UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"THE EFFECTS OF COOPERATIVE LEARNING ON WRITING SKILLS IN PINE MAJOR STUDENTS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad – Ecuador

2023

La Libertad, July 19th, 2023

In my role as Advisor of the research paper under the title **"THE EFFECTS OF COOPERATIVE LEARNING ON WRITING SKILLS IN PINE MAJOR STUDENTS"** prepared by **Córdova Lituma Emily Scarleth** and **Muñoz Bacilio Génesis Belén** undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Statement of authorship

I, EMILY SCARLETH CÓDOVA LITUMA with ID 2450225004 and I, GENESIS BELÉN MUÑOZ BACILIO with ID 2400300436 are undergraduate students of the Santa Elena Peninsula State University, Faculty of Education Sciences and Languages, as a requirement to obtain the Bachelor of Pedagogy degree of the English Language, in our role as authors of the research project "THE EFFECTS OF COOPERATIVE LEARNING ON WRITING SKILLS" we confirm that this work was carried out by us, except for the quotes and reflections used in this research, which have been duly referenced.

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED "THE EFFECTS OF COOPERATIVE LEARNING ON WRITING SKILLS IN PINE MAJOR STUDENTS" IS OUR RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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Acknowledgment

First, I am grateful to the people who believed in my triumph; thanks to them, I worked with every beat of my heart until I bled, to my family for having invested money and patience, to my friends for having filled me with experiences and good moments at the university; also to the dean, career director and tutor of my thesis MSc. Sara González, for her patience, time, and corrections despite her hard work at the university. Last but not least, I want to give glory to God for being the author (Romans 11:36); To my family for the economic investment in all these years; also to the dean, career director, and MSc thesis tutor Sara González, for her patience and time, and corrections despite her hard work. Thank you all for being and not being in every car on my train on the way to my Bachelor's degree.

Génesis Belén Muñoz Bacilio

I would like to express my sincere gratitude to all those who have contributed enormously to the completion of my thesis today. The first person I would like to thank is my mother, who has been my greatest source of support and motivation from the very beginning. Her unwavering love and patience have been a constant light in my life. To my dear sisters, they have never failed to lift my spirits and make me laugh even in the most difficult moments. I owe a debt of gratitude to my grandparents and my aunt, who have helped me in every way they have known how and without whom I would not have been able to reach my current position. Their words of support have been beneficial at all times, both to my friends inside and outside the university. Last but not least I want to thank the university and my teachers for imparting so much knowledge into my life.

Emily Scarleth Córdova Lituma

Dedication

I dedicate this research project mainly to my family for their hope and faith in me, especially my younger sister Verenice, because she gave me psychological and emotional support. To some special friends who gave me a healing hug because that is what mattered to me and what I needed at the end of the day to get through all of this; Zack, Luna, and Charlie. Finally, I dedicate this to an anonymous friend who is no longer in my life but who encouraged me to start with this and motivated me not to give up for a long time.

<div align="right">Génesis Belén Muñoz Bacilio</div>

I dedicate this research project to my dearly beloved grandfather; even though you are no longer physically present with us, I know that you are still taking care of me from wherever you are. Since you left, I have mostly thought about your wisdom and love. I'm sure you'd be very proud of the step I'm taking, and it would make you very happy to know that I'm graduating from the field to which you devoted many years of your life. Each memory of you is a treasure that I keep deep within my heart. This thesis is a tribute to your positive influence on my development as a student and a person. I will always carry you with me in every achievement and every step I take in life.

<div align="right">Emily Scarleth Córdova Lituma</div>

Abstract

Writing proficiency among English-speaking students, particularly in the seventh semester of the Major in Pedagogía de los Idiomas Nacionales y Extranjeros, is crucial. So, they express their ideas and thoughts clearly and coherently. This proficiency is essential for effective communication in various contexts; academic, professional, and personal settings. Moreover, implementing the Cooperative learning method in the writing process is fundamental for students to develop their writing skills, as it allows them to support and learn from their peers through knowledge sharing. This research project aims to recognize the effectiveness of the cooperative learning method on the writing skills of PINE Major Students. Consequently, the main objective of this research project is to analyses the effect of Cooperative learning method on writing skills in PINE Major Students. To achieve this, the researchers employed a qualitative focus conducting interviews with teachers to gather their opinions on the cooperative learning method. To further explore this research project, we organized a focus group with students to evaluate their proficiency in English writing skills.

KEY WORDS: writing skills, cooperative learning, effective communication

Resumen

El dominio de la escritura entre los estudiantes de habla inglesa, particularmente en el séptimo semestre de la especialización en Pedagogía de los Idiomas Nacionales y Extranjeros, es crucial. Así, expresan sus ideas y pensamientos de forma clara y coherente. Esta competencia es esencial para una comunicación efectiva en varios contextos; entornos académicos, profesionales y personales. Además, implementar el método de aprendizaje Cooperativo en el proceso de escritura es fundamental para que los estudiantes desarrollen sus habilidades de escritura, ya que les permite apoyarse y aprender de sus compañeros a través del intercambio de conocimientos. Este proyecto de investigación tiene como objetivo reconocer la efectividad del método de aprendizaje cooperativo en las habilidades de escritura de los estudiantes de la carrera PINE. En consecuencia, el objetivo principal de este proyecto de investigación es analizar el efecto del método de aprendizaje Cooperativo en las habilidades de escritura en Estudiantes de la Carrera PINE. Para lograrlo, los investigadores emplearon un enfoque cualitativo realizando entrevistas a docentes para recabar sus opiniones sobre el método de aprendizaje cooperativo. Para explorar más a fondo este proyecto de investigación, organizamos un grupo focal con estudiantes para evaluar su competencia en las habilidades de escritura en inglés.

PALABRAS CLAVES: habilidades de escritura, aprendizaje cooperativo, comunicación efectiva

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Introduction

Since writing is one of the most challenging skills to master in the English language, many students struggle to make progress in this area. As a result, they often feel anxious about participating in writing-related activities due to concerns about lacking the necessary vocabulary.

In recent years, the field of education has shown increasing interest in studying new and effective methods for language acquisition. Among these strategies, cooperative learning has gained significant attention as a powerful instructional approach that promotes cooperation, engagement, and active participation in the learning process. The impact of Cooperative learning on the development of writing abilities in English language learners has become a topic of great importance, as writing skills have become increasingly crucial in academic, professional, and social contexts worldwide.

Cooperative learning has emerged as a promising strategy to foster cooperation, engagement, and active participation, as educators strive to enhance their instructional approaches. However, implementing cooperative learning in the context of writing skills can present specific challenges. One of the main obstacles is the varying levels of language proficiency among participants, particularly in cooperative writing groups. English language learners often come from diverse linguistic backgrounds and possess different levels of competence, which can result in disparities in writing skills within interactive groups.

As Pedagogía de los Idiomas Nacionales y Extranjeros students, we must address topics like the one mentioned, as it reflects the reality of English language acquisition in the educational field. The study utilized a combination of a literature review, interviews, and a focus group to investigate the perceptions of teachers and students regarding the use of cooperative learning to

improve writing skills and assess its effectiveness. The research followed a qualitative approach, emphasizing the use of open-ended questions to collect information from diverse sources.

This research is divided into 5 chapters:

Chapter I: The Problem: This chapter addresses the issue of whether seventh-semester students majoring in PINE at Universidad Estatal Peninsula de Santa Elena possess the necessary English proficiency for their current semester of study. It also outlines the general and specific objectives the researcher aims to achieve, providing clarity to the reader.

Chapter II: Theoretical Framework: This chapter presents a comprehensive overview of learning the English language methods. It includes an exploration of theories and concepts related to cooperative learning methods and their application to writing skills.

Chapter III: Methodological Framework: This chapter describes the research methodology employed by the researchers, which involved conducting interviews with teachers and organizing a focus group with students. The objective was to gather relevant information to support the research objectives. The approach utilized in this study was qualitative.

Chapter IV: Analysis of Findings: In this chapter, the researchers will provide an interpretation of the data collected from the interviews and focus group sessions. They will analyze the findings and draw meaningful conclusions based on the gathered information.

Chapter V: Reflections on the Study: In this final chapter, the researchers will discuss potential solutions and recommendations based on the research project. They will also reflect on their own experiences during the research process, highlighting both the advantages and disadvantages encountered along the way.

The problem

1.1 Research Topic

Cooperative learning on writing skills

1.2 Title of the project

The effects of cooperative learning on writing skills in PINE Major Students

1.3 Problem Statement

One of the most crucial aspects of communication is to know how to write accurately to convey correct and specific information to the intended recipient. That is a common problem in written communication in general. Likewise, there is a problem with third-level students, who should be able to write complete sentences, paragraphs, and even essays.

According to (Cortes, 2019) affirms that "Generally, the student concentrates exclusively on the lexical and syntactic levels rather than on the discursive level, that is, textual coherence" Writing in a foreign language, such as English, is vital for a student's life. It is a part of communication in which teachers and students should not assign less importance. Throughout the training of a professional or even as a student, it is necessary to meet the requirements of professional life.

This research highlights the importance of writing proficiency for future teachers and as mentioned above is very important that future teachers possess an adequate level of proficiency in each English language skill. After all, they will be teaching these skills. So, they will have a significant impact on the academic development of future professionals.

Now, taking a more focused approach, this research aims to investigate a specific issue regarding the writing level in the PINE major. Several factors may affect English learning as a

foreign language, and one potential cause is the curriculum's scheduling within the PINE major. The allocated hours for learning students may not be sufficient, especially when comparing subjects that are highly relevant to the degree with those that are less related but provide limited benefits to developing various skills. However, this research will analyze this problem in-depth by selecting a sample of students from the 7th semester of the current 2023-1 who were in the 4th semester.

The primary objective of this research is to identify the main reasons why the number of graduating students often falls below the initial enrollment figures. One of the reasons is the inability to reach the required level to pass the certification exam, a mandatory requirement for the degree. Frequently, students fail to meet this requirement in time for the graduation ceremony.

Lastly, it is crucial to emphasize the significance of writing skills in this research project. Writing skills play a vital role in the professional field, which is the direction students, including those in the PINE program, typically pursue. However, it is worth noting that these skills are frequently inadequately developed.

1.1. Problem formulation

1.3.1 *Problem question*

What is the effect of cooperative learning method on writing skills in seventh semester of PINE major students?

1.3.2 *Specific questions*

What is the level of the students in writing skills?

What are the most helpful techniques using cooperative learning to develop for writing skills?

What is the effect of using cooperative learning in writing skills?

1.4 Objectives

1.4.1 General Objective

To analyze the effect of cooperative learning method on writing skills in PINE major students

1.4.2 Specific objectives

To identify the students achievements of learning outcomes in PINE major students

To recognize the most helpful cooperative learning techniques on writing skills

To determine the effectiveness of cooperative learning method on writing skills

1.5 Justification

This research aims to demonstrate that achieving a B2 level of English proficiency is essential for students to graduate successfully. English is widely regarded as the international language of communication, and attaining a B2 level enables students to effectively communicate and interact with individuals from different countries and cultural backgrounds, both academically and professionally.

Furthermore, it opens doors to broader employment opportunities, as many companies require strong language skills in English. In summary, attaining a B2 level of English proficiency enhances students' academic and career opportunities, promotes personal growth, and grants them a competitive edge in an ever-changing globalized world.

Conducting this research is crucial for identifying and addressing the issues that affect the graduation rate in the Pedagogy in National and Foreign Languages program at the Universidad Estatal Peninsula de Santa Elena.

To identify the underlying problems and implement inputs and become possible to increase the number of graduates in the program; this research endeavor aims to bridge the existing gaps, improve educational outcomes, and ultimately enhance the success rate in Pedagogy in National and Foreign Languages at the Universidad Estatal Peninsula de Santa Elena.

By exploring the global communication landscape, opportunities for higher education, professional promotion prospects, academic success, access to resources, and cultural enrichment, this research, with the assistance of the project Methods to analyze learning outcomes and the added value of a University education with training for students of Pedagogy of National and Foreign Languages, Faculty of Educational Sciences and Languages, Santa Elena Peninsula State University, Ecuador, will guide us in identifying the underlying issue of why students are not achieving the level of proficiency that they should have, based on the semester they are in.

The project aims to rectify errors in English language instruction, leading to several benefits for students. These advantages encompass improved linguistic accuracy, heightened confidence, prevention of recurring errors, promotion of self-evaluation, and enhanced communication effectiveness.

Theoretical Framework

2.1. Background

To get a better judgment about this research and probably better describe the reason why we aim to investigate this topic of cooperative learning as a method in the classroom, we must present some concepts that prove the importance of it and is possible to reach coherent and precise results that lead to the value of this investigation in question.

Taking into account that the research focuses on the search for the results of the effects of this method "Cooperative learning is the didactic use of small groups in which students work together to maximize their own learning and that of others" Johnson et al. (2019), with this method that theory is beneficial to also open up the development of autonomy in students, since it seeks to help develop their own learning skills.

In addition, we must take into account that the environment plays an important role with this method already mentioned. According to Han & Son (2020), strong interpersonal skills play a vital role in human growth. The significance of engaging with others starts within the family during early stages and extends to friendships and interactions with teachers in schools, and eventually, colleagues in professional settings. Consequently, interpersonal competence becomes an integral aspect of building relationships and participating in social activities.

2.2. Theoretical basis

2.1.1. *Constructivism*

With this small concept or definition of what this method is about, this research is from an experimental study in which later favorable results could be known to be carried out as an officially pedagogical and adaptable method for a classroom. In the same way, it is connected to writing skills since the study aims to find answers to the learning of said skills.

The following section presents some theoretical bases that support this research on the effects of cooperative learning on writing skills in PINE Major Students which will later prove the topic of this research to the pedagogical society.

Gomez et al (2021) consider that; students engage proactively in all organized activities to attain meaningful knowledge and consistently engage with one another, leading to enhanced teamwork, discipline, and collaborative learning. Therefore this research adds that education is a

complex process that involves learning and teaching. Teaching and learning go hand in hand. However, learning depends a lot on teaching.

From a different perspective, the active acquisition of knowledge is not confined to solitary engagement, such as reading or creating something, solely within the individual's mind. This process extends beyond that, involving various forms of engagement and interaction. It also encompasses collaborative endeavors involving other individuals or a group of peers, facilitated by technology, whether in person or from a distance. (García, 2020)

Considering this, constructivism is widely employed as one of the prevalent teaching methods in classrooms today. Vargas (2023) argues that Piaget places significant emphasis on knowledge construction occurring through interactions with the environment. In contrast, Vygotsky emphasizes the role of the social environment in facilitating the internal reconstruction of knowledge.

In the same way, in the constructivist perspective, the child plays an active role in constructing their knowledge. They are not merely passive recipients of external stimuli. Through their actions and experiences, the child actively participates in the process of developing their mental structures. With each new interaction or experience, the child builds upon their existing knowledge, generating new insights and expanding their understanding within their brain. (Sáez, 2019)

2.1.2. *Communicative Approach*

In general, the communicative approach is important because it promotes authentic language use, active participation, meaningful communication, individualization, integrated skill development, and cultural awareness, prepares students to communicate effectively in real-life

situations, equipping them with the skills necessary for successful language acquisition and application.

Engaging students in genuine communication allows them to use their innate language acquisition strategies, facilitates their language learning process, and enables them to use the language effectively, and ultimately this approach fosters meaningful communication. (Nino & Ekaterine, 2020).

2.1.3. *Communicative Language Teaching*

Dos Santos (2020) submits that teaching language with effective theories, directions and ways of instructing is a vital topic in the current fields of teaching and learning. Locating the most appropriate and effective teaching and learning methodologies and strategies for a given situation is important for language learning classrooms.

Therefore, we highlight the significance of employing instructional theories, guidelines, and methods in language teaching within today's fields of teaching and learning. Thus, we emphasize the crucial task of finding suitable and effective methodologies and strategies that can be adapted to specific language-learning classrooms. Educators prioritize the selection of the most appropriate approaches to enhance the language learning process. Additionally, it can be stated that the constant exploration and adaptation of methodologies are necessary to optimize language teaching, considering the dynamic nature of teaching and learning.

2.1.4. *Cooperative Learning*

Likewise, cognitive development is the skill of the individual to learn how to use suitable social tools (e.g., car, mobile phone, money, etc.) and cultural signs (writing, language, numbers) via their peers and teachers that provide cultural socialization of the individual and in social

interaction. (Erbil, 2020) coincides with the statement that social interaction is a key point to carry out methodologies such as cooperative learning.

On the other hand, this research focuses on the effect of the cooperative learning method in which Vygotsky, one of the most influential pedagogues, agreed with its use. In order to maximize the student's learning outcomes, it is essential to conduct classroom activities using teaching approaches that emphasize active learning. This entails creating an environment where students actively participate and collaborate in groups, leveraging each other's knowledge and information. (Gonzales et al. 2023)

Research findings support the notion that cooperative learning is highly compatible with the flipped classroom approach, out of the numerous teaching methods that exist. These findings emphasize the advantages and effectiveness of integrating Cooperative learning strategies within this instructional model. (Erbil, 2020)

In addition, cooperative learning is a method that is used more frequently in a classroom with a constructivist pedagogical current and environment, where the student must be able to have social contact and work based on the results obtained in the process. Clearly, positive results are always expected.

Also, taking into account that the research focuses on the search for the results of the effects of this method, cooperative learning involves the instructional use of small groups where students collaborate collectively to optimize their individual knowledge in order of their peers. Johnson et al (1994) considered that this method is beneficial to open up the development of autonomy in students since it seeks to help develop their own learning skills.

2.3. Pedagogical basis

2.3.1. Writing skills

Writing skills are vital for effective communication, academic and professional success, critical thinking, self-expression, documentation, and language proficiency, all those things play an important role in various aspects of life, allowing people to convey ideas, thoughts, and information effectively.

Writing is a fundamental skill. More than 85% of the population of the world can now write confirm (Swedlow, 1999, as cited in Graham, 2019). However, the need to know how to know it correctly leads us to look for the problems caused by not being able to do it.

2.3.2. Cooperative Learning and writing skills

Regarding teaching methods, a couple of years ago the investigation of methods used in the classroom was carried out. In which they were put to study; cooperative work, project work, case studies, PBL and the learning contract. With that in mind, different hypotheses were presented about the teacher's activity in the classroom with his students.

This investigation about "active methodologies in the university and its relationship with teaching approaches reached" an expected conclusion. Hernández et al. (2020) said "For all the above, the second hypothesis could be accepted, in such a way that the professors who use the most active methods, they more frequently employ a student-centered approach" (p. 15), among them cooperative learning.

In addition to these studies and investigations, we also found some experiments. One of them in total, there were 453 students in the ninth grade. The researcher chose 2 sections of students using purposive sampling. Simple lottery sampling was employed to assign the control

and experimental groups. The treatment was administered for 11 weeks, with two hours per week. (Abtew, 2022)

In that research, the results of the study comparing the experimental group and the control group, states that the students in the experimental group performed better than the control group in terms of fluency and accuracy during the post-test.

Additionally, it emphasizes that the post-test scores of the experimental group in these aspects significantly improved compared to their own average scores in the pre-test. Furthermore, the post-test scores of the experimental group also surpassed those of the control group.

Overall, this analysis suggests that the experimental group exhibited superior performance in terms of fluency and accuracy, indicating the effectiveness of the intervention or treatment provided to them. Based on these findings, this research concluded that cooperative learning in writing specifically enhances the writing accuracy and fluency of EFL students (Abtew, 2022).

In the same way a study aimed to identify the effect of cooperative learning in writing skills of the 7th class students in the subject of English. The population of the study consisted of 68 students enrolled at elementary level (7th grade) in Government Girls High School Burj Attari, Sheikhupura.

There were two sections of 7th grade in the school and 34 students in each section. The study was Quasi Experimental with a Non-equivalent control group, pre-test and post-test design. One section was randomly selected as experimental group and the other was assigned to control group on the basis their previous class results.

As a conclusion of this experimentation, according to (Munawar & Chaudhary, 2019) the results indicate a noteworthy disparity between the post-test scores of the control and experimental groups. The findings of this study demonstrate that the utilization of cooperative learning surpasses the effectiveness of the grammar translation method among students. Therefore cooperative learning gets an advantage in that research.

2.4. Legal basis

ONU (2008) has declared the following the Constitution of Ecuador recognizes the right of the population to live in a healthy and ecologically balanced environment. It also recognizes the right of access to public information and the right to participate in matters of public interest.

The constitution plays a vital role in establishing the rule of law, protecting individual rights, defining the structure of government, preventing abuses of power, promoting stability, and providing a framework for democratic governance. It serves as a cornerstone of a nation's legal and political system, guiding its development and ensuring that the interests of both individuals and the collective are respected and protected.

Education is a multifaceted process of acquiring knowledge, skills, values, and attitudes that occur throughout a person's lifetime. It involves the systematic and deliberate transmission of information, ideas, and culture from one generation to the next, typically through formal institutions such as schools, colleges, and universities. Education encompasses various forms of learning, including academic, vocational, technical, and moral development. (UNESCO, 2021)

According to article 29 of Constitución (2008) the state shall guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their own language and cultural sphere. Education and the right of individuals to learn in their own language and cultural environment, the parents or their representatives shall be free to choose for

their children an education in accordance with their principles, beliefs and pedagogical education in accordance with their principles, beliefs and pedagogical options. (pág. 25)

Peñafiel Larrea (2014), agree to the following, for the implementation of the English language course, the educational institutions must incorporate to their teaching staff, personnel with a minimum qualification of B2 according to the scale of the Common European Framework of Reference for Languages, and make available to the students the necessary pedagogical resources to guarantee the adequate learning of the foreign language.

Proficiency levels in English provide a standardized framework for assessing, evaluating, and measuring language skills. They aid in goal setting, progress monitoring, curriculum development, academic and professional advancement, effective communication, targeted instruction, and recognition. By establishing a common understanding of language abilities, proficiency levels contribute to efficient language learning and facilitate successful communication in English.

According to the article 5 of education as an obligation of the State mentions the responsibility of the State to guarantee the right to education of all the inhabitants of Ecuador. It emphasizes that access to education must be universally available throughout an individual's life.

The State is expected to create the necessary conditions to guarantee equal opportunities for people to access remain enrolled, move between educational services and successfully complete their education. The paragraph emphasizes the importance of providing equitable access and support to education, underscoring the State's obligation to create an inclusive and accessible education system (LOEI, 2011).

2.5.Variables of the study

2.5.1.   Variables Indpendientes:

Cooperative learning method

2.5.2. Dependent Variables:

Writing skills

Methodological framework

3.1. Method

3.1.1.   Qualitative Method

Aspers & Corte (2019) define "qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied". Therefore, this research uses qualitative methods to acquire enough information to explain how effectively the cooperative learning technique has affected in writing skills of students in the seventh semester.

For this research, we seek to present an advance closer to this topic since it has been little explored in the area of education. It is essential to look at the data collection research and investigation to acquire the information and conclusions of this task.

Qualitative research aims to answer issues surrounding the growth of knowledge of the meaning and experience aspects of human lives and social environments. To demonstrate effectiveness in qualitative, research must focus on the subjective meanings, behaviors, and social contexts that research participants perceive.

This method stands out because it is flexible, descriptive, inductive, comprehensive, phenomenological, structural-systemic, and many other qualities. It focuses on understanding the

underlying nature of objects as well as their dynamic structure and emphasizes validity over replication.

Qualitative research in its approach rejects the rational pretension of only quantifying human reality, instead, it gives importance to the context, function, and meaning of human acts, it values reality as it is lived and perceived, with the ideas, feelings, and motivations of its actors. Mesias (2017)

Qualitative methods are classified into five types: grounded theory, phenomenological research, case study, grounded theory, and narrative research.

3.2. Type of Research

3.2.1. *Phenomenological study*

This investigation employs a phenomenological study, which is the study of human experience from their particular perspective. So, according to Snaack (1984) "Phenomenology as a research method for the social sciences is the process of "becoming" and therefore lacks a consensus on a specific structure, however, the underlying philosophy of phenomenology inhibits the formulation of a structure methodology".

The complexity of human nature makes it challenging to annotate and describe the human experience because it is a multifaceted phenomenon that is also influenced by culture, society, and the mind. Consequently are many unknowns and ambiguities when describing and analyzing someone else's experience.

It makes sense to determine the proper application of human knowledge in phenomenological studies, which highlights the significance of focusing abilities on social science experiences. The construction of learning, focusing on activities related to constant

improvement and awareness of learning as an experimental element, is similar to how knowledge arises from this disciplinary practice.

3.2.2. Data collection techniques

According to Frances Ryan (2013) in social and health studies, one-on-one interviews are frequently used as a data collection technique. The process of conducting an interview is receiving more attention in the literature, especially regarding the role of the interviewer and the interaction between the interviewer and interviewee.

Individual interviews are a useful tool for learning about people's perspectives, understandings, and encounters with a particular phenomenon and can help with comprehensive data gathering. However, the interview is more than just a two-person conversation and calls for the interviewer to have extensive knowledge and ability.

Individual interviews can help in the gathering of comprehensive data and are a great way to learn about people's perspectives, understandings, and experiences with a particular topic.

The interview is more than a two-person discussion, though, and the interviewer needs to be extremely knowledgeable and skilled. The purpose of the study interview is to find out about people's experiences, viewpoints, reasons for being, and convictions regarding a range of topics. For instance, it is believed that interviews offer a "deeper" knowledge of social processes than other data collection methods, such as quantitative ones like questionnaires. Individual interviews are a common technique for gathering information.

Therefore and as a consequence of having a group population and sample of at least 20 people between teachers and students, we have chosen to use both techniques to deepen the results we want to obtain with this research to guarantee a real and consistent analysis in the use of the cooperative learning method in the classroom.

3.2.3. Instruments

• **Questionnaire:**

We have chosen to use the interview as a data collection instrument for teachers. This decision is due to its ability to gather a wide range of perspectives and opinions from a sample, which is essential for our research. In addition, by conducting individual interviews with teachers, we intend to gain in-depth knowledge of their perspectives, knowledge, and strategies employed.

To increase the depth of our results, we plan to incorporate focus groups into the methodology. Students will be invited to participate in the focus group sessions, where using writing skills they will provide valuable insights into their experiences doing their pre-professional internships or their links to society and we will be able to get a clearer picture of whether they have the required level of English for the semester they are in.

• **Type of questions:**

As explained before, we have chosen based on the methodology of this research and based on the instruments that go hand in hand with it to interview the group of teachers from the Peninsula State University of Santa Elena with 5 open questions in person, since in this way we can deepen the uses of cooperative learning by a teacher in the PINE career. In addition to the fact that this instrument gives us the facility to know the points of view of each interviewee individually, we can also analyze each part with its due approach regarding the use of the cooperative learning method.

3.3.Data collection processing and resources

Table 1: *Project main research question*

BASIC QUESTIONS	EXPLANATION
What?	To provide more information about the topic.
Where?	Universidad Estatal Península de Santa Elena, La Libertad-Santa Elena Province
When?	2023-1 period
How?	Questionnaire, group interview
What for?	To analyze the effect of cooperative learning method in writing skills.

Note: *This table shows the questions related to our research project

3.4.Population and sample

The following research will be conducted at the Universidad Estatal Península de Santa Elena, which is located in the province of Santa Elena- Ecuador, taking into account the students and professors of the Pedagogy career in national and foreign languages in 7th semester. The population to be surveyed-interviewed will be 12 students and 3 professors.

Analysis of Findings

4.1.Brief explanation of the findings

The following section presents the results of the interviews addressed to anonymous teachers of PINE major and the outcome of a focus group of 7th-semester students. The objective of the interviews and focus groups is to be able to know the effects of cooperative learning, whether negative or positive, based on the experiences, opinions, theories, and concepts of the interviewees and the results of the activity carried out in the 7th-semester student's classroom.

On the other hand, the relationship of the theories in correspondence with the cooperative learning method and the results obtained from the focus group with the students and the interviews directed to teachers of PINE major also introduced, in which the outcomes were beneficial for this investigation since from the perspective of each teacher obtained.

The results and answers were collected through interviews and a focus group activity with the assistance of 12 7th-semester students and three teachers of PINE major. The focus of the study was the impact that can arise from the cooperative learning method employed by teachers during in-person, face-to-face classes in the study classroom.

To enter into context, the focus group activity with 12 7th-semester students and three teachers of PINE major. This focus group consisted of an activity related to writing skills in which they had to write about their experiences in pre-professional practices or linkage projects. Also, the content must be written at B2 level with an approximate time of 15 minutes and groups of 3 in the classroom.

On the other hand, the interviews directed to the teachers of the PINE career consisted of 5 open questions in which the teachers expressed themselves accordingly and based on their

experiences and theories that the cooperative learning method entails together with their results obtained during their training performance in a classroom in person.

4.1.1. Interpretation of data from the interview and focus group

Table 2: *Identification of 7th-semester students*

Focus groups	
STUDENTS	**CODE**
1	S01
2	S02
3	S03
4	S04
5	S05
6	S06
7	S07
8	S08
9	S09
10	S10
11	S11
12	S12

Note: This table shows the code of students who were part of the focus group in this research project

.

Table 3: *Identification of PINE Major Teachers*

Interview	
TEACHER	**CODE**
1	TO1
2	T02
3	T03

Note: This table shows the number and code of the teachers who contributed in the interviews

4.1.2. Interview

1st question: How would you define cooperative learning and its role in the educational setting?

Figure 1

Role of cooperative Learning in classroom

Note: *Keywords of the first question of the interviews with PINE teachers by Muñoz Génesis and Córdova Emily*

As a result of this question, T01, T02, and T03 affirm and agree that the cooperative learning method used in person provides a strategic advantage for teachers and especially for students, since with these method students feel free to contribute their ideas with the rest of their classmates and support is provided together. However, T02 mentions that there is a current

problem in which not all students like to work in groups, so the method stops working as it should since they prefer to work alone.

2nd question: What are some potential benefits of implementing cooperative learning strategies specifically for pine major students?

Figure 2

Benefits of implementing cooperative learning strategies

Note: *Keywords from the second question of T01, T02, and T03 about Cooperative Learning Strategies*

In the second question the answers were similar; T01, T02 and T03 agreed that the cooperative learning method is a great positive contribution to education. T01 mentioned that cooperative learning is a strategy that has great potential especially in the English teaching and learning environment because with this strategy we can use various techniques.

On the other hand, T03 believes that the use of cooperative learning is a good advantage for students to develop their skills and to go from being human more to a second language speaker. However, T02 also emphasizes that sometimes not all students consider that it is a good way to work, especially students who have classes in the virtual environment.

3rd question: Can you describe any previous experiences or examples where you have used cooperative learning techniques in your classroom? What were the outcomes or observations?

Figure 3

Outcomes or observations using cooperative learning

Note: *Keywords from question number 3 about the consequences of using the*

Cooperative Learning Method

Based on the experience in which each teacher has handled the cooperative learning method, the answers of T01, T02 and T03 in the third question affirm that when it comes to a written work they choose to use the CL Method since there is interaction between the students and finally put their ideas on a piece of paper. T01 comments that some students who were not only shy to participate in general, but also had a certain lack of confidence while having to write something in the first semesters, at the end of the semesters, when using cooperative learning which is working in groups, students improve.

4th question: What are some potential challenges or obstacles you anticipate when implementing cooperative learning strategies for pine major students?

Figure 4

Challenges or obstacles when implement
cooperative learning

Note: *Keywords of question 4 addressed to PINE teachers about the implementation of this*

method in the classroom.

Regarding the fourth question, T01 answers that one of the biggest challenges that every

teacher has when applying this method is the lack of motivation of many students while writing

something, especially those students who still have problems with grammar and vocabulary.

T02 also mentions that students do not like to work in a cooperative learning

environment, do not want to work with other students, do not want to participate in classes, these

are the biggest problems. T03 mentions that the biggest challenge we have as a teacher is to

know our students and apply different strategies or activities that make them work in groups to

avoid conflicts.

Finally, T01 and T03 also agree with the idea of promoting this method in the classroom

to make students understand that collaborative work is normal and natural, since participating

openly is something they should get used to as professionals.

5ᵗʰ question: In your opinion, how can cooperative learning impact the academic writing in

pine major students?

Figure 5

Impact of cooperative learning on writing skills

Note: *Keywords of question number 5 in which an opinion was sought about the impact of the method in question on writing skills*

Finally, the fifth question was directed to an honest answer and personal opinion in which T01, T02, and T03 agreed that the impact of the cooperative learning method is positive when used with techniques to teach writing skills. T03 thinks that writing is one of the hardest, but using the Cooperative learning method is a little bit easy. T01 agrees with T03 and says that this method is a great tool to improve the writing skills of those students who lack this ability.

4.1.3. Focus group

On the other hand, the results of the activity conducted by the students and the various levels at which their ability was assessed, along with the cooperative learning methodology, were obtained in the focus group. The levels A1, A2, B1, and B2 represent the categories identified based on the results of the activity conducted with the 12 students in the 7th semester. We have categorized the results of this activity based on the levels of writing skills. In addition, with the results obtained in the focus group, we were able to separate 12 students, 6 groups in which S02,

S03, S04 and S12 obtained an A1 level as a result. Then we have S08 with an A1+ result, followed by S06 and S07 who obtained an A2 level and consequently S01, S09 and S10 who obtained an A2+ level, S05 who obtained a B1 level and finally S11 who obtained a B1+ level.

Reflexions of the Study

The effects of the cooperative learning method on writing skills were analyzed in this research project. The findings suggest that cooperative learning positively influences various aspects of writing, including content development, organization, grammar, and overall writing proficiency. By providing opportunities for collaboration, peer feedback, and active engagement, cooperative learning fosters a supportive and dynamic learning environment that facilitates the development of students' writing abilities. Incorporating cooperative learning strategies into the writing curriculum can be a valuable approach for educators to enhance students' writing skills and promote effective communication.

The researchers come to the following conclusion after taking into account the aforementioned:

Going back to the main objective, which attempts to analyze the effect of the cooperative learning method on writing skills in PINE major students, it can confirm that this objective was successful due to several key factors. First, the cooperative learning method provided a conductive environment for English language learners to collaborate, exchange ideas, and collectively improve their writing skills. Through group discussions, peer feedback, and collaborative writing activities, students were able to improve their understanding of grammar, vocabulary, and writing techniques. This active participation and interaction fostered a deeper understanding of the language and facilitated the development of effective written communication skills. Second, the success of this objective can be attributed to the fact that it

focused on the specific needs of PINE majors. By specifically analyzing the effect of the cooperative learning method on their writing skills, educators were able to address the specific challenges and requirements for mastery of this skill. This tailored approach allowed for more accurate assessment and targeted intervention, resulting in significant improvements in students' writing skills within the PINE major. In summary, the success of this objective lies in the collaborative learning environment, the specific focus on English language skills, and the resulting improvements in writing proficiency in the context of students within the PINE major.

The main issue of this research project was to identify if the seventh-semester students of the PINE major have the required level to be in their corresponding semester. The research provided evidence that the majority of the seventh-semester students do not reach the required level of English, for this if a solution could be found it would be to implement more hours using the cooperative learning method in the classroom.

Conducting this research has been an enriching and insightful experience. The process involved an extensive literature review, data collection, and analysis, which provided a comprehensive understanding of the topic and its implications. Studying existing research, conducting interviews, and observing student performance within the classroom provided insight into the effects of cooperative learning on writing skills. The research experience allowed the researchers to interact with educators with expertise in the field and students fostering a greater appreciation of the complexities and nuances of teaching writing. Collecting and analyzing data allowed for a deeper understanding of the impact of cooperative learning on writing skills. The research experience fostered critical thinking, enhanced research skills, and offered valuable insights into the educational field.

One of the advantages of this research was that the population interviewed belonged to our own major both teachers and students, which allowed a higher level of understanding and relevance to our study. This familiarity with the experiences and challenges of our peers provided us with a unique perspective that greatly enriched the study.

In addition, being part of the same community allowed us to leverage existing networks and contacts, which facilitated participant recruitment and ensured a representative sample. This alignment not only facilitated smoother communication but also allowed us to ask more nuanced and context-specific questions that resonated with our respondents, resulting in richer data and more meaningful analysis. Ultimately, this advantage greatly enhanced the validity and applicability of our results, contributing to a more complete understanding of the research topic within our professional field.

A life lesson learned from this research is the importance of collaboration, adaptability, and continuous learning. The experience of working with various stakeholders, acknowledging diverse perspectives, and adapting research methods and approaches as needed has taught me valuable lessons in teamwork and adaptability. Furthermore, the study highlighted the significance of staying open-minded and receptive to new insights, which contributed to personal growth and professional development. The research process served as a reminder that intellectual growth requires ongoing curiosity and exploration. This commitment to lifelong learning extends beyond the research project itself and carries forward into personal and professional endeavors.

On the other hand, undertaking this research presented both perks and challenges. The perks included the opportunity to contribute to the existing body of knowledge in the field of cooperative learning and writing instruction. Additionally, witnessing the positive impact of cooperative learning on students' writing skills was highly rewarding. However, challenges such

as ensuring the validity and reliability of the research instruments, managing time constraints, and accessing diverse participant groups were encountered. These challenges required meticulous planning, flexibility, and perseverance to overcome and obtain reliable and meaningful research results.

This study has laid the foundation for future research on the effects of cooperative learning on writing skills. To further advance our understanding, future studies could explore the impact of specific cooperative learning techniques on different writing tasks, such as creative writing, essay composition, or technical writing. Additionally, investigating the long-term effects of cooperative learning on students' writing skills and their transferability to real-life writing situations would be beneficial.

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Annexes

7.1.   Annex A: Certificate Anti-plagiarism system

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EXTRANJEROS

La Libertad, 20 de julio de 2023

CERTIFICADO COMPILATIO

En calidad de tutor del trabajo de titulación denominado "**THE EFFECTS OF COOPERATIVE LEARNING ON WRITING SKILLS IN PINE MAJOR STUDENTS**", elaborado por **Córdova Lituma Emily Scarlet** y **Muñoz Bacilio Génesis Belén**, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 2% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

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7.2. Annex B: Interview Transcripts

T01:

a) **How would you define cooperative learning and its role in the educational setting?**

Cooperative learning has 2 or 3 different faces the face that we use at UPSE is when we separate the classroom in small groups, with this idea we try to separate the good speaking students with some students that need a little help, this way the good speaking students will provide some helps to those students that need some more practice and we as leaders of the classroom will go walking in the classroom controlling if every group is actually doing the cooperative learning method and this method does have some positives aspects in the educational environment , the most important aspect here is that in this face to face modality every student has the opportunity to participate.

b) **What are some potential benefits of implementing cooperative learning strategies specifically for pine major students?**

Cooperative learning is a strategy that has great potential specially in the English teaching and learning environment because with this strategy we can use various techniques using this method one of the techniques is that every group of students have the opportunity to participate not only among themselves but also to participate with the teacher in the classroom, that is the biggest benefit that cooperative learning has for English students.

c) **Can you describe any previous experiences or examples where you have used cooperative learning techniques in your classroom? What were the outcomes or observations?**

As an English teacher I have various positives examples using cooperative learning techniques. One of the positives examples that I can remember is that they were some students that there was not only shy participating in general but they were also has some lack of confidence while they have to write something, that is in the first semesters, at the end of the semesters by using cooperative learning which is working in groups the students improve to one semester to other therefore, to finish I would like to say that cooperative learning if is well control and we have the motivation of the students is very beneficial for English learners.

d) **What are some potential challenges or obstacles you anticipate when implementing cooperative learning strategies for pine major students?**

This is a very good question. One of the biggest challenges that every teacher has while applying this method is the motivation many students lack of motivation while they write something, especially those students that they still have problems with grammar and vocabulary. To finalize the question, we as teachers while using this method have to motivate the students that are a normal procedure of learning but also our hope as teacher is that at the end of the semester students improve in writing skills.

e) **In your opinion, how can cooperative learning impact the academic writing in pine major students?**

Cooperative learning is one of the greatest strategies in order to improve academic writing because the students that need to improve it can actually feel motivated because other classmates are actually helping. This method is a great tool to improve writing skills to those students that lack this ability.

T02:

a) **How would you define cooperative learning and its role in the educational setting?**

I consider that cooperative learning is an approach that helps as a teacher with our students in a cooperative way that they can help each other and help understanding something, but nowadays there a problem with this method is that not all the students like work in group works as the method require, some students prefer to work alone. Cooperative learning helps to manage the learning process, to achieve the outcomes learning in the process of teaching.

b) **What are some potential benefits of implementing cooperative learning strategies specifically for pine major students?**

The benefits for the students are that they have the opportunity to learn from their classmates, for example when we form groups in a classroom always there are students that have more knowledge than others and knowing that we organized the groups with a balance, but sometimes not all the students consider that is a good way to work specially the students that has classes in the virtual environment. Now I'm working with the first and second semester online and they don't like work with cooperative learning, I consider that in face-to-face classes is better using this method.

c) **Can you describe any previous experiences or examples where you have used cooperative learning techniques in your classroom? What were the outcomes or observations?**

When I would like that they write something I like to work in groups or in pairs so they can share their ideas and for me working with cooperative learning in writing skills is good because if they don't know something they try to help each other, for

example when I want that the students share their ideas in virtual classes I use the forum of a platform.

d) **What are some potential challenges or obstacles you anticipate when implementing cooperative learning strategies for pine major students?**

As I mentioned, that the students don't like to work in cooperative learning environment, don't want to work with other students, they don't want to participate in classes, these are the biggest problems that I have with my students, especially those that working online, I think is because they don't know their partners, when you are in face-to-face classes you feel comfortable working with someone.

e) **In your opinion, how can cooperative learning impact the academic writing in pine major students?**

It is a good way to work in a cooperative learning especially when the students need to write because they can share ideas about something and it helps students to know more about the other students to have an opportunity to work together and learn more.

T03:

a) **How would you define cooperative learning and its role in the educational setting?**

I define cooperative work as an important way to develop a kill, whatever the skills the students want to develop, the teacher use this as a big strategy to open from them different aspects of a student for example: students are interested in something, students like to do something or just students don't care about anything and that makes this method a good option for teaching.

b) What are some potential benefits of implementing cooperative learning strategies specifically for pine major students?

I think this is a part of how the students can interact each other and this is part of how can include the language because we as a human being have to interact every day with everybody and we need cooperative work at home, at stress, whatever and I think is a good advantage for students to develop their skills á a human being more than just a second language speaker.

c) Can you describe any previous experiences or examples where you have used cooperative learning techniques in your classroom? What were the outcomes or observations?

I have applied many times the cooperative work as a teacher and the outcomes have been I think good results, I had good results and one of them is when students need to work together in order to develop something for example in writing skills what I ask my students is try to interact each other asking for something and they try to transcript everything and they need to were into a piece of paper and compare and after they that make feedback, etc., whit that I have good results.

d) What are some potential challenges or obstacles you anticipate when implementing cooperative learning strategies for pine major students?

Could be the personality of the students, most of the time we have to explore in our students how they are, how they feel and we have to push them in order you make work and try to show that it is something natural that they have to do. When you want to work in order to cooperative method with anybody you need to work with their personalities, know if they are shy persons or not, and I think it can be as an advantage or disadvantage

and we need to be ready to observe them and have a good equilibrium for them, if you don't do that it could be a problem into the classroom. To conclude the biggest challenge, we have as a teacher is know our students and apply for them different strategies or activities that make, they work in groups in order to avoid conflicts.

e) In your opinion, how can cooperative learning impact the academic writing in pine major students?

I think it has a good impact in order to make our students develop their skills because in face-to-face classes it helps us to make our students work as they feel they are not alone; they feel that they can find support in their classmates and if we talk about writing they feel that somebody can give them what they need and exchange knowledge and try to work in order to develop skills. I think writing skills is one of the most difficult but using cooperative work is easier.

7.3.Annex B: Focus group

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Good afternoon, in order to provide current information about the research project

"The effects of cooperative learning on writing skills in pine major students" we are

grateful for your honest participation in a focus group activity.

Focus group in 7th semester in PINE Major Students

1. In groups of 3, write about your experiences in your pre-professional internship or linked project.

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