



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

TITLE

COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE GRAMMAR COMPETENCE AMONG STUDENTS OF NINTH YEAR OF BASIC EDUCATION, MORNING SESSION AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTIN AGUIRRE” IN THE CANTON OF SOZORANGA DURING THE 2020-2021 SCHOOL YEAR.

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

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The present research work entitled **COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE GRAMMAR COMPETENCE AMONG STUDENTS OF NINTH YEAR OF BASIC EDUCATION, MORNING SESSION AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTIN AGUIRRE” IN THE CANTON OF SOZORANGA DURING THE 2020-2021 SCHOOL YEAR.,** under the responsibility of the undergraduate student **HARMAN ELIUD ABAD ALVERCA** has been thoroughly revised and fully analyzed: therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

I dedicate my thesis to my appreciated mother Maria for her words of encouragement, for all her efforts and sacrifices throughout my career, my gratitude for her support. Furthermore, I devote this thesis to my brothers Jamil and Fabian who always were a guide and shared with me their valuable experience as English teachers.

Finally, I award this work to my wife Erika, for her unconditional support and encouragement that she gave me during the development of this work.

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**CROQUIS DE LA INVESTIGACIÓN
COLEGIO DE BACHILLERATO DR. MANUEL
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a. TITLE

COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE
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BASIC EDUCATION, MORNING SESSION AT COLEGIO DE
BACHILLERATO “DR. MANUEL AGUSTIN AGUIRRE” IN THE
CANTON OF SOZORANGA DURING THE 2020-2021 SCHOOL YEAR.

b. RESUMEN

El objetivo principal de la investigación fue mejorar la competencia gramatical a través de la aplicación de técnicas de aprendizaje colaborativo en los estudiantes de noveno año de Educación Básica en el Colegio de Bachillerato Dr. Manuel Agustín Aguirre en el cantón de Sozoranga durante el año escolar 2020-2021. Se escogieron los métodos científico, descriptivo, estadístico, y analítico-sintético para encontrar información acerca de técnicas de aprendizaje colaborativo, describir las etapas de estudio, interpretar y representar los resultados obtenidos. Los datos se recopilaron mediante pruebas y cuestionarios los cuales fueron aplicados a 11 estudiantes. Así mismo, hojas de observación y notas de campo fueron útiles para registrar el progreso y actitudes de los estudiantes. Ellos tuvieron una mejora significativa en la competencia gramatical, en los cinco indicadores: acuerdo sujeto-verbo, orden de las palabras, imperativos, oraciones declarativas e interrogativas. En conclusión, la aplicación de técnicas de aprendizaje colaborativo mejoró la competencia gramatical de los estudiantes y las habilidades grupales, mejoraron las relaciones entre compañeros y los motivó a participar durante las tareas.

ABSTRACT

The main objective of the research was to improve grammar competence through the use of collaborative learning techniques among students of the ninth year of Basic Education at Colegio de Bachillerato Dr. Manuel Agustin Aguirre in the canton of Sozoranga during the 2020-2021 school year. The scientific, descriptive, statistical, and analytic-synthetic methods were selected to find theoretical information about collaborative learning techniques, describe the stages of study, interpret and represent the results obtained in the research. Data was collected through tests and questionnaires which were applied to 11 students. Similarly, observation sheets and field notes were useful to record students' progress and attitudes. They had a meaningful improvement in grammar competence in the five indicators: subject-verb agreement, word order, imperative, declarative and, interrogative sentences. In conclusion, the application of collaborative learning techniques improved students' grammar competence and group skills, enhance classmates' relationships, and motivated them to participate in the tasks.

c. INTRODUCTION

It is well known that grammar refers to the way that a language works, the correct way to use it, how words fit together to form sentences and paragraphs, and how a language is used. Grammar is not just for avoiding mistakes. Understanding how grammar works is fundamental for all EFL learners.

Good grammar knowledge will not necessarily make you an expert writer or speaker. However, it is recognized that it will help make you a more effective writer and speaker. Good grammar knowledge enables you as an English learner to understand what makes a piece of language successful so that it will be understandable for people. Also, it helps students to know how to put words into coherent sentences, and how to form those sentences into paragraphs that successfully convey your meaning. The various sections, listed above, provide a useful grammar overview, and its importance.

In spite of the importance of grammar in learning English language, students find it difficult to deal with all the aspects that grammar competence involves such as, communicative competence, lexis, syntax, word order, etc. These are the problems that learners face with grammar and make the production of a piece of language harder for them. So, to improve grammar competence enable students to communicate something fluently and accurately.

Through the observation of students of ninth year at Colegio de Bachillerato “Dr. Manuel Agustín Aguirre”, the problem with grammar was evident. They have difficulties mainly with word sentence order, imperative, declarative sentences, interrogative sentences and subject-verb agreement. In this context was necessary

to investigate how can collaborative learning techniques help to improve grammar competence.

Collaborative learning techniques were selected to enhance grammar competence due to it offers a good environment for learners who are more motivated to complete tasks, to participate actively in a group than individually. Moreover, collaborative learning techniques help to develop communicative skills which are essential at the moment of producing a piece of language in a written or oral way.

d. LITERATURE REVIEW

COLLABORATIVE LEARNING TECHNIQUES

This section contains all the theoretical aspects about Collaborative Learning Techniques (CoLTs). First, some definitions of collaborative learning according to some authors. Second, the importance of collaborative learning in education. Finally, the description of the types of CoLTs is presented in which it is included *pair work, group work, group grid and team jeopardy* as the techniques selected for this research and its explanation.

What is Collaboration?

“Collaboration is a process in which people share information, resources, and responsibilities to jointly plan, implement, and evaluate a program of activities to achieve a common goal.” (Camarinha-Matos, Luis & Afsarmanesh, Hamideh, 2008). This means that in collaboration each member works with other in preparing a plan to achieve a desirable goal.

Collaborative Learning

Smith and MacGregor (1992) cited by Barkley et al. (2014) mention that Collaborative learning is a term that reports a variety of educational approaches that involve joint intellectual work by learners, or students and teachers together. Thus, in collaborative situations they are able to work in groups of two or more members, mutually searching for understanding, solutions, meanings, or creating a product. Collaborative learning is based on the idea that learning is a naturally social act of humans. Srinivas, H. (2011) cited by Laal & Laal (2012) consider that learners into

the collaborative learning environment are coping both socially and emotionally since they have to listen to different perspectives of the others, articulate and preserve their own ideas. In this way, learners have the opportunity to talk with peers, present and defend their ideas, exchange thoughts, discuss situations, and participate actively in the learning process.

Collaborative learning, also, is two or more students working together and sharing the workload equitably as they progress toward intended learning outcomes. Consequently, as well as collaborative learning gives students the opportunity to improve their group skills, it also provides teachers many opportunities such as observing student's interaction; explaining their reasoning; asking questions, and discussing ideas and concepts. Barkley et al. (2014), collaborative learning is a situation in which two or more people learn or try to learn something as a whole.

Importance of Collaborative Learning

People engaged in this collaborative process take advantage of one another's resources and skills either asking one another for information, evaluating one another's ideas, monitoring one another's work, developing a task, etc. According to Bruffee (1995), "collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles". In other words, it is understood that in collaborative learning, students participate in a common task in which each one has their own role, depends on, and is responsible for the other.

One of the main reasons to use collaborative learning is that it serves as a good practice in the area of teaching. As Aileen et al. (2015) say students will be less

inhibited to express their ideas and also will be more receptive to their peers' feedback when collaborative learning techniques are applied. Gjergo & Samarxhiu (2014) state that collaborative learning techniques offers many advantages, ranking them in order of importance it is said that it:

- Encourages contact between students and teachers
- Develops reciprocity and cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning.

Collaborative Learning Techniques

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

In the same regard, it is important to consider that the role of the instructor in collaborative learning includes the following responsibilities: designing the task; orienting students to the goals and purposes of collaborative learning; making decisions about size, duration, and operation of the learning groups; assigning the task in ways that support efficient accomplishment; assuring active, constructive participation; and assessing learning (Shindler, 2009).

Types of Collaborative Learning Techniques.

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

Discussion CoLTs. This CoLT encourages students' equal participation through the exchange of ideas. Teacher presents a question or a prompt so that students brainstorm about it giving their own points of view. Examples: Think-Pair-Share, Round Robin, Buzz Groups, Talking Chips, Three-Step Interview, Critical Debate.

Reciprocal teaching CoLTs.

Students teaching other students may be the most effective method of teaching. Through this CoLT, students develop a sense of interdependence in the way that they attempt to understand a topic to then teach it to their peers. Examples: Pair Work, Note-Taking Pairs, Learning Cell, Fishbowl, Role-Play, Jigsaw, Test-Taking Teams.

Problem-solving CoLTs.

The reason for this CoLT is that there is a cognitive theory that provides support for the idea that knowledge learned and used in a realistic problem-solving context is unforgettable. Examples: Group Work, Think-Aloud Pair Problem-solving, Send-Problem, Case Study, Structured Problem-Solving, Analytic Teams.

Organizer coLTs.

It is useful for visual learners, graphic organizers help students discover the patterns and relationships among ideas or content of a topic. Examples: Group Grid, Affinity Grouping, Team Matrix, Sequence Chains, Word Webs.

Writing CoLTs.

It allows students more opportunity for language processing, writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation (Jarmer, 2007). Examples: Dialog Journals, Round Table, Dyadic Essays, Peer Editing, Collaborative Writing, Team Anthologies, Paper Seminar.

Games CoLTs.

It is useful in order to review a topic or present a new one. Through this technique, students feel motivated to participate actively through mixed teams. Also, this allows immediate feedback of the content. Examples: Team Jeopardy, Team Scavenger Hunt, Quiz, Friendly Feud, Team Games Tournaments.

After reviewing these collaborative learning techniques established by Barkley, four techniques are considered with a closer look to be implemented in the research work.

Pair Work. Baleghizadeh and Shima (2014) suggest that pair work has positive influences to learners’ motivations. Consequently, learner-learner interaction is effective for most English foreign language classes; it gets learners’ attention and keeps their interest in learning. Nevertheless, it could be unsatisfying if peers are not at the same level. The probabilities of using their mother tongue are greater, and

students may miss the point of the activities for the lesson talking about different things. According to the Ministerio de Educación del Ecuador (2016), “pair work and group work are essential elements in the ELT classroom, where risk-taking, trial and error, and real-time feedback can take place”. Likewise, simple collaborative tasks should be implemented from EGB elemental not only to get them ready for the media and superior levels, but also to develop their linguistic creativity, as well as verbal/nonverbal communication.

Group Work. According to Smith (1998), Collaborative learning groups exist in many sizes and forms and work together to achieve an array of objectives. Groups vary according to the goal, the activity, and the length of time students will labor together, although these different aspects are interrelated. With these attributes in mind, groups can be classified as informal, formal, or base. Informal are formed quickly and randomly and are primarily used in onsite classes as a break out to a longer class activity. A teacher might, for example, take a break during lecture and ask students to effort with others to respond to a question, solve a problem, or brainstorm ideas. (Smith, 1998)

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

Group membership. In the same regard, Smith (1998) states that there are many ways to constitute groups: membership can be random, students are selected, or

teacher determined; membership can be based on interests, abilities, attitudes, or a host of other characteristics; and groups can be heterogeneous or homogeneous.

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

Brookfield & Preskill (1999) sets that homogeneous grouping offers advantages for some kinds of learning activities. For example, students who share common characteristics may feel sufficiently at ease with each other to discuss or explore highly sensitive or personal issues. Homogeneous groups may also master most efficiently highly structured skills-building tasks, since students can communicate with each other starting from a similar level of knowledge (Barkley, 2014 p. 79).

Group Grid. This CoLT uses graphic organizers as a flexible tool to help students summarize texts or to sort and remember key facts and ideas. Barkley, Major, & Cross, (2017) state that this collaborative learning technique “is most useful in introductory-level courses where students are building basic schema, learning a large number of new terms, and trying to understand the categorization rules of the discipline”. To apply this technique into classroom, the following steps are necessary: divide the class in pairs or groups of four, teacher hands out a blank grid worksheet and an information sheet, students analyze the information of the worksheet and sort the items below the corresponding categories in the blank grid sheet, they may cut and paste the pieces of information or transcribe it. Additionally,

groups interchange their worksheets and check for mistakes on their classmates' task.

Team Jeopardy. It is a collaborative game technique in which students choose categories/questions to answer. It is really useful for motivating students to actively participate in class and to adopt more responsibility for learning, and it provides opportunities for teamwork. According to Barkley, Major, & Cross, (2014), team jeopardy technique helps students to deepen their understanding and reinforce students' learning of concepts and principles previously taught; and, adds variety to classes by providing a funny environment for the instructor and students alike. It also offers a fast-paced way for students to review course content in different ways. To apply this technique, the class has to be divide in groups of three or four, and the teacher must explain the stablished rules and time for each stage. Then, the teacher forms the groups and determines the way in which they should start. Consequently, student teams start choosing a category and a point value from the chart. After selecting a category, students have to accomplish several tasks like: order the statements, change the sentences from affirmative into negative and vice versa, based on the answer formulate the questions, describe the pictures and so on. If students' answer is right, the amount of points chosen will be added; if not, these points will be subtracted.

Assessing Collaborative Learning

According to Marcinek (2011), "creating collaborative assessment is to provide an outlet for your students to present or demonstrate what they have learned". Assessing the collaborative work of students has been considered a tricky subject

in educational research and practice. In this respect, Baker (2015) claims that it is necessary for teachers to evaluate students' abilities and their contributions to collaborative work individually. Evaluating individual contributions when collaboration has happened may be hard. Therefore, most teachers decide on a combination of individual and group evaluation, in which individual tests following collaboration and the quality of the collaborative product are emphasized (Baker, 2015).

On the other hand, collaborative assessment may be achieved through portfolio conferences, where the progress of students is discussed. According to O'Malley & Valdez (1996), in this kind of assessment "Not only do students learn more about their strengths and weaknesses and the status of their personal goals, but also teachers learn about how each student sees his or her own work and the effectiveness of classroom activities".

Peer assessment in writing allows students to gain skill in discussing each other's work. Students not only exchange papers and look for mistakes, they also use a scoring rubric to rate their classmate's task. In addition to assessment, it is necessary for the teacher to consider assessing all domains of writing, especially composition, sentence construction, word usage, and mechanics (O'Malley & Valdez, 1996).

According to Valente (2016), the first step in designing any assessment of learning is determining the purpose of it, he has identified three types of assessment which have specific purposes, they are:

- Formative assessment, permitting to redefine improved strategies and processes of learning, by involving student groups and teachers, using simple assessment instruments, well-targeted and clearly defined objectives;
- Self-assessment, involved on individual and personal reflection, focusing on commitment, motivation, engagement in teamwork and overcoming personal goals. Group goals can be realized with checklists or progress level scales (e.g. I cannot do this yet, I can do this alone, I am fully capable etc.) applied over a pre-set timeline (e.g. before a new topic), systematically (e.g. weekly) or at particular milestones while performing projects or tasks (e.g. at the beginning, in the middle, at the end of the projector task);
- Summative assessment, pointing to provide a formal academic record of students' learning progress and used to establish proficiency levels.

GRAMMAR COMPETENCE

In this section all the aspects that grammar competence involves are presented. First, there are definitions of grammar according to some authors. Second, the term grammatical competence is explained. Finally, the five indicators proposed to be improved are presented.

What is Grammar?

According to Thornbury (2002), grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of a sentence. The same author, mentions that grammar is a description of the rules that govern how language's sentences are formed.

Duignan (2020) defines grammar as a set of language's rules governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. In other words, grammar is an essential part that rules all the aspects of a language.

Richards (2020) states grammar as a system of rules utilized to create sentences, it refers to the knowledge of parts of speech, tenses, phrases, clauses, and syntactic structures used to create grammatically well-formed sentences. It means that through grammar is possible to produce a piece of language correctly in an oral or written way.

Grammatical Competence

Grammatical competence refers to sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactical, and phonological

features of a language and to make use of those features to interpret and form words and sentences. Grammatical competence is not linked to any single theory of grammar and does not include the ability to state rules of usage. One demonstrates grammatical competence not by stating a rule but by using a rule in the interpretation, expression, or negotiation of meaning.

According to Richards (2016), there are two dimensions to grammatical knowledge (also known as grammatical or linguistic competence) that are central in second language learning and teaching:

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

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

Canale and Swain (1980) defines grammatical competence as the type of competence in which it focuses on the use of lexical items, morphology rules, syntax, semantics, and along with the aspect of phonology (pronunciation).

The formation of grammatical competence grammar is viewed not withdrawn from the context, and integrated into the communicative situation or communicative context. That can promote successful communication. Grammatical competence may be formed by the conscious assimilation of regulations or in combination with semantic and situational characteristics of communicative interaction. It is advisable to form grammatical competence based on text grammar.

In agreement to the “Common European Framework of Reference for Languages” formal grammar can be seen as a set of principles that govern the number of elements and arrange it in a meaningful and complete series (sentence). It means that being grammatical competent involves the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed in accordance with these principles which is an essential part in the formation of learners.

According to Yule (2010), being grammatical competent refers to the mastery of a language which implies to know the process of describing the structure of sentences in such a way that learners account for all the grammatical sequences in a language and structures such as: word order, subject-verb agreement, and types of sentences.

Word Sentence Order

It states the way in which words are organized in a sentence. In linguistics, word order is referred to as the study of the order of the syntactic constituents of a language. To simply put it, word order is the order of subject (S), verb (V) and object (O) in a sentence (Souadkia, 2017). To determine the proper sequence of words in sentences, it is needed to understand what the subject, verb and object(s) are.

Subject-verb Agreement

A subject ought to agree with its verb in number. In other words, in the event that a subject is singular, the verb must be singular; in case the subject is plural, the verb must be plural.

Once you use a verb, you have got to say who or what is doing the activity. This ‘who or what’ is the subject of the verb. The subject and the verb coordinate each other. You say that the subject and the verb concur when they coordinate each other.

- I walk for the park.
- She eats eggs for breakfast.

Sangeant (2007), states that if the verbs have an extra “s” or “es” this form of the verb is called the third person singular. It is used when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

- My father **watches** Tv.
- She **talks** with her friend.

There are some rules to make the person singular of the verbs:

Rule 1. Verbs that ends in **-sh, -ch, -ss, -x, -zz** and **-o**. The third person singular form of some verbs is made by adding **es** at the end.

Watch-watches wash-washes kiss-kisses fix-fixes go-goes

Rule 2. Verbs that end in **y** have a vowel before the **y**. Just add **-es-** at the end of these words to make the third person singular form.

Carry-carries marry-marries fly- flies cry-cries

However, verbs that ends in **y** and have a consonant before the **y**. Just add an **s** at the end to make the third person singular form.

Play-plays say-says stay-stays

Analyzing the sentence: **Juan likes cats**, it is stablished that the verb loves “agrees with” the noun Juan. This agreement is based on two categories: the category of

number, that is, whether the noun is singular or plural; and the category of person, which covers the distinctions of first person (involving the speaker), second person (involving the hearer) and third person (involving any others). In subject-verb agreement, subjects and verbs must agree with one another in number and person.

There are eight rules for subject-verb agreement:

Rule 1. In present tenses, nouns and verbs form plurals in opposite ways: while nouns add an s to the singular form, verbs remove an s from the singular form. For example:

The cat **chases** the mouse / The cats **chase** the mouse

Rule 2. A phrase or clause between subject and verb does not change the number of the subject. For example:

The women who were to the meeting were polite. (The verb were agrees with the subject women, not with meeting).

Rule 3. Singular indefinite pronoun subjects, for instance: each, either, no one, everyone, everything, somebody, etc. take singular verbs. Consequently, plural indefinite pronoun subjects like: several, few, both, many, take plural verbs. However, some indefinite pronouns such as: some, any, none, all, most, may be either singular or plural: with uncountable, use singular; with countable, use plural.

For example:

Everyone was staring at the beautiful woman. Both work in the same office.

Some of the roses are white. Some of the sugar is on the saucer.

Rule 4. Compound subjects joined by and are always plural. For example:

A pencil and an eraser make writing easier.

Rule 5. With compound subjects joined by or/nor, the verb agrees with the subject nearer to it. For example:

Neither the teacher nor the students are irresponsible.

Neither the student nor the teacher is irresponsible.

Rule 6. Collective Nouns (group, jury, crowd, team, etc.) may be singular or plural, depending on meaning. For example:

The jury has awarded custody to the mother. The jury members have many problems.

Rule 7. Plural form subjects (e.g. news, measles, mumps, physics, etc.) may take a singular or plural verb depending on meaning. For example:

Politics is an interesting subject. The politics of the situation were complicated.

Rule 8: In sentences beginning with here is/are or there is/are, look for the subject after the verb. For example:

There are a hundred jokes in this comedy.

Sentences Types

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

Declarative sentences.

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

In a declarative sentence, the subject ordinarily comes at the beginning, and it is taken after by the verb. These sentences are the foremost common type. All the sentences we have looked at so far have been explanatory sentences.

- Maria is watching videos.
- He ate a pizza.

Interrogative sentences.

Within the same regard, an interrogative sentence is utilized in inquiring an address, and in looking for information. These are called yes–no interrogatives, because they expect either yes or no as the response. They always end with a question mark.

- Do you like music?
- Is this Wall Street?

Imperative sentences.

The same author mentions that "an imperative sentence is used to issue orders or instructions". Imperative sentences can be either positive or negative.

- Do not close the door.
- Wash the dishes.

Nelson (2001) affirms that imperative sentences commonly have no subject, as in these examples. However, the subject you may sometimes be included for emphasis.

- You, close the door.
- That was an amazing film!
- Wow, so beautiful!

Assessing Grammatical Competence

According to Thornbury (1999), grammar can be tested by means of what are called discrete-item tests, and oral performance tests.

Discrete-items tests: it is referred to that individual components of the learner's knowledge are assessed. The following sorts of questions can be utilized: sentence unscrambling, fill-in-the-blanks, error rectification, sentence completion, sentence combining, picture interpretation, inspired imitation, judging linguistic rightness, and altered cloze entries. Such designs test grammatical knowledge, but they do not survey whether test-takers can utilize linguistic use accurately in real-life talking or written. (Long & Doughty, 2009). These authors suggest some types of questions that can be used to assess grammatical competences aspects. However, those test are only available for evaluating grammatical knowledge not for evaluating learners' behavior in a real life situation.

e. MATERIALS AND METHODS

Materials

In performing this research work successfully was essential to use human, material and technical resources. Among the human resources were: 11 students of ninth year of Basic Education at Colegio de Bachillerato “Manuel Agustin Aguirre” who participated in the different collaborative learning techniques and acquired knowledge through them, the researcher who prepared the lesson plans and materials to be implemented in the research work, and the thesis advisor who gave recommendations to apply the intervention plan and to develop the whole research process. The material resources were flashcards and cards used to introduce new vocabulary and teaching meanings, charts were used to summarize or reinforce the information presented in the lesson, and team jeopardy charts as a tool to practice imperatives, questions, and declarative sentences. In the same regard, the technical resources were a computer to prepare the materials, cellphone to be in touch with students and zoom platform in accordance with internet for developing of the online classes into the project.

Design of The Research

This research work was based on the steps proposed by Burns (2015), who mentions that action research in education is a process that involves finding out immediate solutions in the teaching-learning process. The principal aim is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. It includes four steps:

1. Observing students to detect an educational issue they face.
2. Planning a suitable strategy that solves the student's weaknesses.
3. Acting through the application of different instruments to collect data and the strategy planned, and
4. Reflecting on the results.

Based on Burn's stages this research work started observing that grammar competence is an issue among students of ninth year of Basic Education, morning session at Colegio de Bachillerato "Dr. Manuel Agustin Aguirre", in the canton of Sozoranga during the 2020- 2021 school year. A review of the theoretical references about collaborative learning techniques as a solution to the problem was reviewed for planning an action in order to solve that issue, the researcher act applying four collaborative learning techniques (*pair work, group work, group grid and team jeopardy*) as the strategy proposed in a virtual modality due to the pandemic that is affecting the world, and the final step was reflecting on the results after finishing the intervention stage which was reported in the thesis work.

Methods, Techniques and Instruments

Methods.

For the correct development of this research project, it is necessary to use different methods that will serve to achieve the research objectives and to be able to propose a possible solution to the research problem. Accordingly, the research methods applied in the present investigation were:

The *scientific method* was important to study information about collaborative learning techniques to improve English grammatical competence. It directed the

researcher in searching for information to design the appropriate instruments such as: tests, questionnaires, observation sheet, field notes and then, the intervention plans. the *descriptive method* was suitable to provide a description before, during and after of the research. It helped to explain how the application of collaborative learning techniques improved grammar competence, the *analytic-synthetic method* assisted to interpret the main results that the researcher got through the application of the tests and questionnaires and to draw up the conclusions and, *the statistical method* allowed the researcher to process the information of the results obtained from the pre and post tests and from the pre and post questionnaires. And, it also helped to tabulate the information into tables and figures.

Techniques and Instruments

Tests.

There were two types of tests that are pretest- posttest. They were given at the beginning and at the end of the intervention plan; at the beginning it was given to measure the level of skill to be studied; and, at the end to quantify the level of skill achieved by the students after make a pretest-posttest comparing the dimension of the performance of grammar competence in the participants. The test had ten questions related to the five indicators of grammar competence that the researcher tends to improve. They were open, matching, multiple choice, completing and ordering questions. In the first question students had to write an imperative using the provided word and for the second one students matched the imperatives to their meanings. For question three and four questions learners worked with declarative sentences writing and rewriting some sentences. In the next two questions pupils

were asked for completing some sentences using the correct verbal form based on the subject. For questions seven and eight participants needed to write and complete some interrogative sentences according to the information provided. The last two questions were about word order in which students had to order scramble sentences and choose the sentence that was well written.

Questionnaires.

Questionnaires used were a pre and post questionnaire applied and the beginning and at the end of the intervention phase respectively. It contained five closed-questions, to measure students' answers. There were some scales like the agreement, frequency, importance and quality to measure attitudes, preferences or opinions of the participants of the ninth grade at Colegio de Bachillerato Dr. Manuel Agustín Aguirre, related to the application of collaborative learning techniques to improve grammar competence.

Observation sheets.

They allowed the researcher to observe the students' performance during the lessons. The researcher used them to register what happened in class in order to improve for the next intervention class. This observation sheet was an instrument for the researcher that described accurately and comprehensively all the relevant aspects about the indicators of the dependent variable.

Field notes.

The field notes were used to register the activities developed and significant events that happened in the class such as, students' performance, strengths, weaknesses and problems faced during the application of the research work.

Population

The population that was considered in this research was the students ninth year of Basic Education at Colegio de Bachillerato Manuel Agustin Aguirre. They were eleven students, four girls and seven boys. They were all about twelve to fifteen years old.

Description of the Intervention Plan

The objective of this study was to improve grammar competence through collaborative learning techniques to help students of ninth grade to improve their English language learning as a foreign language. Due to the fact that this was an action-research study, the application of the intervention plan was carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that ninth grade students have difficulty in grammar, the main problem was that they confuse and mix the grammatical rules of English with those of their mother tongue, which is Spanish.

Being this concern, the researcher asked himself whether there are some different techniques that would better prepare students to improve grammar competence. Therefore, having read some mainstream literature on grammar, the researcher found out that collaborative learning techniques as a possible solution.

Phase 2. Planning.

As a consequence, to remedy the ninth grade weaknesses on grammar, lessons plans were presented, which were organized with short activities. An activation,

connection and affirming phases into the lesson plan were utilized to guide, control and practice grammar competence among students.

Phase 3. Action.

The plan of action was developed during 10 weeks of 3 hours each one. One hour of the weeks 1 and 10 was devoted to the administration of the data collection instruments (pre and posttest and questionnaires) and the rest for the development of the lesson plans, the 10 weeks were developed with lesson plans and using zoom platform to performing the classes.

Phase 4. Observation.

During the intervention, the researcher was a monitor and recorded ninth grade students' reactions and achievements to the planned activities by means of a pre and posttest, a pre and post questionnaire, observation sheets and field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher reflected critically upon the effectiveness of the use of collaborative learning techniques to improve grammar competence among ninth grade students.

f. RESULTS

Pretest Results

a. Table 1

Pre-Test Scores of Ninth Year Students of Basic Education in Grammar Competence

Students' code	I /2	DS /2	SVQ /2	IQ /2	WO /2	SCORE /10
CBMAA901	0.50	0.25	0.50	0.50	0.75	2.50
CBMAA902	1.20	0.75	1.00	0.50	1.25	4.70
CBMAA903	0.65	0.75	1.25	0.25	0.25	3.15
CBMAA904	1.20	0.25	1.25	0.50	1.00	4.20
CBMAA905	1.00	0.00	1.25	0.50	1.00	3.75
CBMAA906	1.00	0.00	1.75	0.00	0.75	3.50
CBMAA907	1.40	0.00	1.00	0.25	0.25	2.90
CBMAA908	1.00	0.25	0.75	0.00	1.25	3.25
CBMAA909	1.10	0.50	1.00	0.50	0.25	3.35
CBMAA910	1.00	0.25	1.00	0.50	1.00	3.75
CBMAA911	0.00	0.75	0.00	0.00	0.00	0.75
Mean	0.98	0.34	0.91	0.32	0.70	3.25

Note: CBMAA= Colegio de Bachillerato Manuel Agustín Aguirre, 01= Students' code, I= Imperatives. DS= Declarative Sentences, IQ= Interrogative Questions, SVA= Subject Verb Agreement, WO= Word Order.

b. Interpretation and Analysis

The mean score of students obtained in the pretest was 3.25/10 in grammar competence. This result shows based on the grading scale learners are in poor level (see grading scale on page 133) which is reflected in students' knowledge about grammar competence.

The highest mean of 0.98/2 in imperatives shows that students had more knowledge about simple structures like imperatives, especially in the most common commands they always use in the classroom. However, they had problems with the construction of imperatives that include more complicated verbs. On the other hand,

the lowest mean 0.32/2 was in interrogative sentences. Their big problem was in the use of auxiliaries and Wh-words to ask questions in the tense required.

It was evident that students need to be more skilled in grammar aspects in order to become more competent in grammar, mainly in the construction of sentences as declarative, imperatives and with emphasis on interrogative sentences. These ideas agree with Yule (2010) who denotes grammar competence as the mastery of a language which implies to know the process of describing the structure of sentences in such a way that learners account for all the grammatical sequences in a language and structures such as: word order, subject-verb agreement, and types of sentences in which is included interrogative sentences.

Comparison of the Pre and Post Questionnaires Results

Objective Four: To apply the most suitable collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.

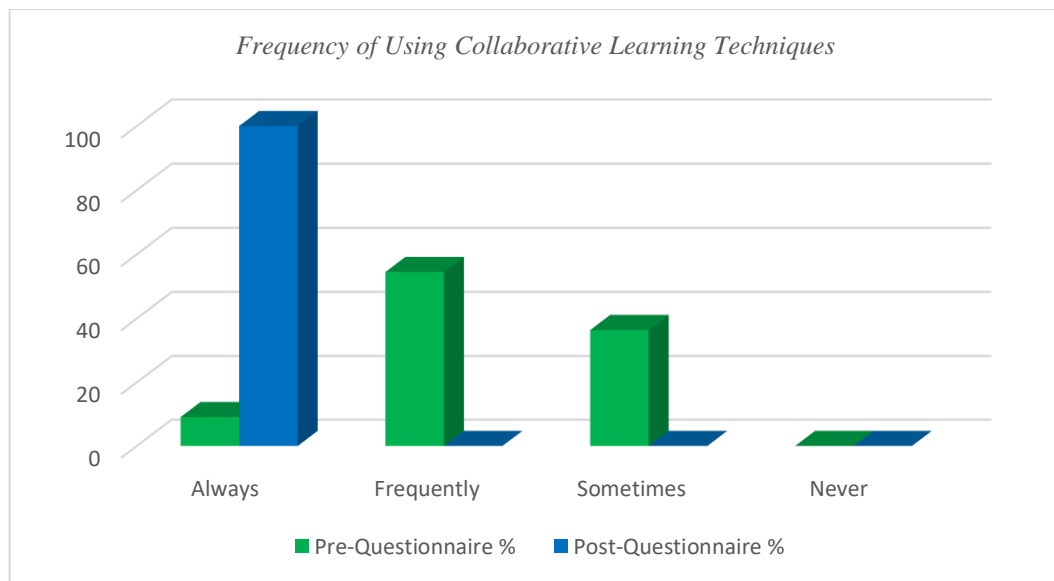
Questions 1: How often does your English teacher use collaborative learning techniques to teach grammar in class?

a. Table 2

Frequency of Using Collaborative Learning Techniques

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	9.1	11	100
Frequently	6	54.5	0	0
Sometimes	4	36.4	0	0
Never	0	0.0	0	0
TOTAL	11	100.0	11	100

b. Figure 1



c. Interpretation and Analysis

Results in Table 2 reflects that more than half of students (54.5%) agree that collaborative learning techniques are frequently used to teach grammar. This indicates that students have already worked in groups, pairs or teams before the intervention, but their interaction was not good enough to develop their collaborative skills, since some students worked while others not; this certainly is an obstacle for them to improve their grammar competence. However, after applying the intervention plan all students (100%) affirmed that collaborative learning techniques were always used in classes to teach grammar. They said that group work, pair work, group grid and team jeopardy helped them to establish a better relationship and work cooperatively, they learned to work as a team since the organization of the groups was different in each class, this is why they also strengthened their ability to understand and produce better grammatical structures.

According to Smith (1998), collaborative learning techniques exist in many sizes and forms and work together to achieve an array of objectives. Groups vary according to the goal, the activity, and the length of time students will labor together, although these different aspects are interrelated. In the same regard, David (1991) mentions that heterogeneous grouping is better because working with diverse students exposes individuals to people with different ideas, backgrounds, and experiences which is reflected in that diverse groups are more productive and effective in the development of tasks.

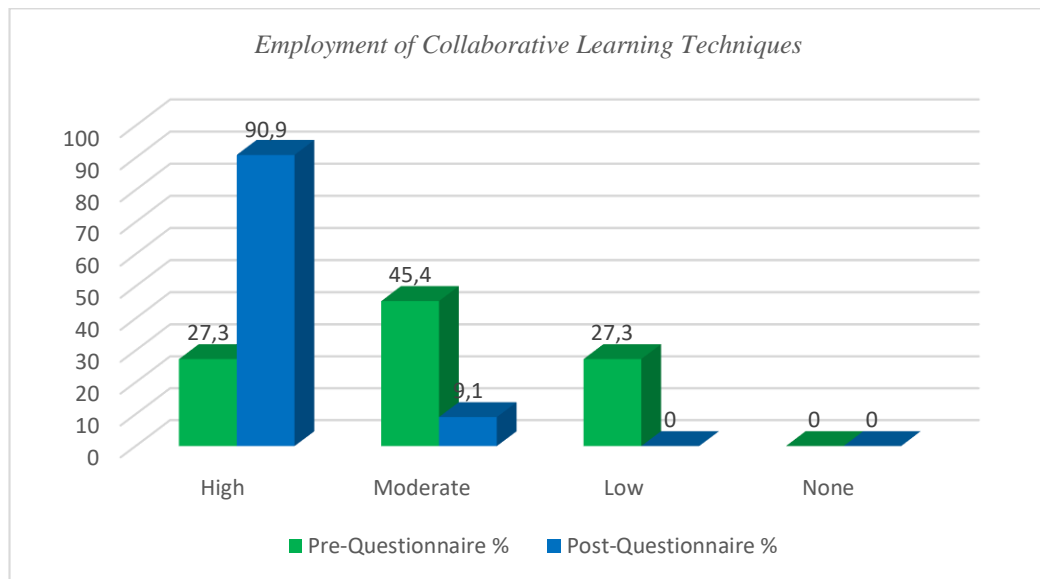
Questions 2: To what extent do you think that your teacher employs collaborative work to improve your grammar competence?

a. Table 3

Employment of Collaborative Learning Techniques

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	3	27.3	10	90.9
Moderate	5	45.4	1	9.1
Low	3	27.3	0	0
None	0	0	0	0
TOTAL	11	100.0	11	100.0

b. Figure 2



c. Interpretation and Analysis

Based on the results of Table 3 several students (45.4%) think that the teacher is applying moderately collaborative work to improve their grammar competence. This answer verifies students worked regularly in groups and the same group. This way, they were comfortable developing their class activities, but they need to work most of the time cooperatively. However, after the intervention plan, most of students (90.9%) answered that collaborative groups were used to a high extent. This demonstrates that students' cooperative work increased, even they worked at randomly and in different groups. Additionally, they helped each other, discussed and cooperated to complete grammar activities successfully which encouraged them to improve their grammar competence.

This is supported by Le, Janssen, & Wubbels (2018) who state that collaborative learning techniques help students to develop their cognitive and collaborative skills; they grasp knowledge easily and solve tasks effectively in groups.

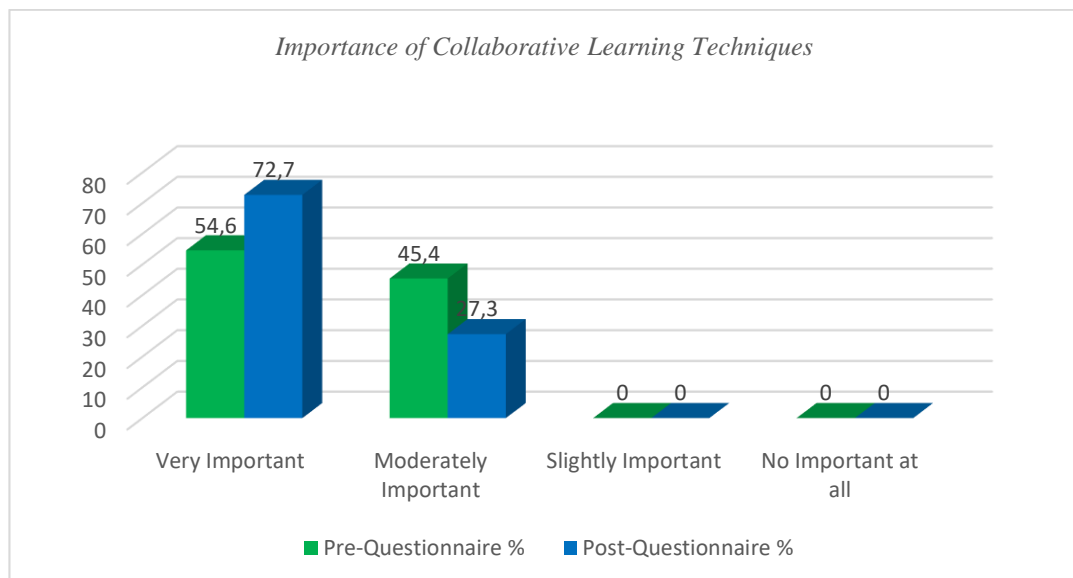
Questions 3: How important do you think are collaborative learning techniques to improve your grammar competence?

a. Table 4

Importance of Collaborative Learning Techniques

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very Important	6	54.6	8	72.7
Moderately Important	5	45.4	3	27.3
Slightly Important	0	0	0	0
Not Important at all	0	0	0	0
TOTAL	11	100.0	11	100.0

b. Figure 3



c. Interpretation and Analysis

Table 4 illustrates that more than half of students (54.5%) consider that collaborative learning techniques are very important to improve their grammar competence. Students' answers demonstrated they are aware of the advantages that collaborative learning techniques have such as, the interaction between students to complete tasks. However, while students were working in groups they did not have a specific organization so, they wasted more time in completing a task.

In contrast, after the intervention plan, the percentage of students who think cooperative learning techniques are important increased to 72.7%, many students asserted that it is very important to work through collaborative learning techniques like pair work or group grid due to they can discuss and ask for help to their partners to clarify doubts. Also, they stated that collaborative learning techniques permitted them interact with their partners and organize the work. Now, they take a role in the group to complete tasks quickly and successfully.

Gjergo & Samarxhiu (2014) state that collaborative learning techniques offer many advantages, ranking them in order of importance it is said that it: encourages contact between students and teachers; develops reciprocity and cooperation among students; encourages active learning; gives prompt feedback; emphasizes time on task; communicates high expectations; respects diverse talents and ways of learning.

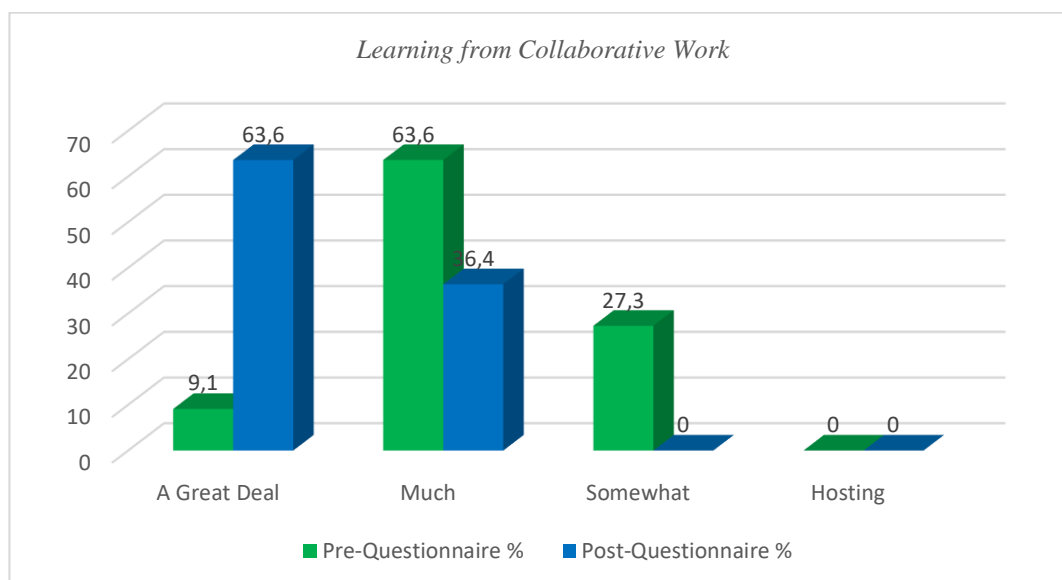
Questions 4: How much do you learn about grammar when your instructor uses collaborative work in the English classes?

a. Table 5

Learning Grammar through Collaborative Work

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A Great Deal	1	9.1	7	63.6
Much	7	63.6	4	36.4
Somewhat	3	27.3	0	0
Hosting	0	0	0	0
TOTAL	11	100.0	11	100.0

b. Figure 4



c. Interpretation and Analysis

As it is seen in Table 5 more than half of students (63.6%) expressed that they learned much grammar through collaborative work. This reflects that students like to work cooperatively and share knowledge in the group. However, the grammar activities assigned were focused in making sentences and answering questions so,

students' improvement in grammar was poor. Nevertheless, after the application of the intervention plan, more than half of the students (63.6%) indicated that they learned a great deal when collaborative work was applied. The reason is because group work enabled and encouraged students to develop the grammar activities helping each other, giving feedback, and learning from each other. Students were more receptive with partners' criticism. Consequently, collaborative work increased students' grammar knowledge. Now, students are able to make different types of English sentences and to recognize correct verb forms.

Barkley, Major, & Cross (2014) argue that collaborative learning certainly improves a wide range of students learning outcomes. When students work in groups, everyone will depend on each other in their search for knowledge, and as a result the learning process becomes interesting and meaningful. As Aileen et al. (2015) say, students will be less inhibited to express their ideas and also will be more receptive to their peers' feedback when collaborative learning techniques are applied.

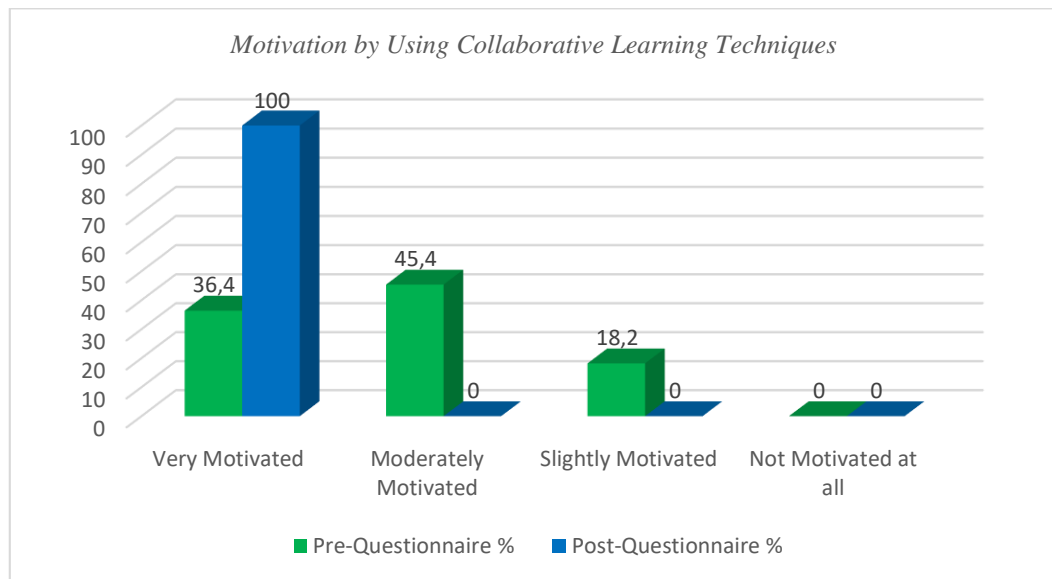
Questions 5: How motivated do you feel when your teacher applies collaborative learning techniques to improve your grammar competence?

a. Table 6

Motivation by Using Collaborative Learning Techniques

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very Motivated	4	36.4	11	100
Moderately Motivated	5	45.4	0	0
Slightly Motivated	2	18.2	0	0
Not Motivated at all	0	0	0	0
TOTAL	11	100.0	11	100

b. Figure 5



c. Interpretation and Analysis

Table 6 above shows that several students (45.4%) were moderately motivated when collaborative learning techniques are applied. This means, even students work in groups or in pairs they were not highly motivated because the group activities were always the same. They were only joined to complete book activities and prepare presentations. Therefore, their grammatical competence was not high as was expected.

On the other hand, once the application of the intervention plan finished all students (100%) answered they were very motivated to improve their grammar competence by using collaborative learning techniques. Students were involved in a different methodology in which they practiced and produce grammar correctly. They enjoyed working with their partners to complete the tasks due to they talked and interacted with others asking for information, presenting ideas, discussing

problems and clarifying doubts. they increased their participation when they work in groups than individually.

Srinivas, H. (2011) cited by Laal & Laal (2012) consider that learners into the collaborative learning environment are more motivated coping both socially and emotionally since they have to listen to different perspectives of the others, articulate and preserve their own ideas. In this way, learners have the opportunity to talk with peers, present and defend their ideas, exchange thoughts, discuss situations, and participate actively in the learning process.

Post Test Results

Objective Five: To validate the results obtained after the application of collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.

a. Table 7

Pos-Test Scores of Ninth Year Students of Basic Education in Grammar Competence

Students' code	I <i>/2</i>	DS <i>/2</i>	SVQ <i>/2</i>	IQ <i>/2</i>	WO <i>/2</i>	SCORE <i>/10</i>
CBMAA901	2.00	1.50	1.75	2.00	2.00	9.25
CBMAA902	2.00	2.00	2.00	2.00	2.00	10.00
CBMAA903	2.00	2.00	2.00	1.50	1.75	9.25
CBMAA904	2.00	1.50	2.00	1.50	2.00	9.00
CBMAA905	2.00	1.75	2.00	1.50	2.00	9.25
CBMAA906	2.00	1.50	2.00	1.75	2.00	9.25
CBMAA907	2.00	1.50	1.75	1.50	1.50	8.25
CBMAA908	2.00	2.00	1.50	1.25	2.00	8.75
CBMAA909	2.00	2.00	2.00	1.75	2.00	9.75
CBMAA910	2.00	1.50	2.00	1.50	2.00	9.00
CBMAA911	1.50	2.00	1.50	1.00	1.50	7.50
Mean	1.95	1.75	1.86	1.57	1.89	9.02

Note: CBMAA= Colegio de Bachillerato Manuel Agustín Aguirre, 01= Students' code, I= Imperatives. DS= Declarative Sentences, IQ= Interrogative Questions, SVA= Subject Verb Agreement, WO= Word Order.

b. Interpretation and Analysis

The results in Table 7 illustrates that the mean score obtained for students in the posttest was 9.02/10 in grammar competence. Based on the grading scale, this score displays that students are at an excellent level (see grading scale on page 133) which is reflected on students' oral and written communication, when they express utterances, discuss, or debate and in the use of grammar rules.

The highest improvement achieved by students was 1.95/2 in the construction of imperatives. Students increased their capacity to construct these sentences to give and follow orders, to make a request and produce advice.

On the other hand, the lowest improvement students obtained was 1.57/2 in asking questions, which demonstrates that they gained more knowledge about construction of these sentences to ask for information.

The students' improvement in grammar competence after the application of the intervention plan was meaningful. The application of collaborative learning techniques was successful to improve all the five aspects to become master in grammar competence as declarative sentences, interrogative sentences, imperatives sentences, subject verb agreement and word sentences order which allowed students the mastery in grammar.

Canale and Swain (1980) defines grammatical competence as the type of competence in which it focuses on the use of lexical items, morphology rules, syntax, semantics, and along with the aspect of phonology. It means that being grammatical competent involves the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed under these principles which is an essential part in the formation of learners.

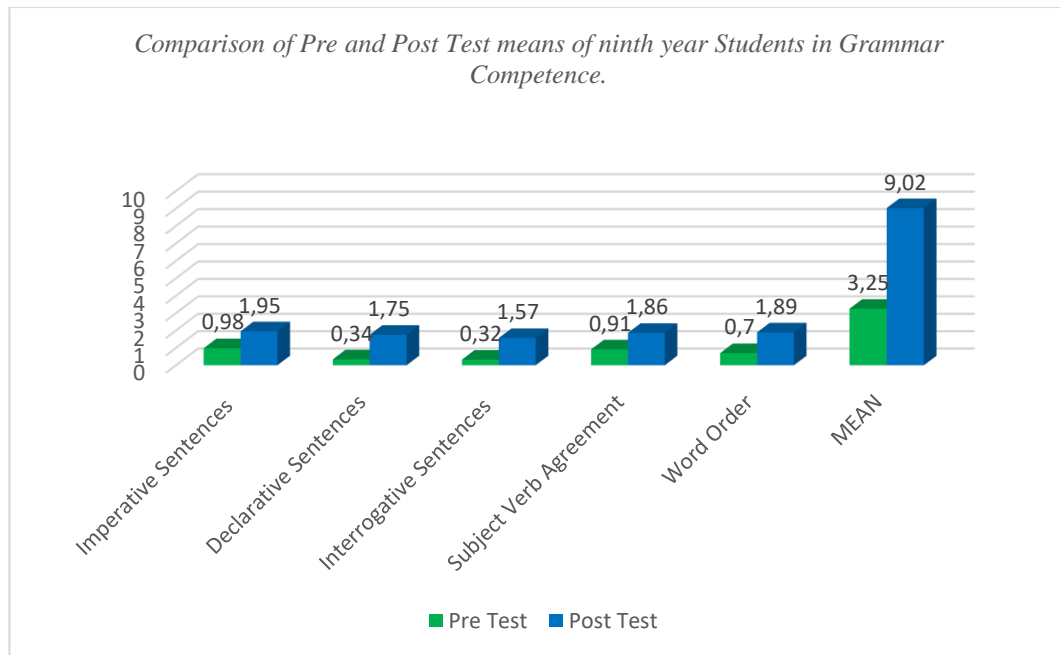
Comparison of the Pre and Post Tests Means.

a. Table 8

Comparison of Pre and Post Test means of ninth year Students in Grammar Competence.

	Pre Test	Post Test
Imperative Sentences	0.98	1.95
Declarative Sentences	0.34	1.75
Interrogative Sentences	0.32	1.57
Subject Verb Agreement	0.91	1.86
Word Order	0.70	1.89
MEAN	3.25	9.02

b. Figure 6



c. Interpretation and Analysis

Results illustrated in Table 8 and Figure 6 demonstrates the meaningful improvement that students reached in grammar competence after the application of the intervention plan. The mean score in the pretest was 3.25/10 increasing to 9.02/10 in the posttest. It is noticeable that students achieved enough knowledge to become competent in grammar. The best improvement was in imperative sentences. Their knowledge changed from 0.98/2 to 1.95/2 showing that students gain an excellent knowledge in the construction and use of structures. Additionally, students' scores changed positively in declarative sentences from 0.34/2 to 1.75/2; in interrogative sentences changed from 0.32/2 to 1.57/2; in subject-verb agreement from 0.91/2 to 1.86/2; and in word-sentence order from 0.70/2 to 1.89/2. In fact, the application of collaborative learning techniques was successful to improve

students' grammar competence. Likewise, they are able to produce English sentences applying the correct grammar aspects.

g. DISCUSSION

The use of collaborative learning techniques to improve grammar competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “dr. Manuel Agustin Aguirre” in the canton of Sozoranga during the 2020-2021 school year produced a meaningful improvement in students’ grammar competence. This positive achievement is noticed in the total mean score of the post-test which was 9.02/10, contrasting the mean score obtained in the pre-test that was 3.25/10. It is remarkable that results are in agreement with Ibrahim, et al. (2015) who states that collaborative learning techniques have been recognized as a crucial factor in language training, this way learners are capable of retaining information longer than those who are not engaged in these kind of learning activities or choose to work in isolation.

The five aspects proposed to evaluate students’ knowledge in grammar competence were imperative sentences, declarative sentences, interrogative sentences, subject verb agreement and word order. The pretests results showed that in imperative sentences students were confused with the structure and use of these sentences. Most of the time they put a subject to start a sentence; in the case of declarative sentences, it was difficult for students to write negative sentences, most of the time they forgot or confuse the use of the auxiliary according to the tense; in interrogative questions, students were not able to write yes/no questions nor wh-ones presenting problems with the use of auxiliaries; in subject-verb agreement, students did not identify the forms of the verbs that go with singular or plural subjects. Finally, in the aspect of word order, learners could not arrange sentences

following the English sentences grammar patterns. In contrast, after the application of the intervention plan the improvement of students in grammar competence is palpable in the mean score gathered of 9.02/10 which is displayed on students' knowledge about constructing positive and negative sentences, formulate yes/no and wh-questions, produce orders, requests and advice, and identifying verb forms for different types of subjects.

Starting the intervention plan students' attitude towards the application of collaborative learning techniques was not good due to the difficulty to create the groups. They did not like to work in random groups, they preferred to work with friends or alone. Also, they were disgusted to be in a small virtual room short of seeing rest of classmates and teacher. So, sometimes they did not complete the task until the teacher joined to their group room. However, lesson by lesson students was changing their attitudes positively. They develop better team skills working collaboratively with different partners. Besides, they also improved their attitude in developing tasks. They started working in the small rooms without teacher's supervision. At the end of the intervention plan students' attitudes were different. They accepted the groups made by the teacher. Also, they agreed with partners' opinions and ideas working as a whole to fulfill all the tasks correctly.

The strengths found during the application of the intervention plan were students' motivation in learning grammar due to they were private to receive normal lessons. Concerning the teacher of the subject, he was a supportive person who was all the time motivating students to assist and participate actively in the lessons. The material such as worksheets, charts and jeopardy templates were well received by

learners who enjoyed completing the activities. On the contrary, there were some limitations that affect learners' performance. The most noticeable was that students had problems in being adapted to the online classes. They were frustrated about the limitations of the Zoom platform such as the limited time for each lesson. Sometimes the activities needed to be interrupted to start a new meeting. Also, internet connection was a constant obstacle for learners to attend classes. Some of them had to go to a partners' house to attend the lesson which was a limitation at the moment of creating the groups due to they had to be in the same group.

Collaborative learning techniques provided students a comfortable environment in which they could develop their collaborative skills. So, they learned to work with different partners to complete the tasks planned. Besides, through collaborative learning techniques students improved meaningfully their knowledge in grammar due to they had collaborative activities like group grid to summarize information, team jeopardy to brainstorm previous lessons, group and pair work to practice all the grammar aspects So, they can produce excellent sentences using grammatical patterns successfully.

h. CONCLUSIONS

Students of ninth year at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre” had a poor level in their grammar competence. They failed in the construction of imperatives and declarative sentences. They were not able to use the grammar patterns as the same of the correct word order to build those sentences. Also, they face problems in stablish an agreement between subject’s plural or singular and verb forms. In interrogatives, they presented problems in formulating yes/no and wh-questions because they confused the use of auxiliaries by the tense required.

The application of collaborative learning techniques such as: pair and group work, team jeopardy and group grid allowed students to overcome meaningfully their complications in grammar competence. Learners not only improved the five grammar aspects proposed for this investigation, but also they increased their collaborative skills. They learned to fulfill tasks accepting partners’ opinions and ideas to apply grammar correctly.

Collaborative learning techniques permitted students to develop both grammar knowledge in producing sentences following grammar patterns and group skills, increased their motivation, enhance classmates' relationships, helped them to be more participative, and fulfill class activities efficiently.

i. RECOMMENDATIONS

Teachers should assess students' grammar knowledge in grammar constantly to identify their weaknesses. They also should design the most suitable activities to overcome deficiencies. Also, they should prepare diverse class material to reinforce the contents of the book, give students individual and group feedback in order to accurate students' grammar mistakes as well as motivate learners using different methodologies.

It is greatly recommended for English teachers to apply collaborative learning techniques during grammar classes because working in small and varied groups permit students to develop their cooperative skills, be responsible for their own and whole group learning, and to be more successful in the completion of tasks and comprehension of contents.

Teachers should consider the application of collaborative learning techniques in the improvement of grammar to enhance students' performance in grammar competence. Also, collaborative learning techniques provides a friendly environment in which students develop group skills when the tasks are developed. Likewise, students gain more motivation and confidence reflected in active participation.

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k. ANEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE GRAMMAR COMPETENCE AMONG STUDENTS OF NINTH YEAR OF BASIC EDUCATION, MORNING SESSION AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTIN AGUIRRE” IN THE CANTON OF SOZORANGA DURING THE 2020-2021 SCHOOL YEAR.

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

AUTHOR

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LOJA-ECUADOR

2020

a. THEME

COLLABORATIVE LEARNING TECHNIQUES TO IMPROVE GRAMMAR COMPETENCE AMONG STUDENTS OF NINTH YEAR OF BASIC EDUCATION, MORNING SESSION AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTIN AGUIRRE” IN THE CANTON OF SOZORANGA DURING THE 2020-2021 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The Colegio de Bachillerato “Dr. Manuel Agustín Aguirre” is a Regular Education School. It is located in Las Delicias neighborhood. It belongs to the Tacamoros parish. It is in the canton of Sozoranga in the province of Loja. The institution was created on April 1st, 1986. Today the institution offers Basic Education and Baccalaureate in the morning from 7H15 a.m. to 13h00 p.m. session. It has a total of 8 teachers 1 belongs to the English area. The number of the students is 54, from which 24 are female and 30 are male. Today, the institution is run by Mgs. Asdrúval Nicolaz Solano Solano as a rector.

Its vision of the institution is to become an educational institution that offers quality and warmth services that lead to the formation, consolidation of a just, fraternal, and supportive society and consequently, committed to the development of the country.

Its mission is to offer educational services to students of basic higher education and baccalaureate, the same that are imparted with human and scientific quality, with a projection to the formation of individuals able to be builders of their future, with critical, reflective, and obviously, with a defined personality.

Current situation of the research problem

English is one of the most important languages because of its use not only as a medium of communication around the world as the official tongue in several areas like science and international trade. In Latin-America learning English is mandatory until high school level due to it is considered a synonym of development for the countries.

The Institute of Development and Education Research (IFIE) mentions that in Ecuador learning English starts at earlier ages, and this work should be perfectly managed by teachers so that when the students leave high school, they should have a good level of communication. Unfortunately, language teaching is one of the current educational problems in the public Ecuadorian High-Schools because of the deficit of teachers.

According to Alizadeh (2016), the use of traditional techniques, and the deficit of collaborative work that makes students feel boring. To motivate learners, the activities need to be attractive and authentic avoiding the old repeated techniques.

One of the main challenges at Dr. Manuel Agustin Aguirre school is how to help learners improve their grammar competence through effective ways to assist them to remember word order or sentence structures. They have problems with grammar structures and areas such as vocabulary, spelling, and comprehension because there is not enough didactic material to motivate students to get involved in their tasks. Also, the management of the class is traditional that is why students do not participate actively, strategies such as collaborative learning can change the

environment and improve learning. Another reason is fear at the moment of writing or speaking because of lack of knowledge about the language. On the other hand, creativity and students' participation during the lesson is null and monotonous, so that learning is difficult, and students do not have the opportunity to improve their grammar competence. As a consequence, the students are not able to reach the level that suggests the National English Curriculum.

Moreover, students do not learn properly because they find their lessons boring and traditional. The strategies used by the teacher should be fun and enjoyable to achieve academic goals.

Therefore, this research work will be based on the application of collaborative learning techniques to help students learn better through activities that provide a pleasant environment without making them feel the pressure of learning a foreign language. Increasing students' interaction is another of the benefits of collaborative work. Also, the application of different cooperative activities has a high impact on the improvement of grammar competence.

Research Problem

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

HOW DOES THE USE OF COLLABORATIVE LEARNING TECHNIQUES IMPROVE THE ENGLISH GRAMMATICAL COMPETENCE AMONG STUDENTS OF NINTH YEAR OF BASIC EDUCATION, MORNING SESSION AT COLEGIO DE BACHILLERATO “DR. MANUEL AGUSTIN AGUIRRE” IN THE CANTON OF SOZORANGA DURING THE 2020-2021 SCHOOL YEAR?

Delimitation of the research problem

Timing

This research will be developed during the 2020 – 2021 school year.

Location

The present project is applied at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, which is a public educative institution located in the canton of Sozoranga, Tacamoros parish, Las Delicias Neighborhood.

Participants

The participants of this research work will be the eleven students: seven boys and four girls of ninth Year of Basic Education. In addition, the teacher candidate will also take part in the intervention plan.

Subproblems

- What theoretical and methodological references about collaborative techniques are useful to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?
- What are the issues that limit the improvement of grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?
- What are the phases of the intervention plan that address the current issues to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?
- Which collaborative techniques are the most suitable to improve grammar competences among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?
- How effective is the application of collaborative techniques to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?

c. JUSTIFICATION

Grammatical competence is considered for many researchers as an important part to achieve effective communication. It encompasses using grammar and vocabulary to develop accuracy in communication. Therefore, the goal of this research project is the use of collaborative learning techniques to improve the grammar competence among students of the ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.

This study is relevant due to the problem evidenced in the students of ninth year who cannot make declarative sentences because they have difficulty using the correct grammatical structures. In the same way, students have trouble asking questions and answering them correctly. As a result, the learners tend to commit grammatical errors in which at the same time they are unable to spot them because they lack proper grammatical knowledge.

Consequently, this work is relevant, since it provides interactive ways for students of ninth year of Basic Education to improve their grammar competence. Collaborative learning techniques are one of the best pedagogical tools for teaching because they motivate students to produce sentences using the correct grammar giving support to each other. Also, they are considered by educators as class strategies and starting points that stimulate their creativity in the classroom. According to Barkley, Howell Major, & Cross (2014), the use of collaborative learning techniques allow instructors to get students into groups in such a way that

these work collaboratively, either to whole a task, solve a problem, comprehend a topic, or generate a product.

From the academic view, this project is important because there is enough information that can be gathered to give some theoretical elements to give a solution to teach students grammar competence for the English Language so that they can improve their learning. Additionally, from the institutional view, it is necessary to develop the present project because it will allow the teacher to know the importance and influence of collaborative work in the teaching-learning process with their students, taking into account that the resources mentioned will help students to be better in their future education.

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

d. OBJECTIVES

General

To improve grammar competence by using collaborative learning techniques among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.

Specific

- To research the theoretical and methodological references about collaborative learning techniques to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.
- To identify the issues that limit grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.
- To design an intervention plan based on collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.
- To apply the most suitable collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education,

morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.

- To validate the results obtained after the application of collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.

e. THEORETICAL FRAMEWORK

COLLABORATIVE LEARNING TECHNIQUES

What is Collaboration?

“Collaboration means working smarter together, rather than harder alone” (Educational Leaders, n.d). Collaboration is essential to get an effective pedagogy in education, as well as in the way schools themselves function in an increasingly networked world.

Collaborative Learning

Smith and MacGregor (1992) cited by Barkley et al. (2014) mention that Collaborative learning is a term that reports a variety of educational approaches that involve joint intellectual work by learners, or students and teachers together. Thus, in collaborative situations they are able to work in groups of two or more members, mutually searching for understanding, solutions, meanings, or creating a product. Collaborative learning is based on the idea that learning is a naturally social act of humans. Srinivas, H. (2011) cited by Laal & Laal (2012), consider that learners into the collaborative learning environment are coping both socially and emotionally since they have to listen to different perspectives of the others, articulate and preserve their own ideas. In this way, learners have the opportunity to talk with peers, present and defend their ideas, exchange thoughts, discuss situations, and participate actively in the learning process.

Collaborative learning, also, is two or more students working together and sharing the workload equitably as they progress toward intended learning outcomes.

Consequently, as well as collaborative learning gives students the opportunity to improve their group skills, it also provides teachers many opportunities such as observing student's interaction; explaining their reasoning; asking questions, and discussing ideas and concepts. (Barkley et al., 2014) Collaborative learning is a situation in which two or more people learn or try to learn something as a whole.

Importance of Collaborative Learning

People engaged in this collaborative process take advantage of one another's resources and skills either asking one another for information, evaluating one another's ideas, monitoring one another's work, developing a task, etc. According to Bruffee (1995), "collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles". In other words, it is understood that in collaborative learning, students participate in a common task in which each one has their own role, depends on, and is responsible for the other.

What Is the Similarity Between Cooperative and Collaborative Learning?

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

- Rely on dynamic understudy cooperation instead of inactive, lecture-based instructing.
- Students expect a degree of duty for their claim learning.
- Teachers act as facilitators to learning.
- Require students to total a task/project.

- Inculcate team-building aptitudes and energize social interaction.
- Help to plan understudies for the world of work.
- Enhance more profound cognitive skills.
- Create shared learning encounters.
- Increase levels of data maintenance.

What Is the Difference Between Cooperative and Collaborative Learning?

Collaborative learning.

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

- Students organize their endeavors between themselves (group-structured).
- Students source fabric to assist them to total the activity.
- The action is not observed by the teacher.
- Students survey them possess person and gather execution.
- Success depends on personal qualities.

Cooperative learning.

The same author states that cooperative learning involves interdependence. Roles and responsibilities are patently clear but are open for intervention. A difference to collaborative learning, a cooperative learning structure takes the following form:

- Activities are organized with each understudy allowed a particular part of the teaching learning process (educator organized).

- Teachers supply data for understudies to studied and analyze (or let students know where this data can be found).
- Teachers watch, tune in, and mediate where fundamental.
- Students yield work at the conclusion of the lesson for evaluation/assessment.
- The victory of the bunch depends upon the endeavors of everybody included.

Collaborative Learning Techniques

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

In the same regard, it is important to consider that the role of the instructor in collaborative learning includes the following responsibilities: designing the task; orienting students to the goals and purposes of collaborative learning; making decisions about size, duration, and operation of the learning groups; assigning the task in ways that support efficient accomplishment; assuring active, constructive participation; and assessing learning Shindler (2009).

Types of Collaborative Learning Techniques.

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

Discussion CoLTs: This CoLT encourages students' equal participation through the exchange of ideas. Teacher presents a question or a prompt so that students brainstorm about it giving their own points of view. Examples: Think-Pair-

Share, Round Robin, Buzz Groups, Talking Chips, Three-Step Interview, Critical Debate.

Reciprocal Teaching CoLTs: Students teaching other students may be the most effective method of teaching. Through this CoLT, students develop a sense of interdependence in the way that they attempt to understand a topic to then teach it to their peers. Examples: Note-Taking Pairs, Learning Cell, Fishbowl, Role-Play, Jigsaw, Test-Taking Teams, Pair work.

Problem-Solving CoLTs: The reason for this CoLT is that there is a cognitive theory that provides support for the idea that knowledge learned and used in a realistic problem-solving context is unforgettable. Examples: Think-Aloud Pair Problem-solving, Send-Problem, Case Study, Structured Problem-Solving, Analytic Teams, Group Work.

Graphic Organizer CoLTs: It is useful for visual learners, graphic organizers help students discover the patterns and relationships among ideas or content of a topic. Examples: Affinity Grouping, Group Grid, Team Matrix, Sequence Chains, Word Webs.

Writing CoLTs: It allows students more opportunity for language processing, writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation (Jarmer, 2007). Examples: Dialog Journals, Round Table, Dyadic Essays, Peer Editing, Collaborative Writing, Team Anthologies, Paper Seminar.

Games CoLTs: It is useful in order to review a topic or present a new one. Through this technique, students feel motivated to participate actively through mixed teams. Also, this allows immediate feedback of the content. Examples: Team Scavenger Hunt, Quiz, Friendly Feud, Team Jeopardy, Team Games Tournaments.

Taking into consideration the techniques mentioned by Barkley, et al. (2014), those described below are which will be applied in the intervention plan.

Group Working

According to Smith (1998), Collaborative learning groups exist in many sizes and forms and work together to achieve an array of objectives. Groups vary according to the goal, the activity, and the length of time students will labor together, although these different aspects are interrelated. With these attributes in mind, groups can be classified as informal, formal, or base. Informal are formed quickly and randomly and are primarily used in onsite classes as a break out to a longer class activity. A teacher might, for example, take a break during lecture and ask students to effort with others to respond to a question, solve a problem, or brainstorm ideas. (Smith, 1998)

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

They stay together for the entire term or even the academic year, and their aim is to offer 67 members support and encouragement as together they achieve an overarching goal. (David, 1991)

Group size.

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

Group membership.

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

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

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

efficiently highly structured skills-building tasks, since students can communicate with each other starting from a similar level of knowledge (Barkley, 2014 p. 79).

GRAMMAR COMPETENCE

What is Grammar?

According to Thornbury (2002), grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of a sentence. The same author, mentions that grammar is a description of the rules that govern how language's sentences are formed.

Duignan (2020), defines grammar as a set of language's rules governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. In other words, grammar is an essential part that rules all the aspects of a language.

Richards (2020), defines grammar as a system of rules utilized to create sentences, it refers to the knowledge of parts of speech, tenses, phrases, clauses, and syntactic structures used to create grammatically well-formed sentences. It means that through grammar is possible to produce a piece of language correctly in an oral or written way.

Grammar Competence.

Grammatical competence refers to sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactical, and phonological

features of a language and to make use of those features to interpret and form words and sentences. Grammatical competence is not linked to any single theory of grammar and does not include the ability to state rules of usage. One demonstrates grammatical competence not by stating a rule but by using a rule in the interpretation, expression, or negotiation of meaning

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

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

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

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

Canale and Swain (1980) defines grammatical competence as the type of competence in which it focuses on the use of lexical items, morphology rules, syntax, semantics, and along with the aspect of phonology (pronunciation).

Importance of being grammatical competent

The formation of grammatical competence grammar is viewed not withdrawn from the context, and integrated into the communicative situation or communicative context. That can promote successful communication. Grammatical competence may be formed by the conscious assimilation of regulations or in combination with semantic and situational characteristics of communicative interaction. It is advisable to form grammatical competence based on text grammar.

In agreement to the "Common European Framework of Reference for Languages" formal grammar can be seen as a set of principles that govern the number of elements and arrange it in a meaningful and complete series (sentence). It means that being grammatical competent involves the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed in accordance with these principles which is an essential part in the formation of learners.

What is communicative competence?

Communicative competence may be a set of skills, abilities, and information that permits learners to memorize, to work, and to communicate in a multicultural society and to realize understanding and interaction with agents of other societies unjust discourse. This competence is implemented primarily through the

development of skills and abilities in the major types of speech activity, covering reception, production, interaction, and mediation, and implemented in both written and orally.

Developing communicative competence in a foreign language provides students with the opportunity:

- To improve their skills in reading, listening, writing and speaking to produce skills to work with texts of different types from all information sources based on already acquired knowledge about the world; to seize, to analyze and to organize, to select and to transmit information.
- To form an opinion based on the obtained information, to justify it and to give the necessary explanations.
- To recognize the intentions of messages that meet certain varieties of texts with their grammatical structure and rules, to understand and to transfer it to appropriate situations

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

Linguistic Competence

Richards (2020), states that "Linguistic competence constitutes knowledge of language, but that knowledge is tacit, implicit". This means that people do not have

conscious access to the principles and rules that govern the combination of sounds, words, and sentences; however, they do recognize when those rules and principles.

Pragmatic Competence

Richards (2020), mentions that pragmatic competence is the ability to use language effectively in a contextually appropriate fashion. Pragmatic competence is a fundamental aspect of a more general communicative competence.

Sentences Types.

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

Declarative sentences

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

In a declarative sentence, the subject ordinarily comes at the beginning, and it is taken after by the verb. These sentences are the foremost common type. All the sentences we have looked at so far have been explanatory sentences.

- Maria is watching videos.
- He ate a pizza.

Interrogative sentences

Within the same regard, an interrogative sentence is utilized in inquiring an address, and in looking for information. These are called yes–no interrogatives, because they expect either yes or no as the response. They always end with a question mark.

- Do you like music?
- Is this Wall Street?

Imperative sentences

The same author mentions that "an imperative sentence is used to issue orders or instructions". Imperative sentences can be either positive or negative.

- Do not close the door.
- Wash the dishes.

Nelson (2001) affirms that imperative sentences commonly have no subject, as in these examples. However, the subject you may sometimes be included for emphasis.

- You, close the door.

Exclamatory sentences

Exclamatory sentences, or shouts, appear accentuation. They express a solid feeling of surprise. In written English, this sort of sentence continuously closes with an exclamation mark.

- That was an amazing film!
- Wow, so beautiful!

Subject-verb Agreement

A subject ought to agree with its verb in number. In other words, in the event that a subject is singular, the verb must be singular; in case the subject is plural, the verb must be plural. (Olson, 2016)

Once you use a verb, you have got to say who or what is doing the activity. This ‘who or what’ is the subject of the verb. The subject and the verb coordinate each other. You say that the subject and the verb concur when they coordinate each other.

- I walk for the park.
- She eats eggs for breakfast.

Sangeant (2007), states that if the verbs have an extra “s” or “es” this form of the verb is called the third person singular. It is used when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

- My father **watches** Tv.
- She **talks** with her friend.

There are some rules to make the person singular of the verbs:

Rule 1. Verbs that ends in **-sh, -ch, -ss, -x, -zz** and **-o**. The third person singular form of some verbs is made by adding **es** at the end.

Watch-watches wash-washes kiss-kisses fix-fixes go-goes

Rule 2. Verbs that end in **y** have a vowel before the **y**. Just add **-es-** at the end of

these words to make the third person singular form.

Carry-carries marry-marries fly- flies cry-cries

However, verbs that ends in **y** and have a consonant before the **y**. Just add an **s** at the end to make the third person singular form.

Play-plays say-says stay-stays

Word order

It alludes to the way in which words are organized in a sentence. The standard word arranges in English is: Subject + Verb + Complement. To decide the correct arrangement of words in sentences, it is required to get it what the subject, verb, and object(s) are.

Subject: Subject is the person or thing that performs or responsible for the action of the sentence.

Verb: A verb is a word that tells or asserts something about a person or thing. It comes from the Latin verbum. The verb is the most important word in a sentence, it shows the action

Complement: A complement is a part of the sentence that completes the verb. It is generally a noun or noun phrase.

f. METHODOLOGY

Design of The Research

This is an action research project where the researcher has found that grammar competence is an issue among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year. A review of the theoretical references, the researcher decided to conduct an action research based on guided writing which is the solution to solve the problem.

According to Ferrance (2015), action research is known as the procedure conducted by the investigator in order to assist the actors in the improvement of the required actions. It always will be relevant for participants as the main purpose of it is to solve a problem detected within them. Also, this relevance applies for researchers too as they will be benefited by the findings obtained at the end of researching the issue.

Action research in education involves finding immediate solutions to the teaching-learning process. According to Burns (2015), the main purpose of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action Research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This research work is considered as an action research as it includes planning, acting and observing, and reflecting on results derived from the intervention plan that lasted for eight weeks. The researcher started from a detected problem, plans an

action in order to solve that problem, the practitioner applies the strategy proposed, and reflects on the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

Methods, Techniques and Instruments

Methods.

For the correct development of this research project, it is necessary to use different methods that will serve to achieve the research objectives and to be able to propose a possible solution to the research problem. Consequently, the research methods that will be used in the present investigation are: the **scientific** and the **descriptive**, the same ones that will be applied according to the need and to the nature of the phenomenon that raises the investigation.

The Descriptive method is a procedure that will be used, in order to describe, detail and explain the different characteristics that will arise in this research project. It should be noted that this method will be very important to describe the learning skills used by the students, as well as to know how to enhance them. Finally, another function of the present method is to describe the resources used by the researcher, as well as to explain and analyze the alternatives proposed in order to achieve the objective of the research.

The scientific method involves a series of logical and experimental procedures that will allow the hypothesis to be tested through controlled, replicable and precise experiments, in other words scientific study. This method will facilitate the study of collaborative learning techniques for improving grammar competence, thus contradicting the observation made before and during the intervention. Finally, with

this method, the search for possible solutions can be carried out, as well as the argument and help in the collection of data to make relevant predictions and analyses.

The Statistical method includes phases as arranging, planning and collecting information. It is used to give meaning to numbers and subsequently breathing life into information. This method will facilitate the researcher to collect and analyze qualitative and quantitative results to present them using statistics graphics. Statistical analysis will give the researcher a way to quantify exact results to draw conclusions, which will be expressed in percentages obtained from the application of test and questionnaires.

The Analytic/ Synthetic method is employed for data collection based on the combination of two methods. Analytic method aims to observe the results dividing them into different parts to analyze them on their own. Once divided and examined these parts, synthetic method suggests integrating them and studying in a comprehensive way. This method will enable the researcher to interpret the data collected by instruments as field notes, questionnaires, pre-test and post-test in order to establish conclusions.

Techniques and Instruments

Data collection.

The purpose of data collection is to obtain reliable evidence that will be interpreted in an analysis of the findings and enable the accurate execution of the research. To carry out this procedure, two types of research will be implemented. Quantitative research provides information that can be made into statistics, while

Qualitative research is employed to gather non-numerical details to understand concepts, behaviors or experiences. Consequently, to gather the data for this study, the researcher will use a pre-test and a post-test for the quantitative data. Additionally, questionnaires, observation sheets, and reflective journals will be considered to collect qualitative information.

Test.

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a statistical sample can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

Pretest- posttest.

There are two types of test that is pretest- posttest. It will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the level of skill to be studied; and, at the end to measure the level of skill achieved by the students after make a pretest-posttest comparing the dimension of the performance of said skill of the participants.

Questionnaire.

According to McLeod (2018), a questionnaire is an instrument for researchers, they have a set of questions with the purpose of collecting relevant information or data from participants. In this case, the researcher will apply a qualitative questionnaire, which uses closed-questions, to measure students' answers there are some scales like the agreement, frequency, importance and quality.

Pre/post questionnaire.

These questionnaires will be useful for the researcher to measure behavior, attitudes, preferences or opinions about the participants of the ninth grade at Colegio de Bachillerato Dr. Manuel Agustín Aguirre, the related to the application of collaborative learning techniques to improve grammar competence. Questionnaires will be given at the beginning and at the end of the intervention plan, which are known as pre and post questionnaires. To make the analysis of the individuals' responses, the researcher will apply a grading scale.

Observation.

Observation is a method of data collection in which researchers observe within a specific research field. The process of observation will be developing through an observation sheet and field notes. The observation will be during a natural teaching process by the students of ninth grade, morning session at Colegio de Bachillerato "Dr. Manuel Agustín Aguirre" during their English classes. There will be two types of observation as detailed below.

Nonparticipant observation.

Non-participant observation involves observing participants without actively participating. According to Spradley (2016) in this kind of observation the investigator does not participate actively within the classroom environment and the teaching learning process, but compile and analyze information obtained during this process. The intention of this procedure is to recognize the issue that the dependent variable of the research presents to further be reinforced with the participant observation.

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by using collaborative learning techniques to improve the grammar competence among students of ninth year of Basic Education at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year

Field Notes and Reflective Journal.

There are two elements of the field notes: descriptive information and reflective information. Descriptive information is true data that is recorded. Reflective information is the observer's reflection on the observation being made in the research.

Field notes.

The field notes are intended to be read by the researcher as evidence to produce important meaning and an accurate understanding of what is being studied. Therefore, the notes can be set out in the totality of the data collected for a research study. For example, it is when field notes supplement interview data or other data collection techniques. In addition, notes are acquired by the researcher during the course of the qualitative field work, at each step of the participant, site, or event observations. They can establish the totality of the data attached to a research project. (Emerson & Robert, 2020)

Reflective Journal.

A reflective journal is writing down daily reflections. That can be about something bad or good that has happened to you daily and that you can self-reflect and at the same time learn from all these lived experiences. In addition, this reflective journal can help you in the future to recognize and identify important learning events that have happened in your life. By writing it down you can find a source of inspiration and it also provides you with a focus during the thinking process. (Chan, 2009)

The use of reflective journals has been identified as an effective tool to promote reflection in preservice teachers. This review of literature provides the reader with an understanding of the various ways' journals are used and assessed in teacher education programs. The findings of this review outline the use of reflective journals on topics such as constructivism, teacher identity, linking theory to practice, and preservice teachers' perceptions of journals.

Intervention Plan

Description of the intervention plan

The objective of this study is to grammar competence through collaborative learning techniques to help students of ninth grade to improve their English language learning as a foreign language. Due to the fact that this is an action-research study, the application of the intervention plan will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that ninth grade students have difficulty in grammar, the main problem is that they confuse and mix the grammatical rules of English with those of their mother tongue, which is Spanish. Another problem is the lack of teacher help during the production of the language. This situation allowed the researcher to recognize that grammar is an issue among learners who are not taught by using the appropriate method during their English classes.

Being this concern, the researcher asked himself whether there are some different techniques that would better prepare students to improve grammar competence. Therefore, having read some mainstream literature on grammar, the researcher found out that collaborative learning techniques will empower learners as individuals.

Phase 2. Planning.

As a consequence, to remedy the ninth grade weaknesses on grammar, lessons plans will be presented, which are organized with short activities. A connection, activation, demonstration and consolidation lesson plan integrates guided, controlled and free practices that improve grammar competence among students. According to Alite and Alistair Smith (2007), one model that can be used and summarized as follow:

Phases	Purpose	Activity
Activation	Connecting to what has been learned before	- The teacher involves individuals, pairs and groups.

	and what is already known.	<ul style="list-style-type: none"> -Agree the big picture of content and process: "This is what we will do; this is how we will do it." -Use methods that encourage active. -Sell the benefits of the learning outcomes "By the end of this lesson/topic we will know more about..., have learnt to..."
Connection	<p>To help learners begin to become familiar with the information they will acquire.</p> <p>To provide opportunities for learners to 'show they know'.</p>	<ul style="list-style-type: none"> -Encourage learners to experience through seeing, hearing and doing. -Construct meanings in a variety of group situations -Use good questioning techniques. -Include opportunities for learners to make choices within the lesson: choice is a huge motivator.
	<p>This phase creates a loop with the activation phase.</p>	<ul style="list-style-type: none"> -Utilize different groupings. -Provide educative feedback in or near the real experience from the teacher and/or others in the class. -Plan for pupils to transfer their knowledge to a novel situation.
Affirming	Reflecting on what has been	-Reflect on what has been learned and how it is linked to outcomes agreed in the

	<p>learnt and how the learning occurred.</p>	<p>Connection Phase, both for content and process. -Check against Success Criteria identified at the Connection Phase.</p>
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On the other hand, this plan of action will explicitly respond to the following research questions.

- What are the phases of the plan of action that contribute with the improvement of grammar competence among ninth year of Basic Education, morning session at at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?
- Which collaborative technique is applied to improve grammar competence among students of ninth year of Basic Education, morning session at at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?

Phase 3. Action.

The plan of action will be developed during 10 weeks of 3 hours each one. One hour of the weeks 1 and 10 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) and the rest for the development of the lesson plans, the 10 weeks will be developed with lesson plans. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation.

During the intervention, the researcher will monitor and record ninth grade students' reactions and achievements to the planned activities by means of a pre and posttest, a questionnaire, observation sheet and a diary or journal.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of the use of collaborative learning techniques to improve grammar competence among ninth grade of basic education students, morning session at Colegio de Bachillerato "Dr. Manuel Agustin Aguirre", in the canton of Sozoranga during the 2020- 2021 school year



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre
Teacher: Lic. Jamil Abad.
Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB
School Year: 2020-2021
Topic: Diverse Customs

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To describe customs and celebrations around the world using the correct grammar structure applying affinity group technique. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions I’m feasting my eyes on I out of this world I the place is packed I hope you’re doing well I take place 	<p>ACTIVATION The Fly Swatter: Teacher divides the class in groups of four and writes on the board some words related to customs and traditions. Each group has a fly swatter. As soon as the teacher says the definition of a word, students have to guess the word. One representative from each group picks up the fly swatter and runs to swat it before his/her classmate.</p>	<ul style="list-style-type: none"> English Students’ book English Teachers’ book Worksheets

<ul style="list-style-type: none"> • Structures Simple Present tense with adverbs of frequency. Present Progressive tense. • Key Words Words related to customs and celebrations (wear, greetings, food, clothes, holidays) 	<p>CONNECTION Teacher divides the class in groups of three students using Affinity groups technique. Then, he provides each group with a piece of paper which contains information about Simple and Progressive tenses. Also, another piece of paper is provided with the adverbs of frequency and their correct use. Next, he asks for information about how these tenses are formed and some differences between them.</p> <p>Into groups students have to present five sentences using adverbs of frequency and the tenses learned. The sentences must be ordered from higher to lower level according to the adverbs used. <i>E.g. I always listen music, I usually watch Tv.</i></p> <p>Students use Present Simple tense to describe what he/she do in a traditional celebration. <i>E.g. I eat local food.</i></p> <p>AFFIRMING Students are provided with a word sheet with scramble sentences. They have to put in the correct order according to the tenses studied.</p> <p>Students works in pair producing sentences using adverbs of frequency about what they like most of culture in Loja city.</p>	
<p>MONITORING PLAN: Data Source 1: Pre-test / pre-questionnaire Data Source 2: Field Notes Data Source 3: Worksheet Data Source 4: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 9th to November 13th, 2020</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre

Teacher: Lic Jamil Abad

Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB

School Year: 2020-2021

Topic: Celebrating Diversity

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To talk about celebration around the world using declarative sentences applying affinity group technique. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions Here, Try this one! 	ACTIVATION Pat on the Back. Teacher makes students get in groups. After, he/she asks them to draw an outline of their hand on a sheet of paper, and then tape it to their back. Finally, teacher makes group members mingle and write things on everyone’s back that tells them something positive.	<ul style="list-style-type: none"> English Students’ book English Teachers’ book Information sheet Cards Markets Assessment sheet

<ul style="list-style-type: none"> • Structures Simple Present tense Present Progressive tense. • Key Words Words related to celebrations (dance, eat) 	<p>CONNECTION First, teacher gives a reinforcement to students about the grammar studied. Next, he divides the class into ten groups to apply the Affinity Grouping technique. For the development of the technique, teacher asks students to brainstorm about the topic “Diverse Customs”. Then he distributes to each group many cards, markers, and flip charts so that they write their ideas on the cards using present progressive tense and then classify them into categories. After that, teacher asks students to organize the cards and paste them on the flip chart in such a way that they form affirmative and negative sentences; finally, all the groups present their work.</p> <p>Teacher writes on the board some yes/no questions with short answers in order to let students know how to answer questions using present simple tense in a short way. After that, teacher makes students get into pairs to apply the pair work technique. Teacher gives each pair a worksheet which contains questions related to “Celebrations around the World”; for the development of the activity, teacher appoints one learner as Student A, and the other one as Student B. Student A asks the first question and Student B answers in short form. Student B asks the second question, and B answers, the activity finishes when pairs have finished answering all the question.</p> <p>AFFIRMING Students take an assessment sheet related to affirmative and negative statements to talk about places in the city. Students take an assessment sheet about yes/no questions with short answers.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Assessment sheet</p>		

Data Source 3: Observation sheet
SUPPORT: Coaching and guidance from the thesis advisor.
TIME: November 16 th to November 20 th , 2020

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre

Teacher: Lic. Jamil Abad

Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB

School Year: 2020-2021

Topic: Enjoying a New Culture

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To write an email using word order correctly by applying pair work technique. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Take place Hope you’re doing well. 	<p>ACTIVATION Chaos, name game. Teacher organizes students into a circle. He goes around the circle once and has each student introduces him or herself by name. One person begins by taking any object from the table and tosses it to another classmate, saying, "Hi, (name of person!)”. The student who catches the object then says, "Thanks, (name of tosser!)" and repeats by tossing to someone else in the circle.</p>	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Worksheet • Assessment sheet

<ul style="list-style-type: none"> • Structures Simple Present tense Present to be • Key Words Words related to nationalities and celebrations 	<p>CONNECTION Teacher makes students aware of the fact that when we use language expressions, they are intended to say something in particular or convey meaning. This is called the communicative function of the language we use. To exemplify, say: Good morning, dear students! Then each student has to ask others for information like: What's your name? Where do you live? What's your telephone number? in order to collect information to write an email using tenses and word order correctly.</p> <p>Teacher writes on the board some ideas that students must use to write their emails. Then, learners are divided into groups of three to write an email using the ideas of the board. Email must contain an invitation to a friend to stay some days in Ecuador. Also, a short description of our culture must be included.</p> <p>AFFIRMING Students take an assessment sheet related to word order for complete sentences.</p>	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Assessment sheet Data Source 3: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 23rd to November 27th, 2020</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre

Teacher: Lic. Jamil Abad

Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB

School Year: 2020-2021

Topic: Out of this World

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> To use idioms and colloquial expressions in informal conversations by using group working technique to improve Subject-verb agreement 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions The place is packed I’m feasting my eyes on It’s out of this world 	ACTIVATION Hot Seat. Teacher makes some groups, and puts a chair or hot seat, at the front of the class, facing away from the board. Then teacher calls on a member of a group to sit on it. He must guess the word written behind him/her by listening to the descriptions or clues his/her teammates say. For this game, teacher writes words like continents or countries.	<ul style="list-style-type: none"> English Students’ book English Teachers’ book Markets Cards Glue

<ul style="list-style-type: none"> • Structures <p>Simple Present tense Present to be</p>	<p>CONNECTION Teacher divides the class in two groups. Then he provides the students some cards, markers and glue to encourage students to make a postcard about their favorite place in the world. Teacher tells the students they are going to write some declarative sentences about what they would like to do in a trip. <i>For example: I would like to swim in the sea.</i> These sentences will be written to the back of the postcard. Each one of the members of the group must pass in front of the class and gives a few clues about the place drawn in the postcard. Students form the other group try to guess the place</p> <p>AFFIRMING Students take an assessment sheet related to declarative sentences.</p>	<ul style="list-style-type: none"> • Assessment sheet
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Assessment sheet Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 30th to December 4th, 2020</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre

Teacher: Lic. Jamil Abad

Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB

School Year: 2020-2021

Topic: Multiple Intelligences

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To describe and compare people’s abilities by using pair group technique 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions quickly, easily and very well 	ACTIVATION Teacher writes sentence on the board, but this time scramble the words of each sentence and the students have to order it. For example: (intelligent She is because she math very easily. solves exercise)	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Cards • Assessment sheet

<ul style="list-style-type: none"> • Structures Modal verb can • Key words Words related to multiple intelligences Adverbs of manner 	<p>She is very intelligent because she solves the math exercise easily.</p> <p>CONNECTION Teacher provides students some cards with words related to activities and abilities that people can do. Then, encourage students to choose favorite activity and make a sentence using modal verb can. <i>E.g. I can dance Salsa.</i></p> <p>Teacher encourage students to find a partner who likes the same activity in order to make groups. Next, into the groups they are going to prepare a presentation about the chosen activity. Each group must pass in front of the class and present their activity.</p> <p>Teacher guide students to interview a partner using modal verb can. <i>E.g. Can you dance? Can you play the piano?</i></p> <p>AFFIRMING Students take an assessment sheet to demonstrate the acquired knowledge completing sentences using can or cannot.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Assessment sheet Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: December 14th to December 18th, 2020</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre
Teacher: Lic. Jamil Abad
Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB
School Year: 2020-2021
Topic: Unique People

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To compare people’s abilities using subject verb agreement correctly by applying grouping technique. • To express personal opinions about people’s attributes and abilities. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions I think / To my mind to express opinions. 	<p>ACTIVATION Guess the word: Teacher divides the class into two teams and gives a word related to people’s abilities to one member of each group. Students should draw the word as an image on the board and their team should guess the word. The first team to give the answer is the winner.</p>	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Information sheet. • Assessment sheet

<ul style="list-style-type: none"> • Structures Comparatives and superlatives • Key words Adjectives related to physical description Irregular adjectives (good/bad) 	<p>CONNECTION</p> <p>Teacher divides class in groups and provide them with an information sheet about comparatives and superlatives. Students have to analyze the information and make a T-chart about differences between long and short comparatives and superlatives. Next, one member of each group presents the information for all class.</p> <p>Teacher invite students to exchange ideas about the famous people in the photographs. Go around the classroom and check if they have any difficulty with any of the celebrities and help them when necessary. Then, do some repetition with the four adjectives (<i>popular, talented, young and good</i>) and check pronunciation and spelling. After that, ask student to write the comparative or superlative form of the adjective, to make sure students can come up with the correct one. Finally, allow some time for the completion of the exercise before checking answers as a whole class.</p> <p>AFFIRMING</p> <p>Students take an assessment sheet to demonstrate the acquired knowledge making the comparatives and superlatives of adjectives.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Assessment sheet Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 4th to January 8th, 2021</p>		

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



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre
Teacher: Lic. Jamil Abad
Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB
School Year: 2020-2021
Topic: Outstanding People

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To use “because” to give reasons and answer the question Why? By using pair correction technique. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Guy: boy, man know by heart: know by memory • Structures Connector because 	<p>ACTIVATION</p> <p>Teacher form groups of six students, hand out a piece of paper to each group and ask them to draw incredible things that people can do, or the amazing abilities of some human beings (for example, a person that can eat 30 hamburgers at once, or someone who can solve complex mathematical operations without using a calculator). Then, encourage students to stick their drawings on the walls or leave them on their desks for the rest of class to go</p>	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Work sheet.

<ul style="list-style-type: none"> • Key words Words related to mental and physical activities, and multiple intelligences 	<p>around and observe them very carefully in total silence (without saying even a word). The rest of the class is expected to guess the amazing human abilities that their classmates have drawn.</p> <p>CONNECTION Teacher guides students to classify the expressions of the Word Bank but, prior to having students do the activity. Focus their attention on the Word Bank expressions. Call on some volunteers to read them and take the opportunity to check pronunciation and spelling. Once teacher is make sure they have understood these two examples, encourage them to do the exercise in pairs applying pair work strategy. Have them cross-check answers with their partner, and then check them as a whole class. Teacher focuses students' attention on the photograph on page 41. The he Ask: Who is this guy? How old is he? Where is he from? What is he doing? Then, call on a volunteer to read the example and make students notice the use of because in this exercise, as it gives reasons. It appears in the middle of the two statements. Encourage students to work in pairs to solve the exercise and have them cross-check answers before socializing them as a whole class.</p> <p>AFFIRMING Students develop a worksheet about give reasons and answer the question Why?, using the connector because.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes. Data Source 2: Work sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 11th to January 15th, 2021</p>		

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



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre
Teacher: Lic. Jamil Abad
Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB
School Year: 2020-2021
Topic: It's a Piece of Cake!

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To use idioms and colloquial expressions like imperatives in informal conversations by using pair grouping technique. • To use informal language to make comments about people’s abilities. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions It’s a piece of cake! I Get out of here! It’s mind-blowing! 	ACTIVATION Teacher show students the three drawings on page 42, but do not let them see the print. Have them guess what these three pictures refer to asking: What is this little girl doing? What kind of painting is this? What is this figure?	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Information sheet. • Work sheet.

<ul style="list-style-type: none"> • Structures Imperatives • Key words Words related to mental and physical activities, and multiple intelligences 	<p>CONNECTION Teacher get students work in pairs before to start the activity he makes them notice the importance of recycling expressions or language learned in previous lessons: <i>can to express abilities</i> and <i>Get out of here! to say that you cannot believe what someone is saying</i>. Then have them to write sentences using the grammar learned in the unit.</p> <p>Teacher presents students an information sheet about imperatives, after the information will be analyzed students will work making sentences to practice imperatives' formation.</p> <p>Teacher divides the class in two teams to play the game <i>Simon says...</i> in order to practice imperatives. The game consists on that each team has to choose a leader who is going to represent Simon. The leader has to use the expression Simon says... and add an imperative and the rest of students have to perform the action that the leader gave. <i>For example: Simon says Close the door, Simon say bring me a book, etc.</i></p> <p>AFFIRMING Students develop a worksheet about imperatives.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Work sheet Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 18th to January 22th, 2021</p>		

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



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 9

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre
Teacher: Lic. Jamil Abad
Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB
School Year: 2020-2021
Topic: The Food Pyramid

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To talk about food preferences and express agreement.in informal conversations by using pair grouping technique. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Veggies Yummy 	<p>ACTIVATION Bring in a basket with real food: Teacher prior to the class, invite pairs of students to bring real food, the ones that appear in exercise 1, page 48 and pieces of paper with the names of the food on them. Then, draw a food pyramid or table on the board. Teacher challenge your students to classify the food, and write their answers.</p>	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Information sheet. • Work sheet. • Cards

<ul style="list-style-type: none"> • Structures Countable and uncountable nouns Some and any for undetermined quantities • Key words Words related to food 	<p>CONNECTION</p> <p>Teacher center students' attention on the grammar box and let them know that nouns can be classified in countable or uncountable. Countable nouns are food or things we can count. On the other hand, uncountable nouns are food or things we cannot count as separate entities. Next, students work in pairs to complete the boxes in exercise 3. As soon as they finish, teacher check their answers.</p> <p>Teacher enable students to read the dialogue silently and ask them to identify the type of sentence affirmative, negative or interrogative) in which the words some or any appear. He guides them into the conclusion that we use <i>some</i> in affirmative sentences and <i>any</i> in negative and interrogative ones. Next, teacher encourage students to continue working on pairs to complete the Reflect on Grammar chart with the information from the dialog and the conclusion they have drawn. Finally, ask them to compare their answers with another pair of students before socializing them as a whole class.</p> <p>AFFIRMING</p> <p>Students develop a worksheet about affirmative, negative and interrogative sentences using some and any.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Work sheet Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 25th to January 29th, 2021</p>		

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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 10

INFORMATIVE DATA

Institution: Colegio de Bachillerato Dr. Manuel Agustin Aguirre
Teacher: Lic. Jamil Abad
Teacher Candidate: Harman Eliud Abad Alverca

Participants: 9th EGB
School Year: 2020-2021
Topic: Healthy Recipes

RESEARCH PROBLEM: How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of basic education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?		
GOAL: By the end of the intervention plan students will be able to improve their English grammatical competence using collaborative learning strategies focused on the following aspects: Declarative sentences, Interrogative sentences, Imperatives, Subject-verb agreement and Word-sentence order.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To describe how to make healthy recipes in informal conversations by using grouping technique. • To use imperatives to give instructions or warnings. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Hold on a second 	ACTIVATION An amazing recipe: Teacher give students a recipe and invite them to identify all the ingredients. Next, teacher challenge your students to classify the food, and write their answers in a piece of paper. The one who finish first will win a reward.	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Markets • Information sheet. • Work sheet.

<ul style="list-style-type: none"> • Structures How much/How many Imperatives • Key words Food quantities, measurement words and containers, and ways of cooking 	<p>CONNECTION Teacher invite students to check the Reflect on Grammar box. Then, he calls on some volunteers to read the examples aloud and have them notice that we use how much for uncountable nouns and how many for countable ones.</p> <p>Teacher encourage students to work in pairs to read the dialog on the book and quickly look for the questions with <i>how much</i> and <i>how many</i> and relate them to the countable noun (CN) or uncountable noun (UN) that follows. After that, he invites students to continue working in pairs to complete the recipe with the quantities from the previous exercise. Finally, check answers as a whole class. Teacher goes around the classroom and provide help if needed.</p> <p>AFFIRMING Students develop a worksheet making sentences using the expressions How much and How many.</p>	
<p>MONITORING PLAN: Data Source 1: Field Notes Data Source 2: Work sheet Data Source 3: Observation sheet Data Source 4: Post test and Post Questionnaire</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: February 1st to February 5th, 2021</p>		

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

h. BUDGET AND FINANCING

Budget

EXPENSES	COST
Internet connection	\$150.00
Print of reports	\$70.00
Print of the project	\$30.00
Copies	\$100.00
Unexpected Expenses	\$300.00
Print of the final report and thesis	\$20.00
TOTAL	\$670.00

Financing

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

Resources

Human

- The teacher candidate as a researcher
- The thesis advisor
- Students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga

during the 2020- 2021 school year.

Material

- Printed materials
- Flashcards
- Books
- Notebooks
- Laptop
- Sheets of paper

Technical

- Computer
- Printer
- Internet connection
- Projector

i. BIBLIOGRAPHY

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ANNEXES

Anexx 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Harman Eliud Abad Alverca

OBSERVATION SHEET					
Observation #: Topic: Objective of the session: Observation to the students	Date/Time: Participants: Students of ninth year of Basic Education & The researcher			Role of the researcher: Nonparticipant observer Duration of the observation:	
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Declarative sentences					
Interrogative sentences					
Imperatives					
Subject-verb agreement					
Word-sentence order					

Annex 2: Field Notes



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COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Harman Eliud Abad Alverca

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of ninth year of Basic Education & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre and Post-test& Scoring guide (Rubric)



**UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE/POST TEST

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

Student's code:

Date:

1. Write an imperative sentence using the provided words. (Imperatives) (1 Point)

- a. Door
- b. Window
- c. Book
- d. Dishes
- e. Homework

2. Match the imperatives with their corresponding meaning. (Imperatives) (1 Point)

- a. Be quiet.

1. Enciende las luces

- b. Do not use the cellphone

2. Lava tus manos

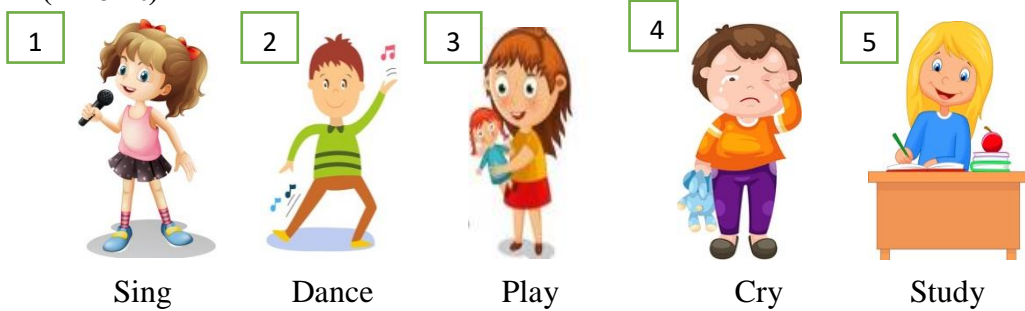
- c. Turn on the lights

3. Permanezca calmado.

- d. Wash your hands

4. No use el celular

3. Write declarative sentences using the verbs below. (Declarative sentences) (1 Point)



- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

4. Rewrite the sentences. Make the negative of each one. (Declarative sentences) (1 point)

- a) She is always traveling to Japan
.....
- b) Maria is wearing traditional clothes
.....
- c) China has the strangest food
.....
- d) Paris is known as the Earth of Love
.....

5. Complete the sentences with the corresponding verb form. (Subject-Verb agreement) (1 Point)

1. I love walking around the new city streets and I love to.....clothes around the city.

a. buy	b. buys	c. bought
--------	---------	-----------
2. I usually hateby plane.

a. travel	b. travels	c. travelling
-----------	------------	---------------
3. I don'tvery long time in France.

a. work	b. worked	c. works
---------	-----------	----------
4. Chinese people are always strange animals.

a. eating	b. ate	c. eaten
-----------	--------	----------

6. Fill in the gaps with a word from the box. Only use each word once. (Subject-verb agreement) (1 Point)

is	arrives	eat	buy
----	---------	-----	-----

1. Janet is very punctual. She always on time.
2. I usually fast food for lunch.
3. They always in the supermarket.
4. She always laughing and smiling.

7. Complete the following questions using the options in the word box. (Interrogative sentences) (1 Point)

Where can I	Which country	Why	Dou you
-------------	---------------	-----	---------

- | |
|---|
| 1. _____ pray in a temple? |
| 2. _____ eat traditional food? |
| 3. _____ would you like to visit? |
| 4. _____ do you wear traditional clothes? |

8. Write the corresponding question for each answer. Consider the underlined words as a guide to make the question (Interrogative Sentences) (1 Point)

- a.
People are celebrating the Sevilla's fair in Spain.
- b.
I am wearing a traditional flamenco dress.
- c.
I am eating tapas.
- d.
You can dance flamenco, eat Spanish food, and ride horses.

9. Put in the correct order the following scramble sentences. (Word order) (1 Point)

a. am/working/for/my/trip/I/Egypt./to

.....

b. France./I/like/travelling/to

.....

c. father/for/cooking/is/My/the/festival.

.....

d. He/the/Day/of/Dead./celebrates

.....

10. Circle the correct letter which correspond to the correct written sentence. (Word order) (1 Point)

<p>1. a. I eating am local food. b. I am eating local food.</p>	<p>3. a. When is the Independence Day? b. Is when the Independence Day?</p>
<p>2. a. This takes place in celebration China. b. This celebration takes place in China.</p>	<p>4. a. The homework do. b. Do the homework.</p>

.....

Students' sign

Test Scoring Guide (Rubric)

- 1. Write an imperative sentence using the provided words. (Imperatives) (1 Point)**
 - a. Door Answers may vary (0.20)
 - b. Window Answers may vary (0.20)
 - c. Book Answers may vary (0.20)
 - d. Dishes Answers may vary (0.20)
 - e. Homework Answers may vary (0.20)

- 2. Match the imperatives with their corresponding meaning. (Imperatives) (1 Point)**
 - a. 3 (0.25)
 - b. 4 (0.25)
 - c. 1 (0.25)
 - d. 2 (0,25)

- 3. Write declarative sentences using the verbs below. (Declarative sentences) (1 Point)**
 1. Sing Answers may vary (0.20)
 2. Dance Answers may vary (0.20)
 3. Play Answers may vary (0.20)
 4. Cry Answers may vary (0.20)
 5. Study Answers may vary (0.20)

- 4. Rewrite the sentences. Make the negative of each one. (Declarative sentences) (1 point)**
 1. She is not always traveling to Japan. (0.25)
 2. Maria is not wearing traditional clothes. (0.25)
 3. China does not have the strangest food. (0,25)
 4. Paris is not known as the Earth of Love. (0.25)

- 5. Complete the sentences with the corresponding verb form. (Subject-Verb agreement) (1 Point)**
 1. Buy (0.25)
 2. Travelling (0.25)
 3. Work (0.25)
 4. Eating (0.25)

6. Fill in the gaps with a word from the box. Only use each word once.

(Subject-verb agreement) (1 Point)

- 1. Arrives (0.25)
- 2. Eat (0.25)
- 3. Buy (0.25)
- 4. Is (0.25)

7. Complete the following questions using Wh-questions or Yes/No questions. (Interrogative sentences) (1 Point)

- 1. Answers may vary (0.25)
- 2. Answers may vary (0.25)
- 3. Answers may vary (0.25)
- 4. Answers may vary (0.25)

8. Write the corresponding question for each answer. (Interrogative Sentences) (1 Point)

- a. Answers may vary (0.20)
- b. Answers may vary (0.20)
- c. Answers may vary (0.20)
- d. Answers may vary (0.20)

9. Put in the correct order the following scramble sentences. (Word order) (1 Point)

- a. I am working for my trip to Egypt. (0.25)
- b. I like travelling to France. (0.25)
- c. My father is cooking for the festival. (0.25)
- d. He celebrates the Day of Dead. (0.25)

10. Circle the correct letter which correspond to the correct written sentence.

(Word order) (1 Point)

- | | |
|------|--------|
| 1. b | (0.25) |
| 2. b | (0.25) |
| 3. a | (0.25) |
| 4. b | (0.25) |

Annex 4: Pre and Post Questionnaire



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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

1. How often does your English teacher use collaborative learning techniques to teach grammar in class?

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

2. To what extent do you think that your teacher employs collaborative work to improve your grammar competence?

- High ()
- Moderate ()
- Low ()
- None ()

3. How important do you think are collaborative learning techniques to improve your grammar competence?

- Very important ()
- Moderately important ()
- Slightly important ()
- Not important at all ()

4. How much do you learn about grammar when your instructor uses collaborative work in the English classes?

A great deal ()

Much ()

Somewhat ()

Nothing ()

5. How motivated do you feel when your teacher applies collaborative learning techniques to improve your grammar competence?

Very motivated ()

Moderately motivated ()

Slightly motivated ()

Not motivated at all ()

Thanks for your collaboration.

Annex 5: Research Matrix

Theme: Collaborative Learning Techniques to Improve Grammar Competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?

Problem	Objectives	Theoretical Framework	Methodological Research and Intervention Plan	Techniques and Instruments
<p>General How does the use of collaborative learning techniques improve the English grammatical competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year?</p>	<p>General To improve grammar competence by using collaborative learning techniques among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.</p>	<p>Independent variable</p> <ul style="list-style-type: none"> • What is Collaboration? • Collaborative Learning • Importance of Collaborative Learning • What Is the Similarity between Cooperative and Collaborative Learning? • What Is the Difference between Cooperative and 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing and intervention plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post questionnaires • Field notes

<p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about collaborative techniques are useful to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year? • What are the issues that limit the improvement of grammar competence among 	<p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about collaborative learning techniques to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year. • To identify the issues that limit grammar competence among students of ninth year of Basic Education, morning session at 	<p>Collaborative Learning?</p> <ul style="list-style-type: none"> • Collaborative Learning Techniques • Types of Collaborative Learning Techniques • Group working • Group size • Group membership <p>Dependent variable</p> <ul style="list-style-type: none"> • What is Grammar? • Grammar Competence • Importance of being Grammatical competent 	<p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report 	
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<p>students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?</p> <ul style="list-style-type: none"> • What are the phases of the intervention plan that address the current issues to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga 	<p>Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.</p> <ul style="list-style-type: none"> • To design an intervention plan based on collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year. 	<ul style="list-style-type: none"> • What is Communicative Competence? • Linguistic Competence • Pragmatic Competence • Sentences Types Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences • Subject-verb Agreement • Word Order 		
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<p>during the 2020-2021 school year?</p> <ul style="list-style-type: none"> • Which collaborative techniques are the most suitable to improve grammar competences among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year? • How effective is the application of collaborative techniques to improve grammar competence among students of ninth 	<ul style="list-style-type: none"> • To apply the most suitable collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year. • To confirm the results obtained after the application of collaborative learning techniques in order to improve grammar competence among students of ninth year of Basic Education, 			
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<p>year of Basic Education, morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020-2021 school year?</p>	<p>morning session at Colegio de Bachillerato “Dr. Manuel Agustin Aguirre”, in the canton of Sozoranga during the 2020- 2021 school year.</p>			
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Annex 6: Grading Scales

Grammar Competence

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Satisfactory
5-6	Needs Improvement
1-4	Poor

Collaborative Learning Techniques

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of collaborative learning techniques
61-80	Expected level of effectiveness of collaborative learning techniques
41-60	Moderate level of effectiveness of collaborative learning techniques
21-40	Unexpected level of effectiveness of collaborative learning techniques
01-20	Low level of effectiveness of collaborative learning techniques

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