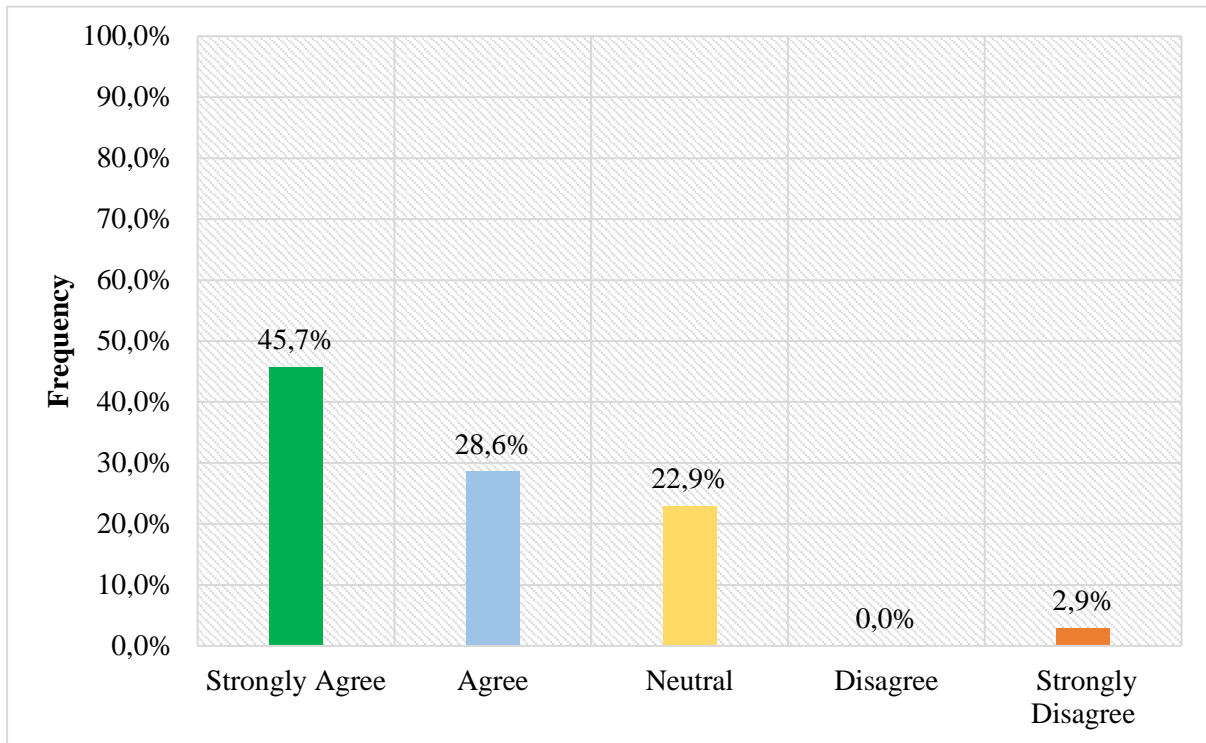


Figure 12. Students' Perceptions on the Speaking Chances during Group Work

The perceptions that students had for this statement, showed in Figure 12, reflected that most students (45,7%) strongly agreed with the idea that cooperative learning increased their speaking chances in contrast to what they have been experiencing in traditional educational settings. To name an example, during the observation, the researcher noticed that for most of the class period, there was a healthy noise coming from students who periodically used to share their opinion even when they were not asked for it. Thus, it was recorded that as the intervention developed, students were gaining more confidence towards raising their voices and actively interacting in class rather than being passive, just listening to what the teacher said.

Statement 8. Working simultaneously with my classmates kept me engaged in the writing activities

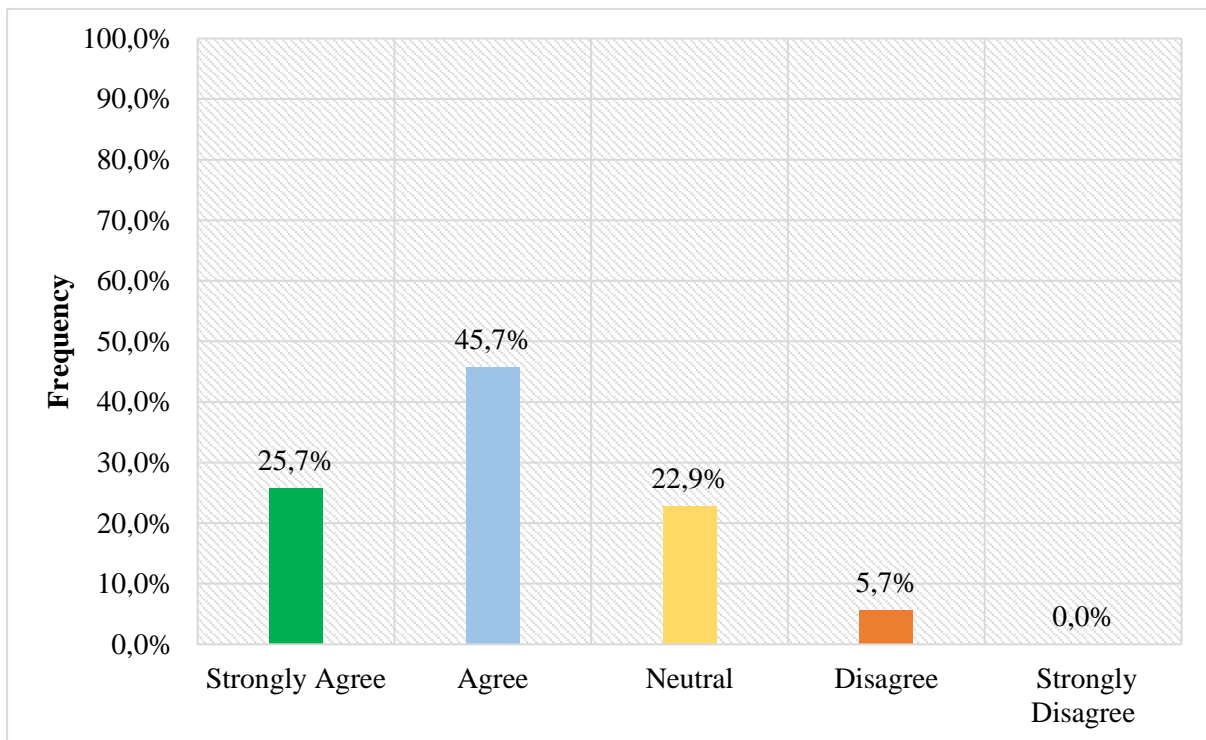


Figure 13. Students' Perceptions Towards Simultaneous Interaction

According to Figure 13, a substantial number of 45,7% of students agreed that the fact of interacting simultaneously during cooperative learning helped them to get and keep engaged in the development of writing tasks. Moreover, the graph also shows that a tiny fraction of 5,7% of the participants was against this statement. In the first scenario, the student 18 explained “working in groups kept me engaged since there were many ideas coming and going from my classmates that were interesting to hear while working”. This agrees with the field notes recordings which described group activities as spaces where laughs, discussions, and sometimes soft-controlled arguments took place. All these events helped learners to keep motivated towards the writing task fulfilment.

In the second scenario, some students disagreed that simultaneous interaction was not favourable for them during writing tasks. One argument coming from this significant group of learners said “I was more worried to finish the activity and sometimes the noise caused by my group or others distracted me” by student 2. This was a valid comment since the field notes also reported high-noise levels, especially at the beginning of the intervention, when activities required students to get into groups. Thus, it can be said that while interacting simultaneously in groups can be a great aid for some students, it may provoke that others lose their focus.

6.4.5. Social Skills

Statement 9. Working in groups helped me to build stronger relationships with my classmates

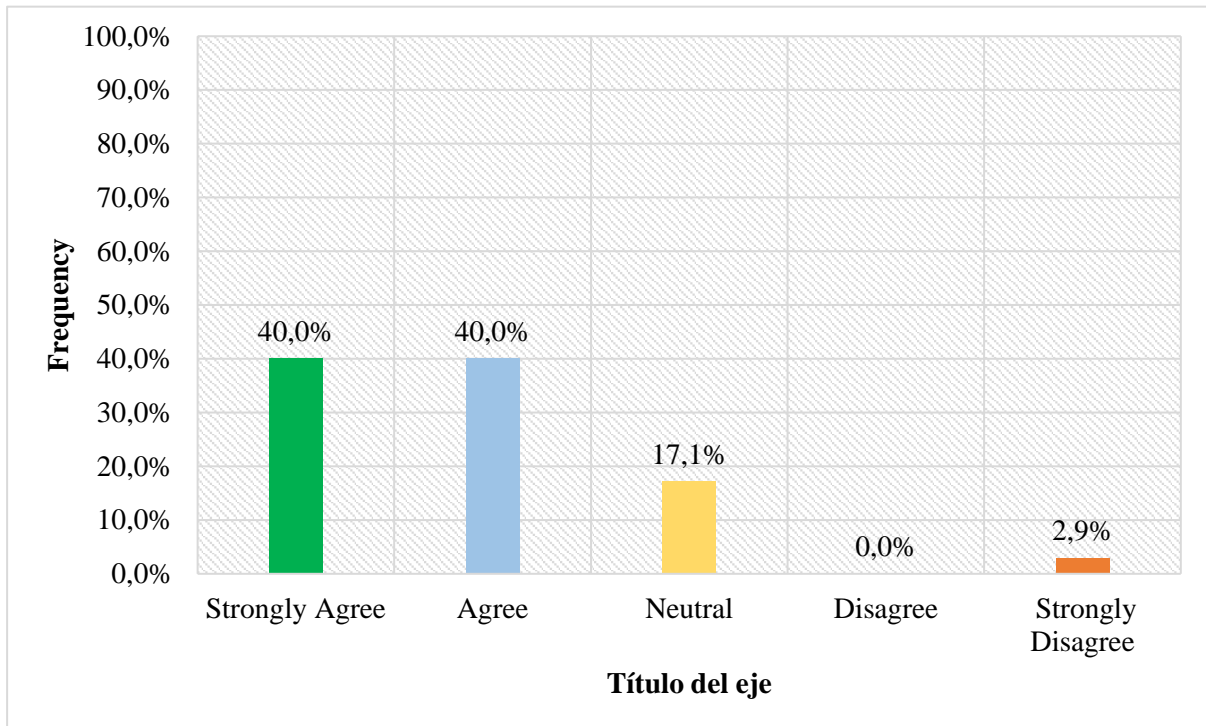


Figure 14. Students' Perceptions on Cooperative Learning and Relationships Building

It turns out that the perceptions regarding the development of stronger relations with the use of cooperative learning was dramatically positive, as presented in Figure 14, with more than 80% of the students in favour and only 2,9% against it. In this perspective, student 7 wrote “at the end, I made new friends since I got to work with some classmates that I didn’t even get along, but we ended up building a friendship”. Student 9 added “We reinforced our friendship because we talked more in groups either about the topic or something else so I got to know them better”. Finally, in the case of the 2,9% of the students who strongly disagreed with the statement presented, an apparent discouraging phrase was stated. It came from student 30 and it dictated as follows “I disagree because I don’t like them”.

From the field notes, it was seen that students progressed in their social skills in contrast to the very beginning of the intervention where most students were against grouping with certain classmates. Additionally, some students openly shared with the researcher that they did not like group work since most of the time they have been developing solo activities. Thus, although most learners perceived that their relationships became stronger, there still were some students whose social skills remained just as at the beginning. This could be a

likely reason for the fact that some learners did not reach the academic benchmark of seven points as they did not fully enjoy working cooperatively at all.

Statement 10. I developed the following social skills the most while working cooperatively.

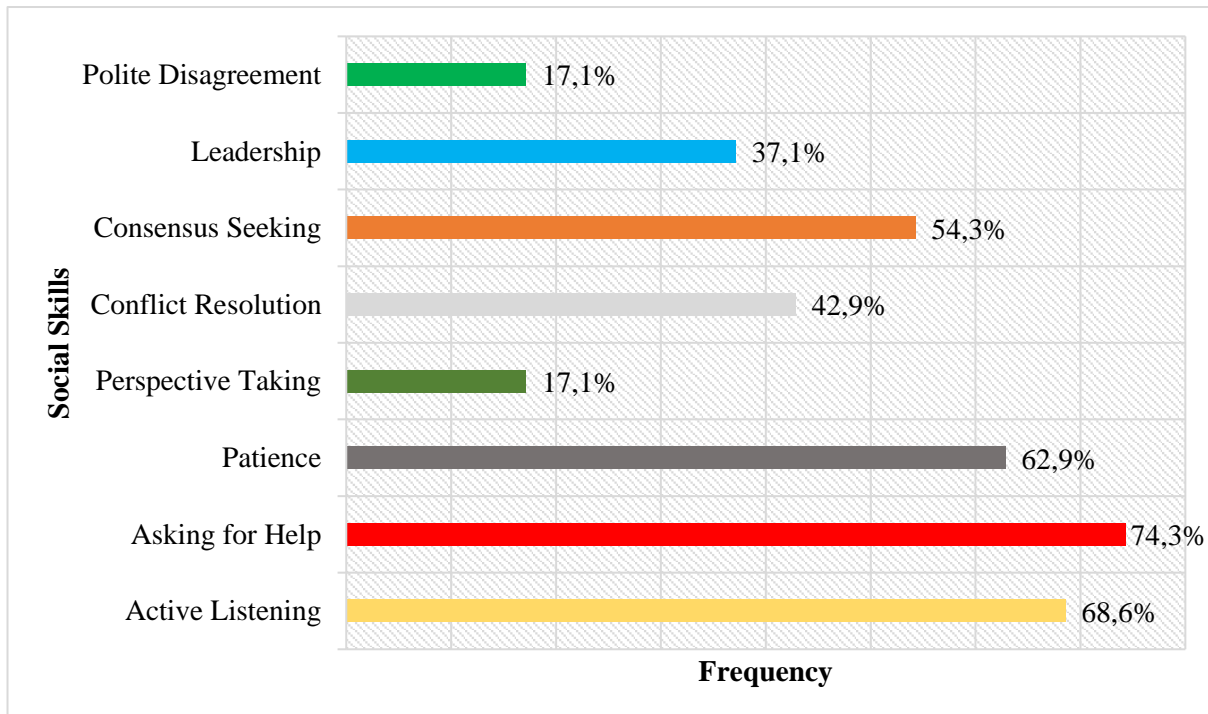


Figure 15. Students' Perceptions on Social Skills

From Figure 15, it can be evidenced that “patience”, “active listening”, and “asking for help” were the social skills that most learners considered they developed after the intervention. Nonetheless, it was the last of them, asking for help, the one with the highest vote rate, with a total of 74,3%. Likewise, social skills such as “polite disagreement” and “perspective-taking” obtained a similar frequency of 17,1% which locate them as the least social skills that the participants nurtured during cooperative learning.

In regards to “asking for help”, the field notes described that some shy learners, who at the beginning did not use to raise their hands nor their voice to ask anything, ended up questioning and answering even more than the regular students who did ask. Moreover, from the questionnaire, student 33 wrote “I feel like I developed more my social skill of asking for help since I looked for different alternatives to share them with my group”. Furthermore, student 27 also commented “when asking for help I got to know that my classmates had interesting ideas that I couldn't haven't thought of by myself”. Thus, this suggests that students perceived “asking for help” as a social skill which was rehearsed or developed due to an ongoing and periodical usage of it while working in groups.

Finally, in the framework of “polite disagreement” and “perspective-taking”, some of the participants’ answers delivered a concise description that could explain the lowest frequency rate of them. For instance, again student 30 wrote “I did not develop “perspective taking” because I didn’t identify with any of my classmates since I don’t like them”. Similarly, student 11 exclaimed, “I did not develop many social skills since it was a little difficult to adapt to working in groups”. Moreover, from the field notes, it was also observed that, occasionally, some group members utilized nicknames or not that respectful phrases to address their classmates either in their own group or from others. For these reasons, it can be said that social skills such as “polite disagreement” and “perspective-taking” could not be fully developed due to the deficient relationship that some students hold with some others.

6.4.6. Cooperative learning Strategies and Writing Skills

Statement 11. I liked using the following cooperative strategy the most and the least while working in writing tasks

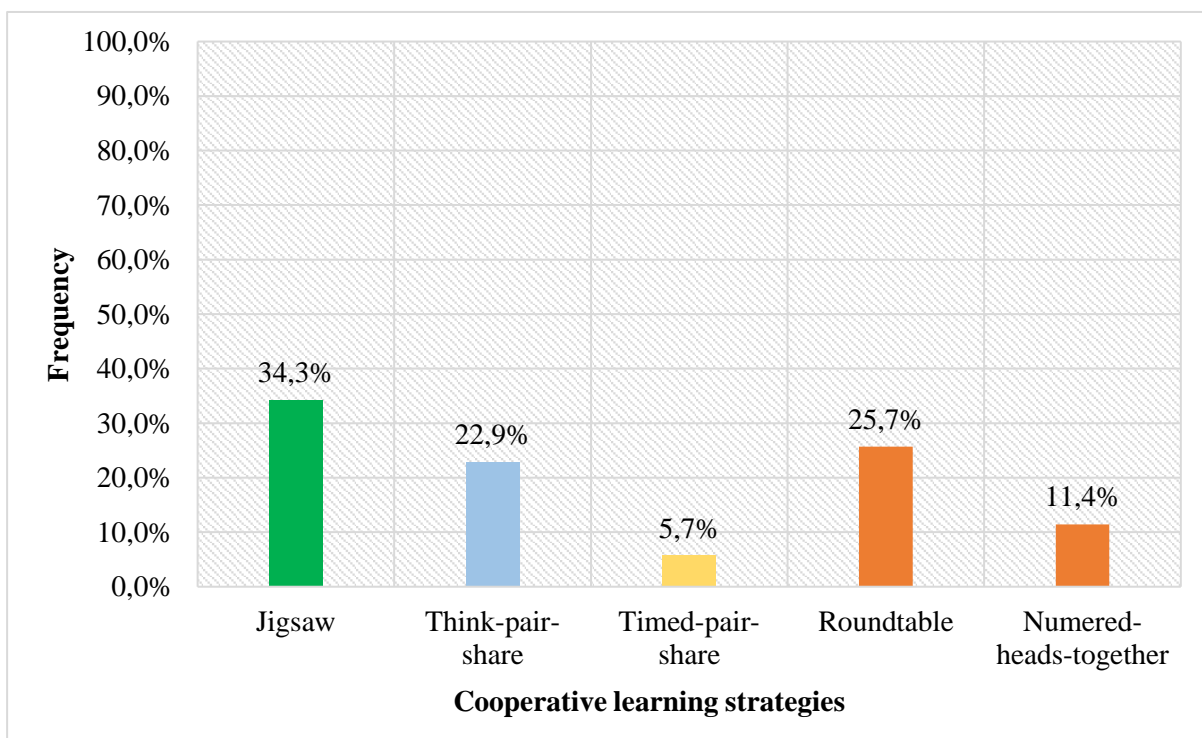


Figure 16. Students’ Perceptions Towards Cooperative Learning Strategies

Concerning Figure 16, it presents jigsaw as the most favourite cooperative learning strategy for learners with approximately 34,3%, and timed-pair-share as the least favourite one with only 5,7% of favouritism. In this framework and according to the field notes, it was found that students reacted differently while experimenting with those two cooperative strategies. That is to say, during jigsaw, students behaved more attached to the activity especially when sharing the knowledge they obtained from other groups. On the other hand,

during timed-pair-share, learners looked a bit clueless working individually and a little overwhelmed when pairing up, always looking at the timer and anxiously waiting for their turn to begin. Based on this data, jigsaw was probably the most preferable cooperative strategy for learners because it challenged them to cope with complex content in an engaging manner, whereas timed-pair-share received a low rate since it was a bit stressful for learners due to its properties of the time limit and individual work of its first stage.

The before-mentioned observations were corroborated by some students' answers to the open-ended questions of the questionnaire such as students' 19 and 25. The former expressed "I liked working in groups since we could help each other, also because the more heads, the better we thought". Likewise, the latter said, "in timed-pair-share activities, I had to think alone first, so, often the ideas didn't come in and I had nobody to help me. Also, some classmates used to take more time than the required". Therefore, an additional reason why the jigsaw strategy was more appealing for learners was that students' had more chances to interact with a large number of their classmates in contrast to timed-pair-share in which they talked with just another peer, who, on top of that, usually took more minutes than the necessary.

7. Discussion

The present research work was designed with the aim of enhancing writing skills through cooperative learning among first-year students at a public high school in Loja. School year 2022-2023. On the basis of this objective, results, and findings presented, this section answers the research questions stated at the beginning.

In this line of thought, the first sub-question raised in this study was “What is the effectiveness of cooperative learning on writing skills among first-year students at a public high school in Loja. School year 2022-2023?” Considering the pretest and posttest scores, there was an exponential growth of approximately 4.21 points in the overall writing skills of the students after cooperative learning. Moreover, the participants' mean average score also exceeded the benchmark of 7 points of the national grading scale.

Within this framework, these numerical results were portrayed in the students' written responses to the posttest in which they provided more appropriate answers, showed suitable vocabulary usage, and formed higher-quality sentences with fewer spelling, capitalisation, and punctuation mistakes. These results are similar to the ones of Abeti and Beriso (2021) who showed that the vocabulary, grammar, and sentence accuracy of their students increased after implementing CL since this approach allowed students to think more creatively and promoted the active use of the language as stated by Hertiki and Juliati (2019). Finally, cooperative learning also enabled this group of students to work with different classmates that held equal, lower, or higher English abilities (Kagan & Kagan, 2009). As a result, students increased their writing skills since these interactions took place within their zone of proximal development (Vygotsky, 1978).

For these reasons, this teaching approach presented a notorious effectiveness in developing students' writing skills because they had a greater extent of controlled writing practice through structured group interactions. This socialization among peers helped them to build upon their classmates' understanding and to receive immediate feedback from their peers increasing their chances to improve right on the spot.

Additionally, the second sub-question dictated as follows “What are the students' perceptions towards the use of cooperative learning to enhance writing skills among first-year students at a public high school in Loja. School year 2022-2023?” According to the questionnaire and observations of the field notes, it was found that most of the participants had positive perceptions towards using cooperative learning to treat their writing skills. For instance, the learners described this approach as an active, engaging, and supportive one, which allowed them to overcome their fear to participate and practice their writing in turn.

Moreover, the students also declared that having more heads thinking on how to develop a task eased its complexity, boosted their socialization by nurturing their social skills, and most importantly allowed them to reinforce and create new bonds with their classmates. These findings supported what Bekhta and Amine (2021), Bouchair and Kaouache (2021), and Hertiki and Juliati (2019), reported. They all agreed on the idea that CL empower students to heighten their self-confidence, overcome differences, and establish peer assistance patterns. Consequently, it can be said that due to those unique positive effects that CL generated in students, they perceived it as a useful approach to treat their writing challenges since without them, learners might have not presented this enhancement.

To conclude, it is significant to remark that these findings cannot be generalized to other academic scenarios even if working with the same issue, educational level, or independent variable for many reasons. First, because of the sampling method, these results are only applicable to this sample of learners; therefore, results in bigger or shorter populations may vary. Second, due to the essence of action research which demands researchers spend a considerable amount of time to gather more trustable results, it becomes hard to tell that this teaching approach was the unique to influence the development of writing skills. Lastly, the conditions in which this study was carried out were unique in terms of participants' characteristics, educational setting, and unexpected events that could not be mentioned here. For that, the conduction of further research with learners of different educational levels, working with other English language skills and considering major time-lapses is totally recommended to corroborate, contrast or upgrade the discussed results.

8. Conclusions

From the analysis of the results, first-year high school students showed a notorious increase in their writing posttest scores in comparison to their pretest's. Moreover, they presented their highest improvement in the "mechanics" writing component, while some major challenges were still found in the "content" component in which some students provided irrelevant or little data that did not fulfil the information required. This can be attributed to the short amount of time that this intervention lasted since writing, being a productive skill, requires a large exposure to language input and practice.

This study has shown that this group of students generally had positive perceptions towards the use of cooperative learning to enhance their writing skills. According to some learners, they felt at ease sharing their ideas and receiving constructive feedback while experiencing cooperative learning. Additionally, it was found that the cooperative principle of "social skills" was the one with the highest level of students' acceptance since it enabled them to strengthen and build new relationships.

9. Recommendations

In-service English teachers should consider implementing this teaching approach within their classrooms using action research because they can afford to reinforce writing skills over a longer period of time. By doing so, teachers may corroborate, polish, or contrast the results presented about the use of cooperative learning in students' writing skills. Additionally, major benefits can be obtained in writing components such as content which turns out to require a greater extent of independent practice to be fully mastered.

Future researchers should consider studying specific cooperative strategies such as think-pair-share, timed-pair-share, roundtable, numbered-heads-together, or jigsaw. This will help to gain deeper insights into the benefits, drawbacks, or limitations that these strategies may present while operating alone.

In the same line of thought, future studies might consider implementing specific cooperative learning principles during group work and exploring the students' perceptions towards these certain principles. This will allow researchers to keep focused during their study as utilizing all the cooperative principles can be quite demanding.

Finally, it is recommended that future researchers consider studying the effectiveness of cooperative learning in other language skills such as listening, reading, and speaking. This will help to better understand the scope of this teaching approach in the field of teaching English as a Foreign Language.

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11. Annexes

Annex 1. Pretest and Posttest



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Pedagogía de los Idiomas Nacionales y Extranjeros

Dearly beloved, this test aims to find out potential deficiencies in your current writing skills to treat them and solve them. Consequently, I kindly ask you to answer the following questions clearly and honestly.

Student's code: **Age:**

Course and parallel: **Date:**

Considerations: - Read the examples from the squares first, then answer the questions

- Remember, this test is anonymous. Your identity will not be compromised

▪ **MECHANICS:**

1. **Look and read the example first. Then, rewrite the sentences (a, b, c...) by making all the changes you consider necessary in punctuation, capitalization and spelling.**

Example	
Sentence with mistakes	Sentence after correction
is camila comin to school today	<i>Is Camila coming to school today?</i>

Punctuation

- a. By the way, what would you like to be _____
- b. Four years ago I created my Facebook account _____

Capitalization

- c. Messi is arriving to Ecuador in february. _____
- d. Congratulations! you are a good student. _____

Spelling

- e. Bad Bunny is consider a trendsetter for teenagers. _____
- f. Connor is intersted in learning new languages. _____

▪ **ORGANISATION**

2. **Unscramble the words to form well-ordered sentences:**

Example:	
her/ Annai/calling/is/mom.	
<i>Annai is calling her mom.</i>	

a. inspired you/ a soccer player?/who/to become/

c. She/continue/acting/is going to

b. enjoyed/sport classes/Ariel/taking

d. most important/is your/what/achievement?



▪ **VOCABULARY**

3. Fill in the blanks using the words from the “Word Bank”. Be careful! There is 1 word you do not need to use, so choose wisely. (The first word has already been given)

Paragraph	Word Bank
What’s my brother like? Well, for one thing, he’s extravagant and the typical rebel. Rebels (0) <u>f</u> freedom lovers. He’s interested in (1) _____ all the different views, but he enjoys (2) _____ controversy. Recently, he decided (3) _____ more relaxed and friendly. He plans (4) _____ medicine at the university. My parents think he’ll become a great professional.	a. to study b. creating c. show up d. knowing e. to be f. are

4. Match the idioms with their correct meaning by placing the corresponding letter to fill the blank.

	Example
e. <i>Go for it.</i>	0. <u>e</u> you can do it.

- | | |
|-------------------------------|---|
| a. To be worlds apart. | 1. ___ to be an energetic and enthusiastic person. |
| b. To do something for kicks. | 2. ___ to do something for excitement or fun. |
| c. To have the knack. | 3. ___ to have different ideas, tastes and interests. |
| d. To be a live wire. | 4. ___ to have a talent to do things easily. |

▪ **LANGUAGE USE**

5. Fill in the blank with the correct conjugation of the verb to be *am/is/are*.

1. Mark and Robby _____ playing basketball with the teacher. a. am b. is c. are	3. I _____ practising because I have a show next week a. am b. is c. are
2. What _____ you wearing today? a. am b. is c. are	4. Lucia _____ jogging with Elena at the park. a. am b. is c. are

5. Rewrite the sentence placing the adverb in the correct position of the sentence

Example
I fall asleep in class. (sometimes) <u>Sometimes, I fall asleep in class.</u>

- a. I enjoy reading books. (always) _____
- b. Camilo is sleeping. (right now) _____
- c. What do you wear? (usually) _____
- d. Why are they studying? (today) _____

Annex 2. Answer Key Sheet for Pretest and Posttest



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Pedagogía de los Idiomas Nacionales y Extranjeros

Pretest and Posttest Answer Key			
Questions	Answers		Points
Mechanics (2 points)			
1	a. ? b. , c. February d. You e. considered f. interested		0.33 per item
Organisation (2 points)			
2	a. Who inspired you to become a soccer player? b. Ariel enjoyed taking sport classes c. She is going to continue acting d. What is your most important achievement?		0.5 per item
Vocabulary (2 points)			
3	1. knowing 2. creating 3. to be 4. to study		0.25 per item
4	1. d 2. b 3. a 4. c		0.25 per item
Language use (2 points)			
5	1. c 2. c 3. a 4. b		0.25 per item
6	1. I <u>always</u> enjoy reading books. 2. Camilo is sleeping <u>right now</u> . 3. What do you <u>usually</u> wear? 4. Why are you studying <u>today</u> ?		0.25 per item
Content (2 points)			
2	1,5	1	0
The descriptive text addresses a topic, the ideas (details) are relevant, concrete, and thoroughly developed.	The descriptive text addresses a topic but misses some points, ideas (details) are somehow relevant but they should be more developed.	The descriptive text develops a topic but the ideas in the are somewhat incomplete and barely support it.	Ideas are incomplete, the descriptive text is hurriedly written so it is off the topic
Total Score			$\overline{10}$

Annex 3. National Grading Scale

National grading scale	
Quantitative scale	Qualitative scale
10,00-9,00	A=Master the required learning components
8,99-7,00	B=Understand the required learning components
6,99-4,01	C=Close to reaching the required learning compo
≤ 4	D=Do not reach the required learning components.

Annex 4. Mixed-type Questionnaire



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Pedagogía de los Idiomas Nacionales y Extranjeros

Questionnaire

Dear students, as a researcher, it is of great importance to know what you think about the use of cooperative learning to improve your writing skills. Therefore, I kindly ask you to answer the following anonymous questionnaire clearly and honestly, since the data will be significant to fulfil the research objective.

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

Instruction: Colour the square or squares that respond the statements.

▪ **Positive Interdependence**

- Organizing the **groups** with students **of different skills, abilities and knowledge helped me to successfully complete the writing tasks.**



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

Why do you think that happened?





.....

.....

.....

.....

- Select the role you like performing the most and the least while working in groups.

			
Recorder	Gatekeeper	Quiet captain	Checker

Explain briefly why that role was your favourite and least favourite.

Why it was my favourite role

.....

.....

.....

.....

.....

Why it was my least favourite role

.....

.....

.....

.....

.....

▪ **Individual accountability**

- I liked that the teacher **evaluated** each member **individually rather than** as a **group**.



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

Why did/didn't you like to be evaluated in individually rather than as a group?

.....

4. **Assessing my partners in pairs or groups helped me to reinforce content and see how much I and my teammates knew**



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

Explain briefly the option you chose.

.....




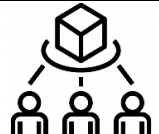
▪ **Equal Participation**

5. I had **equal opportunities to participate** and contribute **during the group activities.**



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

6. Select the technique you liked the most and the least while working in groups to guarantee equal participation

			
Taking turns	Time distribution	Think and write time	Distributing the exercises equally

Explain briefly why that **technique** was your **favourite** and **least favourite.**

Why it was my favourite technique

.....

Why it was my least favourite technique

.....

▪ **Simultaneous interaction**

7. What I liked about **cooperative learning** is that I could **speak more than I did in a traditional classroom.**



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

8. **Working simultaneously** with my classmates **kept me engaged in** the writing activities.



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

Why did working simultaneously with your classmates **keep you engaged** in the activities?

.....

.....

.....

▪ **Social skills**

9. **Working in groups** helped me to **build stronger relationships** with my classmates.



Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

Why did working in groups help/didn't help me to build stronger relationships with my classmates?

.....

.....

.....

10. **I developed the following social skills the most while working cooperatively.**

- | | | | | |
|--------------------|-----|---------------------|-----|--|
| Active listening | [] | Conflict resolution | [] | Why or how do you think you developed this social skill while working cooperatively? |
| Asking for help | [] | Consensus seeking | [] | |
| Patience | [] | Leadership | [] | |
| Perspective taking | [] | Polite disagreement | [] | |

.....

.....

.....

▪ **Cooperative learning strategies**

11. **I liked** the following **cooperative strategy the most and the least** while working in writing tasks.

Jigsaw	Think-pair-share	Timed-pair-share	Roundtable	Numbered-heads-together

Explain briefly why that **strategy** was your **favourite** and **least favourite**.

Why it was my favourite strategy

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

Why it was my least favourite strategy

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

.....

Student's signature

Thanks for your time and honesty

Enjoy your life and do not forget to smile 😊

Annex 5. Field Notes



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Field Notes N° 1			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Thursday 27 of October of 2022	Class topic:	Verbs followed by gerunds and infinitives.
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Timed-pair-share was used to write personal information using the verbs followed by infinitives and gerunds in a cartoony version of an ID-card. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Students took more time than the required to pair-up. - In some pairs, some students were always looking at the timer. - Some learners did not complete the work assigned individually before pairing up. - Students took turns to exchange information by numbering themselves as number 1 and 2. - In some pairs, some students talked more than their classmates <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - It turned into a noisy classroom. - Some students were reluctant to work with their shoulder partners. Some of them expressed “teacher, I would prefer to work alone” - Students did not use polite phrases when asking for their partners’ opinion or rotate turns. (It was more evident in pairs integrated by men) - Some pairs considered this task as challenging. - Some pairs offered to introduce their classmates voluntarily. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students practiced the vocabulary component using verbs followed by infinitives and gerunds. - Additionally, they trained on the language use since they used the vocabulary within a real context. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes, it seems that those principles are integrated in any cooperative activity. - However, the most noticeable principles in this activity seemed to be: simultaneous interaction and individual accountability. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - Some learners seemed to get benefit from pairing with a classmate since they looked quite clueless when working independently, but developed better when working with a pair. - It is likely that some students do not hold a good relationship with their peers. - It turns out that students need to develop their social skills to interact more appropriately. - It seems that students do not hold the level they were expected to have. - As a final though, it looks like students are not accustomed to work in groups. 	

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Field Notes N° 2			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 02 and Thursday 03 of November 2022	Class topic:	Using key vocabulary to keep conversation flowing
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Timed-pair-share was used to brainstorm and write ideas individually to predict the plot of a story. After, students paired-up, share their thoughts, came to a consensus on the possible plot and shared their idea with the class. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Students paired up more rapidly although were reluctant to work with certain classmates. - Some students used nicknames to call on their classmates' attention. - In some pairs, some students talked more than their classmates. - In some pairs, some students were always anxiously looking at the timer. - Some students used phrases such as: "So, what do you think?" and "then, what could be the plot?" - The activity was done within the planned time. <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Some students did not pair-up. - Students developed the activity calmly. - Some students said "teacher, I would like to work with my best friend but he/she is on the other side of the class" - Students were exited to share their thoughts after having discussed their ideas in the pairs. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students practiced the vocabulary and content unity since they needed to remember certain vocabulary and connect it to respond to the question "What do you think the story will be about?" <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. It seems that that the task enabled learners to create interdependence, equal participation, individual accountability, and simultaneous interaction. - Similarly, the usage of consensual skills seemed to be helpful for students to reach a rapid conclusion. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It looks like that some learners were eager for their turn to begin. - It turns out that students prefer to work with close friends. - It turns out that students do not like to carry out cooperative activities if their close friends are not near them. - It seems that students still need to improve on their communication skills and politeness. 	

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Field Notes N° 3			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	36 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 09 and Thursday 10 of November of 2022	Class topic:	Using appropriate writing mechanics to write about inspirational.
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Jigsaw was used to apply writing mechanics with a running dictation activity. (Punctuation, capitalization, and spelling rules). <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Groups were created based on the pretest results. (High achievers, low achievers, and medium achievers) - Students were assigned specific roles in the groups (recorder, a checker and two runners). - Scanners read a short paragraph and dictated it to the recorder. - The checker verified if the sentences were well-written using the writing mechanics. - After students interchanged their written paragraphs and corrected them. - Finally, some members visited other groups to provide feedback. - High achievers in the groups performed as instructors, providing guidelines, and encouraging their runners. - There were high levels of noise from time to time. <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Students were exited to start this new activity. - Students used supportive vocabulary to encourage their group members. - Some students were reluctant to interchange their paragraphs with certain groups. They said “We don’t get along with those classmates” 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students mostly trained the vocabulary and mechanics components since they needed to write an exact copy of a paragraph. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. It seems that changing group dynamic by assigning specific roles can make the cooperative learning principles more visible. - For example: students depended from each other to complete the task, they participated simultaneously and equally. Finally, each of them was individually accountable and used proper communication skills <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It seems that the mere change of assigning students specific roles in the groups raised learners’ motivation and engagement. - The role of “recorder” made learners behave more attached towards task fulfilment. - The role of “checker” made learners feel as a passive member in the group. - It turns out that there was a slightly improvement on students’ social skills but some of them still do not create a strong connection with their peers. 	

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Field Notes N° 4			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 16 and Thursday 17 of November 2022	Class topic:	Formulating well-ordered wh-questions to write about inspirational people.
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Roundtable strategy was used to order jumbled words to form well-structured WH-questions. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Students were assigned roles in the groups. (Recorders, gatekeeper, and a quiet captain) - Students developed the task within the time limit. - Most students listened when a team member was speaking. - Some groups asked for extra time at the end of the task to review the content studied and provide feedback to their low achievers <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Students accepted the designed groups without arguing. - Students were focused on the task and developed it silently. - Students helped their classmates to move their seats and they did it in silence. - Students looked relaxed. - Some students gracefully argued that their “recorders” did not have good spelling and asked to change roles. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students practiced the organization and grammar component. However, it seems that students still struggle with the conjugation of verb to be. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. It looks like assigning roles in the groups can create a positive interdependent class environment, guarantee equal participation, individual accountability, simultaneous interaction, and proper usage of social skills. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It seems that assigning quiet captains (students in charge of controlling noise level) can drastically reduce class noise during cooperative learning. - It looks like placing high-achievers in the groups can have positive impact on students’ behaviour. - It seems that students are improving on their social skills and creating bonds with the rest of their classmates. - Finally, it looks like having gatekeepers (students who guarantee equal participation) can lower students’ speaking anxiety. 	

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Field Notes N° 5			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 23 & Thursday 24 of November of 2022	Class topic:	Write specific information using skimming and scanning
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Roundtable was used to provide specific answers to WH-question after skimming and scanning information from a text <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Students performed specific roles (recorder, scanner, timer/quiet captain, and checker) - In the groups, scanners divided the questions to complete the task faster. - All members were interacting the whole time. - High achievers were assigned the easiest role (timer/quiet captain), whereas lower achievers performed the hardest (recorder). - Students completed the task on time. - When asking learners <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Students grouped rapidly. - Students were excited to start with the activity. - Students completed the task in silence. - High achievers encouraged their recorders and helped them to correct possible mistakes. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students could work on the vocabulary, content, and language component of writing as they needed to look for specific information that accurately answered those WH-questions. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. It looks like assigning specific roles in the groups made cooperative learning principles more evident. In this case, all the students' actions in the groups were aligned to the five cooperative learning principles such as positive interdependence, individual accountability, equal participation, simultaneous interaction, and social skills. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It looks like effective communication and social skills among the group members can have an impact on students' rapid task delivery. - It seems that students have created stronger bonds with their team members as they seemed to care about the academic performance that others present. - It looks like quiet captain roles can help to decrease noise levels dramatically. 	

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Field Notes N° 6			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school.
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 30 of November & Thursday 01 of December of 2022	Class topic:	Write sequencing events using time expressions.
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Think-pair-share was used to recall and rehearse the time expressions learnt in class. - Group work with role distribution was used to complete a fill in the blank exercise with the correct time expression. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - The learners individually wrote as many time expressions as they remembered. - Students paired up with their shoulder partner to compare their answers and write the ones none of them included. - Each pair shared how many expressions they could gathered. - In groups of four there were a recorder, a checker/quiet captain, and two scanners. - The scanners examined a text and thought of an answer to fill in the blank. The recorder wrote the answers that scanners gave him/her whereas the checker/quiet captain ensured that the answers given by the scanners were correct. - High achievers were checkers/quiet captains whereas the lower achievers performed as recorders. - Students completed the task on time. - Students who were at first reluctant to participate are spontaneously participating <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Students grouped rapidly. - There was not noise at all. - High achievers provided ongoing feedback to their scanners and recorders. - Recorders asked for feedback from their classmates to figure out whether or not they were right. - When asking low achievers about the work done, their peers said “come on, remember, we just reviewed that a moment ago” 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students could polish their content, organization, and language use writing components through the integration of new vocabulary. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. As cooperative strategies are imbedded with the CL principles, these are each time more notorious. In this occasion, all the 5 principles were evidenced with a notorious predominance of social skills. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - Students seemed to have built a stronger relationship with their peers since they were fewer arguments in the groups when some members provided feedback to others. - It looked like that having quiet captains in the groups can help to drastically decrease the noise levels. - Although there was some noise, I could say it was a healthy one since it was produced due to students’ discussions, negotiation, and exchange of information on the topic. - It seemed that high achievers began to understand the crucial role they play inside the groups (supporting their team members to improve on their skills). - Recorders seemed quite pressured by their scanners who were constantly telling him/her to write the answer. 	

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Field Notes N° 7			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 14 and Thursday 15 of December 2022	Class topic:	Writing short descriptions about people using idiomatic expressions.
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Jigsaw was used to work on several exercises to understand the use of idiomatic expressions to describing people. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Nine groups of 4 members were formed. - Each group was delivered an envelope that contained a specific activity about the idiomatic expressions with its instructions on how to do it. - For each activity, students played as recorders, gatekeepers, quiet captains, and checkers. - All students were asked to record the information obtained in their notebooks. - 2 students from each group visited other groups and share their notes until returning back to their home group. - Students completed the task on time. <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Students grouped rapidly. - There was some noise - Students who used to behave shyly were now participating, asking questions, and answering to teachers' inquiries throughout the class. - High achievers were providing additional guidance in the groups by clarifying some of their partners' doubts. - A student said "I knew the answer because she explained it to me a while ago, teacher" 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students could work on the vocabulary, content, and language use components of writing since they needed to recall the form, meaning, and use of the idiomatic expressions learnt to complete the tasks assigned. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. Due to there was a great variety of cooperative activities, learners depended on one another to complete the tasks on time. For that, all the CL principles were identified during the jigsaw. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - I consider that students are getting used to working in groups; thus, they are taking less time when grouping or pairing. - It might be that students have reinforce their bonds with their classmates since they hold smooth conversations, as well as, they started to recognize that the group gains is because of their mutual work. - Students' confidence has raised since even the students who did not participate are now doing so. - It looks like quiet captain roles can help to decrease noise levels dramatically. 	

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Field Notes N° 8			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 21 and Thursday 22 of December 2022.	Class topic:	Write and appropriately answer WH-questions to help clarify ideas of a reading
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Numbered-heads-together was used to write and response WH-questions based on a reading. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Students formed groups and numbered from 1 to 5 each. - All students performed as recorders and just one of them as quiet captain and checker. - Each group was assigned a specific category of questions such as what, who, where, how, and why. They needed to design questions from a reading they just studied whose response was explicitly there. - Students were randomly called by their number to ask two of their questions created to the other groups inviting their classmates to go through the text and find the answer. <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Students took more time to form the groups. - Students asked some questions about what the numbers were for. - Some groups did not fully complete the task as some of their members needed to rehearse a play for an institution programme. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students trained primarily their language use writing component but also their spelling and punctuation which are parameters of the mechanics component. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes, especially the principles of individual accountability, simultaneous interaction, and social skills since each student needed to keep notes on the work, negotiate their ideas with their team members, and come to a consensus. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It looks like the strategy of numbered-heads-together can be a little bit complex to understand. - It might be that due to this cooperative strategy was brand new for students, they had plenty of questions. It might also be a reason why they did not achieve to complete the task. - Unexpected or unplanned events like this one of today somehow inhibit students to get the most out of cooperative learning. 	

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Field Notes N° 9			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 28 and Thursday 29 of December 2022.	Class topic:	Writing about role models providing relevant information and including rich descriptive vocabulary
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Think-pair-share was used to brainstorm ideas and vocabulary about the students' role models. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - Students individually wrote 3 names of people that they considered as potential role models. - Some students; however, said that they did not have role models. Others had fuzzy ideas on what a role model was while a few of them did not know what a role model was or why they were important. - Students paired-up, interviewed their pairs about their role modes using some key questions provided by the teacher, structured their ideas in a short paragraph, and shared their annotations with the class. <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Some students paired up with classmates that they were not accustomed to work with. - Students grouped rapidly and silently. - Students kept focused on the task development - Some students corrected their pairs in spelling and pronunciation. - There was not noise at all. - Two students did not attend to class this day because of apparent illness. - Two students of other grades asked for time to talk about a coming academic event. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students could work on vocabulary, organization, language use, and especially on the content component. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. For example positive interdependence, equal participation, simultaneous interaction, and social skills were present when students interviewed one another and organized their ideas in a paragraph. Additionally, individual accountability was present when each student annotated their ideas individually and recalled previous vocabulary. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It turned out that the students amplified their social circle since they started to group with other classmates who, at first, did not hold any kind of conversation, at least inside the English class. - It seemed that students began to make less noise even when there was not a quiet captain in the pairs to control it. - It might be that students have become more empathetic towards their classmates since almost all of them have started to provide formative feedback when necessary. 	

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Field Notes N° 10			
Setting			
Institution:	Unidad Educativa Lauro Damerval Ayora	Individuals observed:	35 First-year students of high school
Researcher	Jonathan Sebastian Pérez Cañar	Observation time:	Wednesday: 11:40-13:00 Thursday: 11:00-11:40
Observer involvement:	Participant		
Date:	Wednesday 04 and Thursday 05 of January 2023.	Class topic:	Rehearsal class on previous vocabulary and writing rules
Descriptive Notes		Reflective Notes	
<p>1. What cooperative strategies were used for the writing task?</p> <ul style="list-style-type: none"> - Numbered-heads-together was used to write a summary on the topics studied up to that point and share it on the Facebook group. <p>2. What happened during cooperative work?</p> <ul style="list-style-type: none"> - All students were numbered from 1 up to the last member. - Students performed specific roles (recorders, quiet captains, and gatekeepers) - The recorders wrote a summary of the topics provided within the time frame provided. - Students were spontaneously and randomly called by their number. The students called, provided a short explanation on the work done and answered any question regarding to the content. - Each time a student of a group provided an accurate or correct answer their work was signed. At the end, all groups required to have at least 3 marks for their task to be graded over 10 points. - All groups finished the activity on time. <p>3. How did the students react towards these cooperative strategies?</p> <ul style="list-style-type: none"> - Some high achievers were pushing their recorders to write faster. - Most of the groups used to make a stop from writing to socialize the information gathered till that point. 		<p>1. Did the cooperative activity allow students to practice at least one writing component?</p> <ul style="list-style-type: none"> - Yes. Students could mostly practice the mechanics, punctuation, spelling, and capitalization. However, the lesson was structured to recall and review previous lessons with the use of cooperative learning. <p>2. Were cooperative learning principles present during the cooperative work?</p> <ul style="list-style-type: none"> - Yes. For example, the cooperative learning principles such as individual accountability, equal participation, simultaneous interaction, and social skills were present during the class as students did not know whom was going to be called for participation, then all of them needed to contribute or at least understand what the topic assigned was about. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - It looked like the students reacted positively in this time to the use of numbered-heads-together since they rapidly tuned with the instructions and achieved to finish the activity within the time frame provided. - It turned out that the students had strengthened their friendship links since they communicated smoothly without fighting or negatively criticizing their team members' work. 	

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Annex 6. Intervention Lesson Plans

Lesson plan 1	
Class: First-year BGU	School year: 2022 -2023
1° “B” BGU N ^a students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: Pretest
Language level: A2.2	Type of institution: Public
1° “B” BGU Date: Wednesday, October 26, of 2022 Schedule: 11:40-13:00 periods: 2	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
Pretest	Administration of the pretest to find out the current writing skills level of the target group.
Warm-up and Objective Discussion	
• Do not apply	
Instruct and Model	
Instruct • Do not apply Model • Do not apply.	
Guided Practice	
• Do not apply.	
Independent Practice	
• Do not apply.	
Assessment	
• Do not apply.	

Lesson plan 1	
Class: First-year BGU	School year: 2022 -2023
1° “B” BGU N ^a students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: Great People Inspiring Teens!
Language level: A2.2	Type of institution: Public
1° “B” BGU Date: Thursday, October 27 of 2022 Schedule: 11:00-11:40 periods: 1	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Whiteboard	At the end of the lesson, students will be able to provide basic information of themselves and their partners by using verbs followed by gerunds and infinitives as: want, become, interested in, enjoy, like, and love.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students close their eyes and listen to a teacher’s short story: “This is the story of Pedrito and Ronaldinho (not the one that plays soccer just a normal teenager). One day he was walking towards home with his classmate Pedrito when they got kidnapped by the aliens. The aliens say they were to destroy Earth because there are many languages in this planet, and it got them angry. However, they have selected two humans randomly with the purpose of listening to them introduce each other in English language, because they liked English. By doing so, Pedrito and Ronaldinho could show that they manage the language aliens like, so they wouldn’t destroy Earth and leave.” • Students listen to the teacher’s questions such as: Do you remember any phrases to introduce someone? How would you start? What kind of information would you like to provide the Aliens about your friend? • Students do brainstorm to activate their prior knowledge and respond. Then, they get to know the class objective. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • Students see the prompts written on the board about introducing people such as “This is-he/she is” “He is....(age)” “He is.. (two personality adjectives from the previous pages)” “he/she enjoys ...(two physical activities)” “He likes... (two dishes)” “He/she is interested in ...(two science matters)” “He wants to become a/an(two profession names)” • Students listen to the teacher’s explanation why they are useful phrases to introduce someone. <p>Model</p> <ul style="list-style-type: none"> • Students look at the teacher’s recent drawing (cartoon) on the board, whose name is Ronaldinho Plaza and the information that is around him in the form of an ID card. It includes name, age, personality, interests, physical activities, dishes, science matters, and professions (two in each). • Students watch the teacher acting out how he would introduce that drawing by using the phrases provided and the information around it. 	
	Personality: Brainy, tech-savvy
	Interests: Reading books, watching movies
	Physical activities: soccer, ecua-bolly,
	Dishes: Rice with chicken, tamales
	Science matters: Mathematics, English
Name: Ronaldinho Plaza Age: 16	Professions: Police man, fire fighter

Guided Practice

(Whole class work)

- Students repeat the information on the board together with the teacher.
- Students respond orally to the teacher's prompts, completing the information about the drawing i.e. "This is..." "He is (age)" "He likes....(Two dishes)" "He enjoys ...(Two physical activities)" "He wants to become..." "Ronaldinho is interested in....(Two science matters)"
- Students do a timed-pair-share.
- Students make an ID card of themselves in a sheet of paper and follow the instructions. "Draw a cartoony version of yourself left-up hand of the paper, this has not to be perfect. "Write your name and separates it into 6 horizontal sections just like in the drawing: name, age, personality, physical activities, dishes, science matters, and professions. Activity timed around 8 minutes..."

Less guided activities

- Without the board example, students think about the possible information and write it on the ID card sections.

Independent Practice

- Students pair up and interview their shoulder partner about their ID information.
- Students use the phrases to provide the information equally. (1 minute each)
- Students exchange their ID cards and pass to the front of the class to introduce their classmates.
- Remaining students pay attention during their classmates' introductions and clap when they hear a new word.
- As homework, students improve their ID cards and make another with the classmate's information they interviewed.

Variations:

Before passing to the front, students group with their adjacent pair and interview a member each.

Assessment

Individual work: Students' ID card

Pair work. Students' interview.

Materials: ID cards

Lesson plan 2	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: Great People Inspiring Teens!
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 02 and Thursday 03 of November 2022 Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 Periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop PowerPoint slides Lyrics training website	At the end of the lesson, students will be able to compose a shorth script to talk about their desires using key vocabulary to keep conversation flowing such as: match, keep working hard, by the way, what would you like to be? take/take up, I’m into, won’t miss any of, and go for it.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students look at some slides (with pictures projected on the whiteboard related to the song “Firework” by Katy Perry to get familiar with the vocabulary. https://docs.google.com/presentation/d/1Lf63CATNHbilu3a9zgVA8Jh75wcNNYUGZOtldy-lvw0/edit?usp=sharing • Students listen closely to the song with its lyrics. https://es.lyricstraining.com/play/katy-perry/firework/HUHg21SmPU#b7w • Students try to fill in the gaps with the words they hear while the teacher makes emphasis on the verbs followed by infinitives and gerunds in the song. • Students respond to teacher’s questions: What verbs could you notice in the song that were followed by infinitives and gerunds? • Students pair up and listen to the song again looking for those verbs to activate prior knowledge. • Finally, students are encouraged to use this kind of apps to improve their English skills. Then, they get to know the class objective. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • Students look at some pictured projected. Then, they try to come up with a story using those images. (The images are presented following the next order: 1) Two friends celebrating (a boy and a girl) 2) a trophy, 3) a stadium 4) Messi 5) a drama class 6) karate. • Students do timed-pair-share. They brainstorm on what the story will be like. Then, they pair up and share their ideas with their classmate for about (1 minute each). Finally, two pairs are invited to share their guess on the story. • Students look at some likely new words and expressions of the book’s story on Anne and Bill conversation. 1) match, 2) keep working hard, 3) by the way, 4) what would you like to be? 5) take/take up, 6) I’m into, 7) won’t miss any of, 7) Go for it. • Students take 4 minutes max. to write down those definitions. <p>Model</p> <ul style="list-style-type: none"> • Before going to the reading, students look a picture of some actors reading a script and listen why a script is important in acting. • Then, (while projecting the reading on the whiteboard) students listen that the conversation on their books “Anne and Bill conversation” is a form of a script and that they will be practicing it today as actors. Reading 1, page 12 of students’ book. https://docs.google.com/document/d/1FLgksb229UmLc19iLkp1EQ3rGWLbBY_v/edit?usp=share_link&ouid 	

[=117895190814983393827&rtpof=true&sd=true](https://docs.google.com/document/d/1ncHKW92RUE-JEUWYR5PPYJyWUp0Amr00/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true)

- Teacher, changes the names of the both characters from the reading Anne and Bill to Mary Jane and Spiderman. Then, a female student is invited to read Anne's take, pretending to be Mary Jane; while the teacher plays the role of Bill, but acting like spiderman. (This will help to step aside traditional reading)
- Clarification (The female student does not leave her sit unless she wishes to)
- After the play, students respond whether or not their pair assumptions on the reading were right.

Resources

- Projector, slides and whiteboard

Guided Practice

(Whole class work)

- Along with the teacher, students complete the reading comprehension exercises in the book, correcting the false sentences about the conversation. Exercise 1, page 12 of students' book
https://docs.google.com/document/d/1ncHKW92RUE-JEUWYR5PPYJyWUp0Amr00/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

Less guided Practice

- Students listen closely the track of "Anne and Bill conversation". (Teacher plays it in speed reduced and twice)
- On the second play, the teacher asks students to shadow the track by repeating the sentences right after listening to them. For that, some pauses are made by the teacher.

Independent Practice

- Without the track, students are encouraged to read the conversation in pairs following the instructions:
 - In the pairs, one student will read trying to imitate the track voice. To evidence, the student who is reading will hold a pen/pencil on their left hand.
 - The remaining student will pay close attention without interrupting his/her classmate. For that, the student will annotate the words he/she considers his/her pair needs to improve.
 - After changing roles, students exchange their notes and give feedback to each other.

Assessment

- After students have practiced the conversation by interpreting, reading, and shadowing it, they will record a video choosing between two options, either interviewing their shoulder partner or interviewing a family member. For that, students will follow the instructions:
 - Students will elaborate a handwritten short script for the video. This script must include the following plot:
 - Student A: Your friend/family member has won the first place signing in "Las artes vivas de Loja". So, you came to congratulate him/her. You want to know what he/she would like to become after finishing studying and who is his/her famous inspiration for doing that.
 - Student B: You want to know what your friend/family is into and his/her famous inspiration for doing that. Finally, you will support your friend's interests saying some motivating phrases.
 - Students are invited to use the short conversation they practiced as a model to write their script.
 - Students must incorporate in their script and video at least: 2 learnt motivating phrases, 2 learnt new vocabulary words, and the linker "by the way".



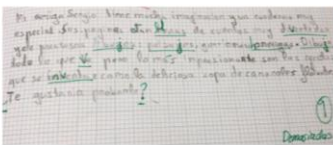
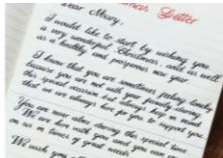
Individual work: Student' guess and short script

Pair work. Students reading feedback

Materials: A video recording device

Considerations:

To follow up the task development a WhatsApp or Facebook group will be created.

Lesson plan 3	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: Great People Inspiring Teens!
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 09 & Thursday 10 of November of 2022 Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Factile website	At the end of the lesson students will be able to write about inspirational people using appropriate writing mechanics.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students form GROUPS OF FOUR. Then, they complete a jeopardy game in Factile website related to the vocabulary learnt in the previous lessons to stimulate prior knowledge. https://www.playfactile.com/1a5o9mebm7/play • Students deliver their response as the teacher calls each (students take turns in the groups to respond). • Students get feedback when incorrect answers are given and listen to the teacher’s explanation specially on writing mechanics and sentence organization. • After students have reviewed previous content, they get to know the lesson objective. 	
Instruct and Model	
Instruct	
<ul style="list-style-type: none"> • Students respond to teacher’s questions on “what a world without rules will be like?” by looking at two pictures. 	
	
<ul style="list-style-type: none"> • Then, students look at two written pieces and reflect on which one they would rather choose. Students respond to catchy questions of the teacher to reflect. 	
	
<ul style="list-style-type: none"> • Students look at some authentic examples on writing rules. These rules encompass two rules for punctuation, capitalization and spelling. https://docs.google.com/presentation/d/1TWln2qUPDWF5Mkze-yE1FCAf22t66zI-SB5j88Pw5x4/edit?usp=sharing 	
Considerations:	
<ul style="list-style-type: none"> - After reviewing each rule, students write down them in their subject notebook. - Students are told to pay close attention as in this “Rules” section, there is a misspelled word. If they find it, the group in which that student will be in will gain a point for free. (Misspelled word is placed at the end) - Examples involve the utilization of previous vocabulary. 	

- If new, the vocabulary presented in the examples is graded to students' level (A2.2)
- Sentences are presented along with a picture to facilitate reading comprehension.

Model

- Students read both an unpunctuated and punctuated texts and reflect on the importance of having good writing mechanics.

https://docs.google.com/document/d/1g3zJiK2LBSAf1xrvM18pw5Zzl4wlQ625/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

Resources

- Projector, slides and whiteboard

Guided Practice

(Whole class work)

- Along with the teacher, **IN THE GROUPS**, students identify the writing rules that are being used in the punctuated text. The teacher classifies those rules into three categories, Punctuation, Capitalization, and Spelling.

https://docs.google.com/document/d/1U7B0h7RBmagCReyQatNGBa3SKbeuqR_t/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

Less guided Practice

- Without teacher's assistance, **IN THE GROUPS**, students identify the mistakes in the unpunctuated text and correct them by following the teacher's instructions:

https://docs.google.com/document/d/10Hr7dqWSs1b3_Z55INhO_MC_NfpGa6BF/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

- In each group, there must be a recorder, a gatekeeper and two detectives.
- The recorder separates the paper in three sections (Punctuation, capitalization, and spelling)
- The detectives go through the text to identify the mistakes. Then, they dictate the recorder the mistake and the number of the line where it is located.
- The recorder classifies the mistakes either in the punctuation, capitalization or spelling categories.
- Meanwhile, the gatekeeper keeps the noise level down and helps the recorder to classify the mistakes.
- Finally, students look at the table classification and evaluate if they have achieved to identify all the mistakes.

Independent Practice

- **IN THE GROUPS**, students do a running dictation exercise after listening to the teacher's instructions.

https://docs.google.com/document/d/1x9whNWDBRfgAIPTxXiBrX8MfoWMgzvus/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

- In each group, there must be a recorder, a checker and two runners.
- The runners run towards a printed text stucked on the whiteboard taking a turn each. And come back to dictate what they could read to the recorder. After dictating, the next runner goes to read the text and repeat the cycle.
- The recorder writes the words or sentences.
- The checker verifies if the sentences are written well and makes suggestions/corrections to the recorder for it to change.
- Recorders exchange their written pieces with the other groups.
- Students look at the same text projected on the whiteboard and the checker circles the possible mistakes their classmates have made while writing. Meanwhile, their team members help him/her.
- After checking, the group writes at the bottom of the paper the phrase: "Checked by ... (The name of the group)"
- Students do a short jigsaw. Both the checker and a runner visit the paper's owner group to provide feedback
- The home members write the mistakes they have done and the feedback provided.
- After providing feedback, students return to their home group.
- Home members share the feedback provided by the visitors on their writing with the checker and runner.

Considerations:

If needed, original texts are sent through WhatsApp for students to check their classmates' texts.

Assessment

Individual work: Student's response in jeopardy game

Group work: Students' mistake identification worksheet/ reading dictation activity/groups' feedback

Materials: Students' worksheets and notebook.

Lesson plan 4	
Class: First-year BGU	School year: 2022 -2023
1° “B” BGU N ^a students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: Great People Inspiring Teens!
Language level: A2.2	Type of institution: Public
1° “B” BGU Date: Wednesday 16 & Thursday 17 of November of 2022 Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Youtube Website: Englisch-hilfen.de	At the end of the lesson students will be able to write about inspirational people using appropriate writing mechanics. At the end of the week students will be able to write about inspirational people formulating well-ordered WH-questions.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students comment on two words written on the board (Discipline = Organization). • They try to guess what the relationship between those two words is. • Then, students watch a video on YouTube on Discipline by Brian Tracy https://www.youtube.com/watch?v=a6dGDorO-GM • After playing the video, Students listen to the teacher’s explanation on the connection between English and the video they just watched. “Discipline brings organization and success. Everything counts in life, nothing is neutral. One decision can lead us to different pathways. In English, there is “organization” too, grammatical organization. The position of one word can lead us to express different meanings or cause confusion. Therefore, well-ordered words, produce well-ordered sentences, and well-ordered sentences convey correct meaning” • Finally, students are told the lesson objective and finish the jigsaw of the previous lesson. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • Students look at some slides on the structure of WH-questions. Meanwhile, the teacher stresses the importance of auxiliaries after WH-words by reading some examples in the google slides. https://docs.google.com/presentation/d/1rx25cOhZld0eykAi7uG2oIgnF0HX4EgjfRbNdD_DK6c/edit?usp=sharing • Students listen to the teacher that auxiliaries are not the main verbs in questions, instead they are used to conjugate the verb and tell the time in which the question is in. • Students listen that “who” questions do not have an auxiliary verb when the answer is the same subject. However, when the answer is not the same subject, there must be an auxiliary. <p>Considerations:</p> <ul style="list-style-type: none"> - Students write down the rules they learnt in their subject notebook - All wh-question rules are exemplified before passing to the next one. <p>Model</p> <ul style="list-style-type: none"> • Students look at some authentic examples of well-structured WH-questions. <p>Resources</p> <ul style="list-style-type: none"> • Projector, whiteboard, and Google slides 	

Guided Practice

(Whole class work)

- Students look some pictures of Leonel Messi and provide answers on what they already know about him.
- Then, along with the teacher, students identify: 1) the auxiliary verbs that are being used in the trivia questions, 2) what tense are those questions in, and 3) what is their main verb. Exercise 3, page 13 of students' book.

[https://docs.google.com/document/d/17b2xo1u9-oOD-](https://docs.google.com/document/d/17b2xo1u9-oOD-sHrK3VFOXMAiq0EsbkM/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true)

[sHrK3VFOXMAiq0EsbkM/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true](https://docs.google.com/document/d/17b2xo1u9-oOD-sHrK3VFOXMAiq0EsbkM/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true)

Less guided Practice

- Without teacher's assistance, students complete the trivia questions, ticking the answer they consider correct.
- After, students listen to the audio and check if they got it right.

Independent Practice

- **In groups:** Students form groups of four designed by the teacher and follow the instructions:

- In each group, all the members will be recorders; nevertheless, there must be a gatekeeper and a quite captain.
- All the group members (recorders) will read the jumbled words and rewrite them in order. Exercise 4, page 13 of students' book.
- Students do a variation of a Roundtable strategy. The gatekeeper must guarantee equal participation of all members using phrases such as "That is very interesting (Name), what do you think (Name)?" When all the members have provided their answers, gatekeepers seek consensus on the word order. Then, everyone writes the same answer in their books and continue with the other jumbled questions.
- On the other hand, the quiet captain will keep the group noise down saying "Let's be quiet" every time that noise arises.
- When the activity finishes, a recorder will inform the teacher they have completed it. Then, they check their answers by looking at some slides with the correct order.

https://docs.google.com/document/d/1ojRypdAzB_8yPffDiTr4Qa1DZB6gM7EE/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

- Finally, learners listen to the audio and tick the answers that they think are correct. After, they get to know if they were right.

Assessment

As homework, students will develop the exercises regarding to ordering words to construct well-structured WH-questions in the website called Englisch-hilfen.de.

https://www.englisch-hilfen.de/en/exercises/questions/word_order3.htm

Individual work: Student's participation in guided practice activity and homework.

Group work: Students' book exercises.

Materials: Students' workbook

Lesson plan 5	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: The creator and his creations
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 23 & Thursday 24 of November of 2022 Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Kahoot	At the end of the week students will be able to write specific information about creations by using skimming and scanning.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students join a short Kahoot! On the vocabulary and rules learnt in the previous lessons, and play it. As homework, learners are told that they will have to continue doing it at home until they score all the items correctly. https://create.kahoot.it/share/writing-review/78dec914-129a-40a9-b37e-ccb222a67485 • Students respond to what comes to their minds when they watch the words skimming and scanning projected on the board https://docs.google.com/presentation/d/1hkbTxvr9yH9CwsM64SCPToqrAjw5bUV9RSIRMCIYI3_M/edit?usp=sharing • Then, they are told the lesson objective. • In groups: Students finish the jumbled-word exercise on WH-structure performing the roles assigned. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • In groups: Students look at the word “CREATIONS”, take some time to think and do a roundtable providing ideas on how many creations they know. I.e., GPS, chips, computers, lightbulb, etc. <p>Considerations:</p> <ul style="list-style-type: none"> - Gatekeepers make sure everyone provide the name of a creation. - Quiet Captains keep the noise levels low <ul style="list-style-type: none"> • Students look and write the definitions of skimming and scanning and why they are useful for writing. • Finally, students look at some pictures with key vocabulary related to the topic “The creator and their creations” such as: website, co-built, empower, network, colleagues, hacking, and operative system” <p>Model</p> <ul style="list-style-type: none"> • Students look at a picture of a poem in which the techniques skimming and scanning have been used. https://docs.google.com/document/d/1seCX_DPtU0_I0mCWQ3CIPyKCiXTtT8yR/edit?usp=share_link&oid=117895190814983393827&rtprof=true&sd=true 	
Guided Practice	
<p>(Whole class work)</p> <p>In the reading of the book, students along with the teacher do skimming to identify the type of text it is and the topic of it. Exercise 3, page 14 of students’ book. https://docs.google.com/document/d/1UzQd9XYd5iy3owGuU7aCK-ETI6OvMRJ1/edit?usp=share_link&oid=117895190814983393827&rtprof=true&sd=true</p> <p>Less guided Practice</p>	

- **In groups**, students match the vocabulary learnt with their corresponding definitions. Exercises 1 and 2, page 14 of students' book.

https://docs.google.com/document/d/1UzQd9XYd5iy3owGuU7aCK-ETI6OvMRJ1/edit?usp=share_link&ouid=117895190814983393827&rtpof=true&sd=true

Independent Practice

In groups:


- Students form groups and do a variation of roundtable to complete the exercise 4 of the book.
https://docs.google.com/document/d/1vjJAh07jPCgU-UNtnd2Wa_ekFVIA7aW3/edit?usp=share_link&ouid=117895190814983393827&rtpof=true&sd=true
- In each group, there must be a recorder, a scanner, a timer/quiet captain, and a checker.
 - Recorder: In a piece of paper, he/she writes and answers the questions.
 - Scanner: Read the questions and scan the text looking for that specific information.
 - Timer/quiet captain: Controls the time, reduces group noise level.
 - Checker: Corroborates if the information written by the recorder is correct.The teacher praises the team who finishes first.

Assessment

Individual work: Kahoot! Score.

Group work: Students' participation and book exercises.

Materials: Students' workbook

Lesson plan 6	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: The creator and his creations
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 30 of November & Thursday 01 of December of 2022 Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Educaplay	At the end of the week students will be able to write sequencing events about some creators and their creations by using time expressions such as: Currently, at the beginning, two years ago/after, in a short time, recently, as a child, once, by the time, and eventually.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> Students look at a picture of a bridge joining two mountains and a sentence with a time expression. Then, they compare and reflect on the possible similarities that they can have. 	
	<p>He is Marck Zuckember the creator of Facebook. Currently, he is 38 years old.</p>
<ul style="list-style-type: none"> To ease comparison complexity, the teacher circles the time expression and asks again what would be the similitude between that expression and the bridge. Students listen to the teacher’s explanation that a time expression is like a bridge that connect ideas in a paragraph, but also indicate the chronological sequence of these. These expressions will help them to polish their content, organization, and language use writing components. Finally, learners are told the lesson objective. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> Students look and read the definition of a time expression in the slides. https://docs.google.com/presentation/d/1QpEcTmiInWO25DbJ3FFt8s1eJj-ODzHJAdHS63x0ewY/edit?usp=sharing Time expressions signal or indicate the chronological sequence of ideas, but also help to connect them. Students look and read some examples of these expressions such as: Currently, at the beginning, two years ago/after, in a short time, recently, as a child, once, by the time, and eventually. In pairs, students do a think-pair-share writing as many time expressions as they can individually. After, students pair up and compare their notes with a partner. Then, they write the time expressions neither one or the other have included. Finally, students share with the class how many expressions they could remember <p>Model</p> <ul style="list-style-type: none"> The teacher models the task of filling in the gap with time expressions in a paragraph of sequenced events. Exercise 6, page 15 	

https://docs.google.com/document/d/1jOXZJHel8Rfmml_rUyUsZQggazTF8wMP/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

Guided Practice

(Whole class work)

- Students along with the teacher read a timeline of events and circle the time expression that joins the ideas correctly in a text. Exercise 6 p. 15 of students' book.

[https://docs.google.com/document/d/1U0qryk-](https://docs.google.com/document/d/1U0qryk-ZFvTcaU3w4Vspse4XFEziVusX/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true)

[ZFvTcaU3w4Vspse4XFEziVusX/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true](https://docs.google.com/document/d/1U0qryk-ZFvTcaU3w4Vspse4XFEziVusX/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true)

Less guided Practice

- **In groups**, without the teacher's assistance, students complete the exercise 2 of their workbook, p. 14.

https://docs.google.com/document/d/1TS2FGftkTEj3tt63rsOxeK6rcb4mLA1Z/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true

Considerations:

- There must be a recorder, checker/quiet captain, and two scanners.
- The scanners must read the timeline, go through the text and decide which time expression, better fits in each gap.
- The recorder must write what the scanners dictate him/her
- The checker/quiet captain must ensure that the answers given by the scanners are the correct ones and keep the group noise low.

Independent Practice

Individual:

- As homework. Send photo of the group work done and,
- Students practice the use of time expressions by completing a fill in the gap exercise in Educaplay. Link: <https://game.educaplay.com/> Gamecode: 188938
- Students send a screenshot of their score after finishing it to WhatsApp or Messenger group
- Finally, students will rewrite the paragraph with the time expressions and upload it together with the score screenshot

Resources: Educaplay

Assessment

Individual work: Fill in the gap exercise in Educaplay (See Annex 6)

Group work: Students' participation and book exercises.

Materials: Students' workbook

Lesson plan 7	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: I have the knack!
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 14 and Thursday 15 of December 2022 Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Grammarly	At the end of the week students will be able to describe people using idiomatic expressions such as: to have the knack, to be a live wire, to be worlds apart, to do something for kicks, and to facebook.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students look at some pictures on google slides about some idiomatic expressions trying to infer what they mean. https://docs.google.com/presentation/d/124pbEGq28pQdFIMOtWSK80hURPazW4whpwWX8BBkiVw/edit?usp=sharing - The teacher stresses on pronunciation but does not tell or translate any of these expressions to students. • Then, learners are told the lesson objective. 	
Instruct and Model	
<p>Instruct.</p> <ul style="list-style-type: none"> • Students look at the pictures with the idiomatic expressions again. • Students look at the teacher briefly dramatize each expression while looking at the expressions projected on the whiteboard: <ul style="list-style-type: none"> - To facebook: the teacher logs in his facebook account and says “I will facebook a photography” “I will facebook (any student’s profile)” - To have the knack: the teacher asks students if they have any talent, if so, the teacher uses that to formulate a sentence with the idiom. If not, the teacher shows a drawing made by him and says “I do not have the knack for drawing” - To do something for kicks: The teacher says “I play video games just for kicks” - To be worlds apart: The teacher asks any student their favorite type of music and compares with his music interest trying to contradict his student music likes. “In music, Juanito and Pedrito are worlds apart” - To be a live wire: The teacher asks students for the most active and energetic of their classmates. He says “Juanito is a live wire, he is very energetic and active” • The teacher says “if you still do not understand what idioms are or what these phrases mean, you will discover them today” • Students are told that they will be the teachers during this class. <p>Model</p> <ul style="list-style-type: none"> • Briefly, the teacher models the five activities that students will need to do. <ol style="list-style-type: none"> 1. Using a code to decodify the concept of idioms and five examples https://docs.google.com/document/d/1Nma_MLq9teDvA4oU7biCIC3dKAa79rA0/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true 2. Using a dictionary to translate the meaning of 5 idioms. Each member will have one idiom to translate. Once they have translated it and written it in a notebook or a paper, they will pass their notebook to their left shoulder partner who will write the translation of his idiom and pass the notebook to the left 	

<p>shoulder partner who will do the same until all idioms are written.</p> <ol style="list-style-type: none"> 3. Chose the correct idiom to fill in the gap. Gatekeepers will give his/her idea and make that all members give theirs. Once finished they will transcribe the dialogue individually to their notebooks 4. Match the idioms with their corresponding definitions and provide examples of the usage of these idioms. In each exercise, Gatekeepers will give his/her idea and make that all members give theirs and reach consensus. 5. Complete a crossword by reading some clues. Fill in the gap with the correct idiom after reading some sentences. Gatekeepers will give his/her idea and make that all members give theirs and reach consensus.
Guided Practice
<p>(Whole class work)</p> <ul style="list-style-type: none"> • Students listen to the teachers' instructions to developed a jigsaw activity <ul style="list-style-type: none"> - Students form 9 groups of 4 with the members previously assigned by the teacher. - Student receive an envelope with a number. Inside of it, there is a set of instructions for each group to perform. https://docs.google.com/document/d/1xDZR5cL2GT4TuLB1a11KkvD0pKmokIaj/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true - Students are told that everyone needs to be equally knowledgeable about the topic and write on their notebooks what they need to. - In all the groups, there must be a Quiet Captain who will make sure to keep their group's noise low and a Gatekeeper who will make sure to that everyone is contributing and keep on the topic. - The teacher tells students that at any time he will call on any students and that he/she will have to share what they know so far at that point. - Students follow the instructions while a chronometer is projected on the board. The teacher sets 30 min to finish the activity. - Once students have finished, 2 students from the groups 1 to 5 will visit other groups and share what they have done. The students remaining will share what they have done with the visitors. Students from the groups 6 to 9 do the same.
Independent Practice
<p>Individual:</p> <ul style="list-style-type: none"> • As homework. students will use Grammarly app/website to write two authentic sentences for each idiomatic expression. In total 10 sentences. https://app.grammarly.com/ • The teacher instructs students that once they have corrected all the mistakes, then they will have to take a screenshot and send it to the WhatsApp/Messenger group.
Assessment
<p>Individual work: Students' homework, students' participation Group work: Jigsaw activities. Materials: Envelops and instructions.</p>

Lesson plan 8	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: The creator and his creations
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 21 and Thursday 22 of December 2022. Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Wordwall	At the end of the week students will be able to write and appropriately answer WH-questions such as who, what, where, how, and why to help clarify ideas of a reading.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students watch a short film on YouTube about love. https://www.youtube.com/watch?v=UOS5CP8tzYQ&ab_channel=AzulSierra-Filmscoring • Students are asked if they can think of any questions that help to clarify the content or message of the video. • Finally, the teacher stresses both the questions’ and answers’ importance saying that they must be appropriate if we want to get relevant information. • Bearing this in mind, the teacher explains to students that throughout the week they will learn to write and appropriately answer WH-questions such as who, what, where, how, and why. This will help them to clarify ideas and provide relevant information. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • Students listen and read the definition of WH-questions on some google slides: They are word questions to request further information. https://docs.google.com/presentation/d/1f2TS9wV48vvGoapazWMH018_WBQiNAjF0ONC5ioaFI/edit?usp=sharing • Students read the classification of WH-questions and their definitions such as Who= ask about person, Where=asking for place or position, When= asking for time, Why= asking for a reason, What= asking for a specific thing, and How= Asking for a way, manner, form. https://docs.google.com/document/d/1KO5NVCPMNxHktARRhVJ8Mv6rVALK2NJM/edit?usp=share_link&ouid=117895190814983393827&rtpof=true&sd=true • Students look at some words that may be new for them to fully understand the story such as: daydream, trendy, satisfied, arrive, and alone <p>Model</p> <ul style="list-style-type: none"> • The teacher models an example of writing WH-questions to get to know more details about a short story and answer them https://docs.google.com/document/d/1woYMfOq8II_KxS9v52n4Ba38qEgguGJR/edit?usp=share_link&ouid=117895190814983393827&rtpof=true&sd=true • The teacher then remarks on the importance of writing appropriate questions and providing the most suitable information. The teacher stresses that this information is important since it will help students to improve their content and language use writing components. 	
Guided Practice	
(Whole class work)	
<ul style="list-style-type: none"> • The teacher reviews on the short fil watched previously by questioning students what kind of WH-questions 	

could be formulated about the film to know more about it or to help clarify its content such as: What was the title of the video? What thing caused that the man and the girl meet each other? Where did the man work? How did the man feel about his job? Why the man wanted to meet the woman again? How did the man and the woman meet again?

- Students along with the teacher provide appropriate answers to these questions.

Less guided Practice

- Without the teacher's assistance, students do a numbered-heads-together.
- Students form **in the groups** designed by the teacher.
- In each group, students are numbered from 1 to 5 and all must be individually knowledgeable about the questions and answers of the group. So, everyone is going to write.
- In each group, there must be a quiet captain/checker.
- Each group are assigned a specific category of questions. For example: group 1 will write "What" questions, group 2 "Who" questions, group 3 "Where" questions, group 4 "How" questions, group 5 "Why" questions, etc.
- Students open their books in the page 18 and read the story.
https://docs.google.com/document/d/1GMR6F-a2fHIzMvarOdaFwkOLayXjIG9v/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true
- Each member writes one question and answer about the story in their category until the group writes 5 WH-questions and answers in total.
- The quiet captains/checkers will guarantee silence in the groups, as well as that questions and answers accuracy, and equal participation from all members.
- Finally, the teacher will call on any number and the student with that number will pass to the front of the class and ask two of the questions his/her groups has elaborated.
- Then, the other groups write the question, go through the text, and try to answer.
- Group members will raise their hands when they think they have got the correct response, then the teacher will call on any number to have that student answering the question.
- The activity goes on until all the groups have asked their questions.

Independent Practice

Individual:

As homework students practice selecting appropriate answers to WH-questions on Wordwall application.

Link: <https://wordwall.net/play/39321/294/974>

- Students send a screenshot of their score after finishing it to WhatsApp or Messenger group

Resources: Wordwall website

Assessment

Individual work: Students' participation, students' homework on Wordwall.

Group work: 4 to 5 WH-questions and answers.

Materials: Students' workbook

Lesson plan 9	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nª students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: The creator and his creations
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 28 and Thursday 29 of December 2022. Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
English A2.2 textbook Projector Laptop Google slides Wordwall	At the end of the week students will be able to write about their role models providing relevant information and including rich descriptive vocabulary such as look up to, live wire, artistic, inspirational, supportive, caring, and motivational.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students look at the teacher write on the board the expression “Role Models” and give ideas in response to the teacher’s questions: What is a role model? Do we need role models? Who is your role model? Can you describe your role model? • Students watch a short film about role models on YouTube and reflect. https://www.youtube.com/watch?v=aVQEHRO-RCY&ab_channel=myHealthforTeens%26YoungAdults • Students listen and read the meaning of the phrasal verb look up to. Then they watch the video again. • Finally, the teacher explains to students that in today’s lesson they will learn key phrases and vocabulary that allow them to provide relevant information. The teacher stresses that this lesson is helpful for learners to improve the content component of their written pieces. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • Students listen to the teacher’s definition of role models: A role model is a person whom we look up to since their behavior, example, or success is interesting to us. So, for these reasons, we tend to aspire to be like them. • Students read and write some helpful vocabulary to describe their role models such as: Look up to, live wire, artistic, inspirational, supportive, caring, and motivational. • Students read and write some useful introductory, body, and concluding phrases to write about their role models such as: <ul style="list-style-type: none"> - Introductory phrases: 1) My role model is... 2) I’ve always looked up to ... 3) The person I admire the most is... - Body phrases: 1) About his/her personality, he/she is... 2) I admire him/her because he/she is... 3) He is my role model since he/she has taught me to... - Concluding phrases: 1) Finally, I hope that one day I could be like him/her. 2) For these reasons, I would like to be like him/her. 3) To conclude, for these details he/she is my role model. <p>Model</p> <ul style="list-style-type: none"> • The teacher models an example of writing about his own role model. https://docs.google.com/document/d/1OmT4nIkH5O8uGOIZUKWp7R9oPjIcAJk7/edit?usp=share_link&ouid=117895190814983393827&rtfpof=true&sd=true • In the written example, the teacher includes the vocabulary and phrases taught during the instruction section. 	
Guided Practice	
(Whole class work)	

- In the word application, students along with the teacher write their informative data, divide the sheet in two columns and write the question 4 questions in both columns 1) What is your role model? 2) How old do you think he/she is? 3) What is he/she like? 4) What has he/she done to impress you?
https://docs.google.com/document/d/1_tydGZ3pLrAYKoueLgE6qwY9dAEywYWO/edit?usp=share_link&ouid=117895190814983393827&rtpof=true&sd=true
- To answer the first question the students and the teacher brainstorm 3 names of people that can be great role models and select one of them to write about. While writing, the teacher makes use of the introductory phrases studied previously,
- To respond the second question the teacher elicits students' ideas on the possible age of that person. For this, the teacher makes use of a body phrase learnt in the lesson.
- To answer the third question, the students and the teacher think of three adjectives that can describe that person. For this, the teacher makes use of a body phrase and adjectives learnt during the lesson
- To respond the last question, the teacher and students think of two things that this person has done to impress or inspire people and write them in the Word sheet.
- Finally, the teacher joins the ideas in a complete paragraph and tells students that they will do something similar.

Less guided Practice

- Without the teacher's assistance, students do a think-pair-share following the teacher's instructions:
- Students pull out their notebooks or a sheet of paper and write their informative data.
- Individually, students draw a line to separate their paper sheets in two columns. After, they write the question "Who is your role model?" And write the names of 3 people that they admire the most. Then, students reflect and select one of them as their role model.
- Students write the second question "How old do you think he/she is?" And answer with the possible age of the person selected.
- Students write the third question "What is he/she like?" and select three adjectives from the vocabulary section that better describe the individual they have chosen.
- Students write the fourth question "What has he/she done to impress you?". They reflect and write two things that this person has done to impress them.
- Students group in the pairs assigned by the teacher.
- Students use the second column to ask their pairs the four questions about their role models. For this, students will ask one question at the time and write their partners' answer to promote individual accountability, equal participation, and appropriate usage of social skills.
- Once they finish sharing, students will help each other to join the ideas from the questions to structure a rough paragraph with a concluding phrase.
- Finally, some pairs are invited to share their paragraphs with the class.

Independent Practice

Individual:

- As homework students use the application Grammarly to improve their written pieces. Link: <https://app.grammarly.com/>
- Once they finish, they will send a screenshot of their creations through WhatsApp or Messenger group.

Resources: Grammarly

Assessment

Individual work: Students' participation, students' homework on Grammarly

Group work: Think-pair-share activity, students' worksheets.

Materials: Students' notebooks

Lesson plan 10	
Class: First-year BGU	School year: 2022 -2023
1º “B” BGU Nº students: 35 21 boys and 14 girls Age: 14 – 17 years old	Topic: The creator and his creations
Language level: A2.2	Type of institution: Public
1º “B” BGU Date: Wednesday 04 and Thursday 05 of January 2023. Schedule: Wednesday: 11:40-13:00 Thursday: 11:00-11:40 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
Projector Laptop Google slides WhatsApp & Facebook Lite	At the end of the week students will be able to recall and use previous vocabulary and writing rules to communicate their thoughts via WhatsApp and Facebook Lite applications.
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students play taboo game to recall previous vocabulary. For that, students listen to the teacher’s instructions: <ul style="list-style-type: none"> - A paper bag is placed on a table with taboo cards inside of it about previous vocabulary and writing rules. https://docs.google.com/document/d/1u_wIxb-2sw-07vK9iOJLG82x9C4qAlOM/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true - Students form in the usual groups of 4 of 5 assigned by the teacher. Then, students think of some creative names for their groups which are subsequently written on the board - Each group choses one of their members to pull out a card from the bag. - The selected learner, after taking a paper, tries to describe it to their teammates using solely mimic, body movement, or acting without saying a word. If the word is guessed then it is written under the group’s name. If not, is it put inside the bag again and the student selects another paper. - Each group will have 90 seconds to successfully guess as many words as they can. - To end the activity, the group with more words guessed on the board will receive a price. • Finally, students are told that at the end of the week, they will be able to recall early vocabulary and writing rules learnt throughout the whole lessons. However, in contrast to previous paper activities, they will use WhatsApp or Facebook Lite applications to work on the tasks. The teacher then explains to learners that this will help them to improve their performance in their writing mechanics, order, vocabulary, Language use, and content components as they will review prior insides. 	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> • In the same groups, students are assigned roles such as gatekeepers, quiet captains, and recorders. <ul style="list-style-type: none"> - All the group members will be recorders who will be in charge of taking notes about the topics presented by the teacher in an individual sheet of paper. - There will be a quiet captain who will guarantee the silence in the groups, while a gatekeeper will make sure that all members are fulfilling their roles and write any team-member names who fails to do so. • Then, students take some notes about five key previous topics projected in slides such as: 1) Writing rules on punctuation, capitalization, and spelling. 2) Word order in statements. 3) Vocabulary to describe inspiring people. 4) Appropriate answers to WH-questions. 5) Writing about role models. https://docs.google.com/document/d/1wIPFwJ_UdSI34uZsVdut9vsFHNSvawXn/edit?usp=share_link&oid=117895190814983393827&rtpof=true&sd=true • After students have taken the corresponding notes, the teacher explains that each group will post a summary of certain topics recently reviewed on the created WhatsApp or Facebook Lite groups. <p>Model</p> <ul style="list-style-type: none"> • The teacher models the task by writing on his own personal WhatsApp. • On the top of the message the teacher will write informative data including a Group’s name, Members names, 	

and course.

- Finally, the teacher will exemplify a rough summary about a topic including, the theory and examples.

Guided Practice,

Less guided Practice

- Without the teacher's assistance, in the same groups and roles, students do a variation of the cooperative strategy numbered-heads-together.
- All students are numbered from 1 up to the last member. Then, they are assigned one of the reviewed topics to work on.

Group N°	Topics
1-6	Writing Rules
2-7	Word order
3-8	Vocabulary to describe inspiring people
4	Appropriate Answers to WH-questions
5-9	Writing about role models

- In contrast to the first group activity in which all the members performed as recorders, in this task there will be just one recorder. This recorder will write the summary of a certain topic using the notes taken during the instruction stage on the WhatsApp or Facebook Lite group, just as previously exemplified in the modelling stage.
- The students who first performed as quiet captains and gatekeepers will be the same. Parenthetically, they will control the silence and guarantee equal participation respectively.
- All members but the recorder, will write an example each about the topic.
- Students are told that all members must be individually knowledgeable about the topic that they are synthesizing. For this to happen, the teacher will call a random number from 1 to 5, the students with this number will provide a short explanation of the theme. If the answer is appropriate, the teacher will sign the group's work done until that point. If not, there will be no mark.
- In the end, all groups must have at least 3 marks in their task for it to be graded. This will guarantee individual accountability, positive interdependence, and that students keep focused on the task.

Independent Practice

Individual:

- As homework students will copy the summaries made by their classmates from the group chat boxes in a separate piece of paper and send a photo of it through WhatsApp or Facebook Lite.

Resources: WhatsApp or Facebook Lite applications.

Assessment

Individual work: Students' participation, students' homework on summaries about previous topics.

Group work: Numbered-heads-together activity, students' post in the messaging communication apps.

Materials: Students' smartphones.

Lesson plan 11	
Class: First-year BGU	School year: 2022 -2023
1° "B" BGU Nª students: 35 21 boys and 14 girls Age: 14 – 16 years old	Topic: Pretest
Language level: A2.2	Type of institution: Public
1° "B" BGU Date: Wednesday 11 and Thursday 12 of January 2023. Schedule: Wednesday: 09:10-11h00 Thursday: 7:10-7:50 periods: 3	Pre-service teacher: Jonathan Sebastian Pérez Cañar
Materials	Lesson Objectives
Posttest Questionnaire	Administration of the posttest to identify the effectiveness of cooperative learning on writing skills of the target group. Administration of the questionnaire to explore the students' perceptions towards the use of cooperative learning to enhance their writing skills.
Warm-up and Objective Discussion	
• Do not apply	
Instruct and Model	
Instruct • Do not apply Model • Do not apply.	
Guided Practice	
• Do not apply.	
Independent Practice	
• Do not apply.	
Assessment	
• Do not apply.	