



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**TECHNIQUES TO PROMOTE COLLABORATIVE LEARNING IN  
WRITING**

**PINTO SANCHEZ KEVIN LEONARDO  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**RIVERA AREVALO SHELSI ANAHI  
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**PIZARRO ROMERO JOHANNA MICAELA**

**MACHALA  
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# TECHNIQUES TO PROMOTE COLLABORATIVE LEARNING IN WRITING

*por* Shelsi - Kevin Rivera - Pinto

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0705548915

*Shelsi Rivera A.*

RIVERA AREVALO SHELSI ANAHI

0706854106

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## **DEDICATION**

### **Shelsi Anahi Rivera Arévalo**

With deep gratitude, I dedicate this research to my parents Elsi Arévalo Valle and Roni Rivera Ramírez, who, with their unconditional love and permanent support, instilled in me solid values and the importance of study, which are now reflected in results.

To my dear siblings, Ronny and Ashley Rivera Arévalo, whose company, joy and constant encouragement have been fundamental in this arduous journey.

### **Kevin Leonardo Pinto Sánchez**

First of all, I want to thank God for always giving me strength throughout this stage of university. Finally, to my parents who will always be the fundamental pillar of my life, my girlfriend who always helps me in everything, and last, to my grandmother who is in heaven and who will always take care of me from above.



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Finally, to my parents who will always be the fundamental pillar of my life, my girlfriend who always helps me in everything and last but not least, to my grandmother who is in heaven and who will always take care of me from above.

## RESUMEN

Este proyecto se basa en un paradigma metodológico cuantitativo, con un diseño no experimental de tipo transversal y explicativo, orientado a abordar los problemas que se presentan en los estudiantes de 1ro BGU del Colegio de Bachillerato Nueve de Octubre, periodo lectivo 2024-2025 en la habilidad del writing en la enseñanza-aprendizaje del idioma inglés.

Sobre esta primicia, se desarrolla una estrategia basada en el uso de técnicas para fomentar el aprendizaje colaborativo en el writing. Donde se emplean métodos teóricos tales como: método histórico-lógico, hipotético-deductivo y analítico-sintético. Y métodos empíricos como: la observación, rubricas, evaluación diagnóstica, post-test y varias técnicas en el salón de clases con el fin de dar solución a la pregunta de investigación planteada. Finalmente, la propuesta de solución se concreta en un sistema de clases que se distingue por ayudar al proceso de enseñanza aprendizaje colaborativo de la lengua inglesa en la habilidad del writing en los estudiantes de 1ro de Bachillerato del Colegio de Bachillerato Nueve de Octubre. Se ofrecen los resultados de la corroboración teórica y la implementación en la práctica educativa del sistema lo que permitió una valoración de su efectividad.

**Palabras claves:** Técnicas colaborativas, aprendizaje colaborativo, writing, aprendizaje, fomentar.

## **ABSTRACT**

This project is based on a quantitative methodological paradigm, with a non-experimental design of transversal and explanatory type, oriented to address the problems that arise in the students of 1st BGU of the Colegio de Bachillerato Nueve de Octubre, school year 2024-2025 in the writing skill in the teaching-learning of the English language. On this first, a strategy is developed based on the use of techniques to promote collaborative learning in writing.

Theoretical methods such as: historical-logical, hypothetical-deductive and analytical-synthetic methods are used. And empirical methods such as: observation, rubrics, diagnostic evaluation, post-test and several techniques in the classroom are used to provide a solution to the research question posed. Finally, the proposed solution is concretized in a classroom system that is distinguished by helping the collaborative teaching-learning process of the English language in the writing skills of first year high school students of the Colegio de Bachillerato Nueve de Octubre. The results of the theoretical corroboration and the implementation in the educational practice of the system are offered, which allowed an evaluation of its effectiveness.

**Key words:** Collaborative techniques, collaborative learning, writing, learning, fostering.

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## INTRODUCTION

The English language (English) is one of the universal languages that allow the transmission and dissemination of important information that can be transcendental. Thus, according to Aragonese et al. (2002), it is also the most widely used language on the continent, as well as being the first foreign language in educational systems. That is why professionals in this language see the production of texts as extremely important, which are part of the communicative skills of applied English linguistics because they can express ideas, think through symbols called letters with grammatical structures, among others.

It can be said that writing is an integral part of language. Therefore, it is evident today that one of the shortcomings of students is that they do not write their homework responsibly. This is because writing is not valued and is seen as less necessary for communication. If students continue to show poor writing, it will lead to professional failure. Therefore, Goodman (1986) describes three principles of writing development: functional, linguistic and relational. The author states that the scribbling they do is necessary for the development of writing. Teachers should be observant and respect what children know about writing, so that they can facilitate the process for them in the beginning.

Therefore, there are some techniques to foster the skill of collaborative writing in the hope that it will be a possible solution to these problems that are of great relevance in the educational field. Therefore, the aim is for teachers to be able to know what level of English the student is at. This allows them to check if they can produce a variety of texts, such as: news, informative texts, narratives, essays, articles, letters, descriptions, letter entries, poems, rhymes, stories, interviews, tutorials, couplets, all involve writing.

In this respect, it is noted that there are different types of writing, each with its own style. Therefore, it is necessary to present students with templates capable of dispelling any doubts or questions.

Chapter 1 of this research will provide the historical, conceptual and contextual background of this research, which will give way to Chapter 2, where the methodology that will be used throughout the research process will be detailed.

Taking into consideration all the difficulties present at the time of developing English writing skills, the following **limitations** were observed in the 1st year of Bachillerato at the Colegio de Bachillerato Nueve de Octubre:

- Students who do not participate in English classes
- Students who have limitations in writing in English
- The teacher does not provide extra teaching in the area of writing in English.
- Students who have difficulty writing sentences in English
- Lack of interest in learning a new language
- Lack of knowledge of general vocabulary
- Lack of knowledge of grammatical tenses.

Which gives rise to the following **scientific problem**:

How to improve the English language writing skills of 1st BGU students of the Nueve de Octubre High School, school year 2024-2025?

Taking into account the **object of study** of this research that is based on the teaching-learning process of English writing skills in 1st BGU students of the Nueve de Octubre High



School.

Possible **causes of the problem** include:

- Low motivation of students to learn English
- Lack of teaching resources to apply in written expression activities.
- Poorly developed methodological techniques in the writing skill.
- Emphasis on memorization and not on writing skills.
- The use of collaborative techniques that improve learning in the writing skill is not promoted in English classes.

This research covers the following **general objective**: To develop a system of classes that incorporate collaborative learning to improve the English writing skills of 1st BGU students at the Nueve de Octubre High School.

This objective is defined in the **Field of Action**, which refers to the techniques to promote collaborative learning with teaching resources such as printed materials, audiovisual materials, conventional materials, etc.

Therefore, the present research work raises the following **specific objectives**:

- To historically and theoretically establish the writing skill
- To conceptually and textually establish the techniques to promote collaborative learning in writing
- To identify the techniques used for collaborative learning in writing.
- To diagnose the state of writing skills in the teaching-learning of the English language in the first year high school students of the Colegio de Bachillerato Nueve

de Octubre.

- To develop a class system using techniques that improve collaborative learning to improve the writing skills of the first-year high school students of the Colegio de Bachillerato Nueve de Octubre.
- To verify the effectiveness of the implementation of techniques for collaborative learning to improve the writing skills of the first-year high school students of the Colegio de Bachillerato Nueve de Octubre.

And everything mentioned above is developed based on the following **scientific hypothesis**: students from the 1st BGU of the Colegio de Bachillerato Nueve de Octubre will improve their writing skills if a class system is applied using techniques to encourage collaborative learning. Based on the hypothesis, the relationship between two variables is studied:

**Independent Variable:** Classroom system using collaborative learning techniques in writing skills in 1st year BGU students at Colegio de Bachillerato Nueve de Octubre, academic year 2024-2025.

**Dependent Variable:** Improvement of writing skills in different collaborative contexts in 1st year BGU students at Colegio de Bachillerato Nueve de Octubre, academic year 2024-2025.

This scientific research is carried out from a **quantitative methodological** paradigm, with a non-experimental design of a transversal and explanatory type. **The population** is made up of 1st BGU students from the Nueve de Octubre High School, academic period 2024-2025.

Therefore, the importance of this research focuses on the use of techniques to promote

collaborative learning in the writing skill as one of the methodological strategies for 1st BGU students of the Colegio de Bachillerato Nueve de Octubre, academic period 2024-2025, through a class system, where it helps to improve this English skill that allows us to write and share information with our environment.

Consequently, **theoretical methods** such as the historical-logical, hypothetical-deductive and analytical-synthetic methods are used. **Empirical methods** such as observation, diagnostic evaluation and how various techniques were used in the classroom are used. These will be detailed in greater depth in the methodological framework.

Therefore, Chapter 1 of this project will discuss the historical, conceptual and contextual background of this research, leading to Chapter 2 where the entire process will be detailed methodologically. Therefore, Chapter 3 will present the intervention proposal, which will be a system of classes, and Chapter 4 will consist of the discussion of the results and conclusions of the research.

Regarding the practical contribution of the research, it reflects a system of activities focused on the use of techniques to promote collaborative learning in the skill of writing as a methodological strategy with the aim of allowing students to expand their productive-active ability.

In fact, the theoretical framework will discuss historical, conceptual, referential and contextual backgrounds, but emphasis will be placed on techniques to promote collaborative learning.

## **CHAPTER 1. THEORETICAL UNDERPINNING OF THE USE OF TECHNIQUES TO PROMOTE COLLABORATIVE LEARNING IN ENGLISH LANGUAGE WRITING.**

This chapter will provide theoretical information on collaborative learning to improve writing skills, through several detailed categories such as: historical, conceptual, contextual background, characteristics of the field and object of this research, based on different authors that support the arguments presented in this research.

### **1.1 HISTORICAL BACKGROUND TO THE SKILL OF WRITING IN ENGLISH**

Judging from modern archaeological records, writing appeared in Mesopotamia and Egypt at the same time, about a century before 3000 BC. This seems to have begun earlier in Mesopotamia: the earliest clay tablets from Uruk date from around 3300 BC, and the history of urban development in Mesopotamia is much older than that of the Nile Valley in Egypt.

However, we cannot be sure of the date of the oldest Egyptian inscription, the giant stone of King Narmer, on which his name is engraved in 2 hieroglyphs depicting a fish and a chisel. The date is unknown, but is probably between 3150 and 3050 BC. In China, writing first appeared on the so-called ‘oracle bones’ of the Shang civilisation, found about a century ago in Anyang, northern China, and dated to 1200 BC.

During the 1980s and 1990s, foreign language teachers participated in the ‘Method’ study, the main aim of which was to create a method that would adapt to the learning style and ensure the improvement of all language skills. In other words, an effective method to promote language learning as mentioned by Brown (2007). Over time, different language teaching methods can be found with characteristics such as: grammatical translation, direct method,

listening to the language, physical reaction method, etc. Holistic learning, task-based, content-integrated learning. and foreign languages, etc.

The methods mentioned above include cooperative learning, which originated in the United States in the early 19th century to solve social pedagogical problems, because schools have students from all walks of life, different educational levels and backgrounds.

According to the historical background, it is mentioned that writing has an important influence on the collaborative teaching-learning process in English, because this writing skill fosters effective communication, the development of critical thinking skills and provides students with a comprehensive and meaningful learning experience.

Meanwhile, the teaching of English began in the 18th century and its teaching method is grammar translation. This approach focuses on teaching specific grammatical rules of a second language by translating sentences and using text (Cañarte et. et al., 2013). Since then, other approaches with different focuses have emerged.

English is no longer taught only in writing, but also in understanding and expressing it. Thus, at the end of the 19th century, the trend of behaviourism emerged, guided by the study of the structure and use of the language. Then, in 1900, the direct method was born, which believed that the language should be learned through direct contact, that is, simulating situations similar to real life. Later, in 1940, language educators adopted the listening and speaking method, which develops speech expression through memorization, repetition and model exercises (Cañarte et. al., 2013).

## **1.2 CONCEPTUAL BACKGROUND OF TECHNIQUES TO PROMOTE COLLABORATIVE LEARNING IN WRITING IN HIGH SCHOOL STUDENTS**

After elaborating the historical part of the study, a step is taken towards a theoretical justification of the object, field and variable. The purpose of this segment will be to conceptualize the elements that make up the study through an exhaustive search for bibliographic information, where primary, secondary and tertiary sources were used to support it.

### **1.2.1 English language teaching-learning process focused on writing skills**

As the Soviet psychologist and linguist Leontiev (1971) points out: “the process of teaching-learning a foreign language is a complex activity consisting of the content of linguistic knowledge that is formed by the linguistic material.” Morphemes, phonemes, words, operational rules and verbal activities are an important means by which students learn sound, handwriting, vocabulary, grammar, correct spelling, the meaning of words and phrases, which they perfect the more they read and remember the linguistic material, which makes it easier for them to understand it when they listen to it and improves their oral and written expression.

This is why, in the process of teaching and learning English, there are two components of great importance: the teacher and the student, each one plays a fundamental role. In other words, one depends on the other to achieve the main objective expected from the development of English communication skills.

In this process of the English language in the writing skill, teaching resources fulfill the function of facilitating, mastering and awakening the desire to learn in students, which allows the teacher to help students perform better in the classroom, which is why teaching resources must

be used correctly so that they become a support to strengthen the writing skill..

Teaching is intrinsically linked to learning and it is essential to understand the process by which individuals acquire writing skills. Writing is widely recognized as a challenging skill, that is, the level of complexity that students must take into account when creating educational activities to improve writing skills Ferretti & Steve (2019). According to what the two authors mention, the teacher must consider the cognitive, intellectual, emotional, cultural and procedural processes that students experience during learning the writing skill.

Therefore, Chicho (2022) mentions that learning to write has similarities with learning to read, since both involve a sequential process. The writing skill requires and integrates a wider range of fundamental skills compared to any other subject. That is why in the development stage of children, teachers teach writing by taking advantage of the experiences that the child previously acquired.

Writing skills in some educational institutions focus on grammar, and it depends on the teaching approach that teachers want to give. Consequently, students focus only on grammatical structures. However, writing skills to be effective should not be limited to grammar alone, so teachers must expand their techniques for the production of accurate written content.

Regarding writing skills, Chicho (2022) mentions: "The big problem with traditional teaching about writing is the emphasis that teachers place on evaluating a text, instead of teaching students to produce texts." (p. 35). Teachers must recognize that for good writing they must use educational and entertaining materials.

Brown, cited by Rakhmawati (2022), mentions that in order to master certain skills, it is

essential that people who are engaged in the practice of writing establish a series of six micro skills that are relevant in teaching this competence:

- Build a competent vocabulary base and use appropriate word order structures.
- Use an appropriate grammatical system.
- Use cohesive mechanisms in written discourse.
- Use established rhetorical structures and rules of written communication.
- Fulfill the communicative objective of written texts according to their form and intention.
- Expressing connections between events involves communicating main ideas, supporting details, new and established information, generalizations and exemplifications.

This is why written communication has become a fundamental skill of the English language.

### **1.2.2 Techniques for collaborative learning**

#### **- Task based learning**

According to author Robinson, P. (2011), “The assignment provides the opportunity to receive corrective feedback (implicitly or explicitly) on the performance of participants, partners, or teachers.” This means that assignments allow for the collection of information implicitly or explicitly, while also giving feedback to students about their work, what their peers, or teachers are doing. (p. 151)

The main function of the task is to draw conclusions, opinions about the information presented. Teachers should keep in mind that a strong grasp of grammar and vocabulary



enhances students' ability to identify and rectify mistakes. Task-based learning provides a different approach for foreign language instructors, as the lessons revolve around accomplishing a central task that incorporates specific steps.

Task-based learning (TBL) is an educational methodology where students acquire knowledge and skills by performing meaningful activities. In the field of collaborative learning in writing, this approach involves students collaborating in the execution of specific tasks that require the use of language to communicate effectively and achieve a common goal.

Below are some essential points about the application of TBL in collaborative learning in writing:

**1. Authentic and Relevant Tasks:** Activities should be authentic and relevant to students, such as writing a blog post, composing a formal letter, or creating a script for a video. These tasks should have a clear and tangible purpose.

**2. Teamwork:** Students collaborate in small groups to complete tasks, encouraging cooperation, communication, and the exchange of ideas. Each member of the group can take on different roles and contribute in different ways to the final product.

**3. Focus on Process:** The process of completing the task is just as important as the final result. During this process, students plan, research, discuss, and revise their work, thereby developing writing and collaboration skills..

**4. Feedback and Revision:** Students receive feedback from their peers and the instructor throughout the entire process. This feedback is critical to improving the quality of work and to students learning to evaluate and revise their own work.

**5. Developing Communication Skills:** By working on collaborative tasks, students practice essential communication skills such as negotiation, conflict resolution, and decision making. These skills are crucial not only for writing, but also for effective communication in general.

**6. Formative Assessment:** Assessment in TBL focuses on student progress and the quality of their participation in the collaborative process. This may include self-assessments, peer assessments, and instructor assessment.

In summary, TBL in collaborative writing learning focuses on the use of meaningful and authentic tasks that require collaboration and effective communication among students. Through this approach, students not only improve their writing skills, but also their teamwork and problem-solving abilities.

- **Pre-tarea.**

In the introductory task, the teacher describes what the learners expect when performing the task. Why learners should be introduced to key vocabulary or grammatical structures first. As with the traditional Presentation, Practice and Production (PPP) method. Teachers can also model the problem by providing pictures or examples.

Pre-task in collaborative learning in writing refers to a preparatory activity that students undertake before participating in a group writing task. This phase is essential as it prepares students for collaborative work, ensuring that everyone has a basic level of understanding and preparation on the topic to be covered.

Pre-task can include activities such as:

**1. Individual research:** Students research the topic of the assignment, gathering relevant information.

**2. Reading assigned materials:** Students are provided with specific readings to ensure a basic common understanding among all.

**3. Preliminary writing:** Students may draft outlines or preliminary ideas which they will then share with the group.

**4. Preliminary discussion:** In some cases, students may briefly discuss the topic in pairs or small groups before the main task.

Pre-tasking helps to:

- **Level knowledge:** Ensures that all group members have a similar level of understanding of the topic.

- **Encourage individual reflection:** Allows each student to reflect and organize their ideas before sharing them with the group.

- **Optimize collaboration time:** With proper preparation, the time spent working in a group can be more productive and focused on creating and reviewing content.

- This approach enhances the effectiveness of collaborative learning by ensuring that students are well prepared and can contribute meaningfully to group work.

- **PPP method.**

The PPP approach (Presentation, Practice, and Production) utilized in second language

instruction is a contemporary method widely implemented by teachers worldwide. In its initial stage, presentation, the method involves an introductory session to a subject that facilitates the process of learning a second language.

The presentation involves students in the natural and logical use of the second language for optimal learning. There are many different ways to present a topic that involves finding the right material and being creative in a way that interests the whole class. Practice, in this step check if the students have understood the topic through some exercises based on the topic previously developed; In addition, at this stage what is shown on the screen is reviewed to clarify doubts without being too flashy; Practice can be individual and group.

Practical exercises should be clear and understandable for students, the teacher should monitor the student's performance at this stage of the lesson and check the student's ability to determine whether the student's results are correct or not.

The PPP method (Presentation, Practice and Production) is an educational methodology used in collaborative learning, especially in teaching languages and writing skills.

### **Implementing the PPP Method in Collaborative Learning in Writing**

In the context of collaborative learning in writing, the PPP method can be implemented in the following way:

- **Presentación:**

- The teacher presents the writing topic and the relevant language structures to all students, using examples and detailed explanations.

- Collective comprehension activities can be carried out to ensure that all students understand the content presented.

- **Practice:**

- Students complete practice activities in pairs or small groups, helping each other and receiving feedback from both the teacher and their peers.

- This phase allows students to work on specific exercises, correct mistakes, and improve their understanding through collaboration.

- **Production:**

- Students collaborate on more complex writing tasks, such as writing an essay together, creating a written project, or producing an article.

- Collaboration in this phase encourages the exchange of ideas, discussion, and mutual revision, improving the quality of the final work and consolidating learning.

The PPP method is effective in collaborative learning of writing because it combines direct instruction with guided practice and creative production, allowing students to learn in a structured way and apply their knowledge in a practical and meaningful way.

### **1.2. 3 Theoretical characteristics of writing skills in collaborative English language teaching-learning**

Learning English allows students to broaden their communication skills and pave the way for understanding a different way of life. It also gives them the opportunity to exchange verbal or written information with native speakers of the language they are learning. Thanks to the

precious resource we now have: the Internet, we can connect with people all over the world. For this reason, students should gradually develop the knowledge and skills necessary to express messages in English.

It is therefore a major responsibility of foreign language teachers to provide learners with appropriate opportunities and activities to use the language for communicative purposes and in accordance with their interests. Continuous teacher education is very important in order to deal with the complex contexts involved in foreign language teaching and learning. In this particular case we refer to the development of writing skills in English.

The development of writing in a foreign language is an ongoing process that requires the use of a series of strategies and activities based on theoretical achievements, according to Chatupote, M., & Teo, A. (2014). shows us the use of writing as a tool for expressing thought, expressing thought and constructing knowledge. and cultural expansion. In other words, you should not limit yourself to developing vocabulary and grammatical structures separately.

A balance needs to be struck between the use of language structure and the use of writing to express ideas. Of course, in the early stages, foreign language learners must learn basic vocabulary and syntax in order to organise their thoughts in a coherent and comprehensible way. Knowledge of the linguistic system of the language being learned gradually expands with successive levels of learning and language.

The teaching of a language is continuous and fruitless, because it is impossible to know all the words, structures, meanings and connotations of the language lexicon. Every time you practise, write or read a text, you will learn elements and uses of the new language you are learning.

### **1.3 CONTEXTUAL BACKGROUND OF THE TECHNIQUES TO FOSTER COLLABORATIVE LEARNING IN WRITING IN 1ST YEAR HIGH SCHOOL STUDENTS AT THE NUEVE DE OCTUBRE HIGH SCHOOL.**

Ovejero (1990) tells us that cooperative learning has been promoted in recent years as an alternative to a teaching crisis that forgot the psychosocial dimensions of the classroom. Therefore, the importance of implementing collaborative techniques will depend on how effective they are in helping the teaching-learning process of students.

#### **1.3.1 English language teaching and learning process in Ecuador**

Learning can be considered as “the process of organizing the cognitive, practical and evaluative activities of students, which involves their appropriation of the socio-historical experience and the assimilation of the ideal image of objects, their spiritual reflection or reproduction”. It mediates your entire life, contributing to socialization and the formation of values.

In addition, it is a dialectical process of appropriation of the contents and ways of knowing, acting, living and being in the socio-historical experience, in which, as a result of the individual's activities and interaction with other people, changes occur, of relatively long duration. term and generalizing, which allow you to adapt to reality, transform it and grow as a person.

That is why, in the book *Formative Teaching and Human Development*, the teaching-learning process is described as an interaction between teacher and students. During this interaction, the teacher directs learning through appropriate activities and communication,

encouraging the assimilation of historical and social experiences, and fostering the personal and collective development of students within the group. On the other hand, Labarrere and Valdivia (1988) state that it is "the process of school pedagogy that has this important characteristic, but it is distinguished by being more systematic, planned, directed and specific because the teacher-student relationship becomes a more direct didactic action, whose main objective is the integral development of the student's personality."

In this task, the teaching-learning of English is a fundamental factor in achieving such objectives, since, through the knowledge and practice of its functional components, the learner will be able to access the contents taught or guided by the teacher. Consequently, the teaching of foreign languages occupies a prominent place in the training curriculum of officials of the Ministry of the Interior and is considered one more subject whose main objective is to develop the cognitive, communicative and sociocultural competences of the student. The teaching of English for specific purposes is of particular importance.

The process of teaching English is a complex activity consisting of two methodologically differentiated aspects: the acquisition of knowledge of the language and the formation of linguistic abilities and skills. The main factor is the teacher's pedagogical approach, which involves organizing and methodically designing the teaching content. This approach is based on fundamental pedagogical theories, encompassing philosophical, sociological, psychological, pedagogical, and linguistic principles, as well as essential didactic concepts.

Regarding the English language, the teaching-learning process is aimed at achieving a level of competence in communication skills that meets the standards to be used in different cultural contexts (Barreiro et al., 2021). That is why, to achieve this objective, it is essential that



students acquire as much grammatical, lexical knowledge as well as pragmatic and communicative skills.

Therefore, the teaching and learning process of English in Ecuador has seen important advances since 2011. The Ecuadorian government implemented the “Time to teach English” project to promote the learning of English from an early age, taking into account the teaching and methodological skills of employees. Peña (2019)

In addition, the Ecuadorian Ministry of Education has implemented programs and policies to improve English language teaching in public schools, including teacher training and the implementation of teaching materials. Many English language programs in Ecuador use a communicative approach aimed at developing oral and written communication skills.

Likewise, Gomez (2021) mentions that; “Teaching practice is complemented by institutional organization at the school and classroom level to provide students with greater comfort and understanding. There are four phases that guide your work as an English teacher: legal basis; English language learning standards and support consistent with those standards; Student performance measures; and teacher certifications.”

In summary, educational institutions need to review and strengthen educational strategies to effectively address the challenges of English language learning in Ecuador.

Therefore, educators implement different strategies to improve the English teaching process in the Ecuadorian educational model. In addition, the institutional organization and teaching levels of schools are intended to be improved to provide a better learning environment, but there are still challenges regarding the level of competence of teachers and the preparation of

students to reach a basic level of English.

### **1.3.2 Diagnosis of the current state of development of writing skills in first year parallel Baccalaureate “A” students**

In this section, the results obtained from the current state of the art will be presented through a diagnosis carried out on the students of the First BGU parallel “A” of the Colegio de Bachillerato Nueve de Octubre. Different instruments and techniques were applied to a total of 40 students and a teacher who teaches the subject of English language (English) of the introductory course.

#### **Analysis of the results from the application of the instruments**

##### **1. Diagnosis:**

A pedagogical test was applied with the objective of determining the current state of the ability to produce a coherent text in English in the students of First B.G.U, parallel “A” of the Colegio de Bachillerato Nueve de Octubre. (**ANNEX 1**)

The analysis of the results obtained based on the previously selected indicators is presented below:

## Indicator 1: Ideas and content

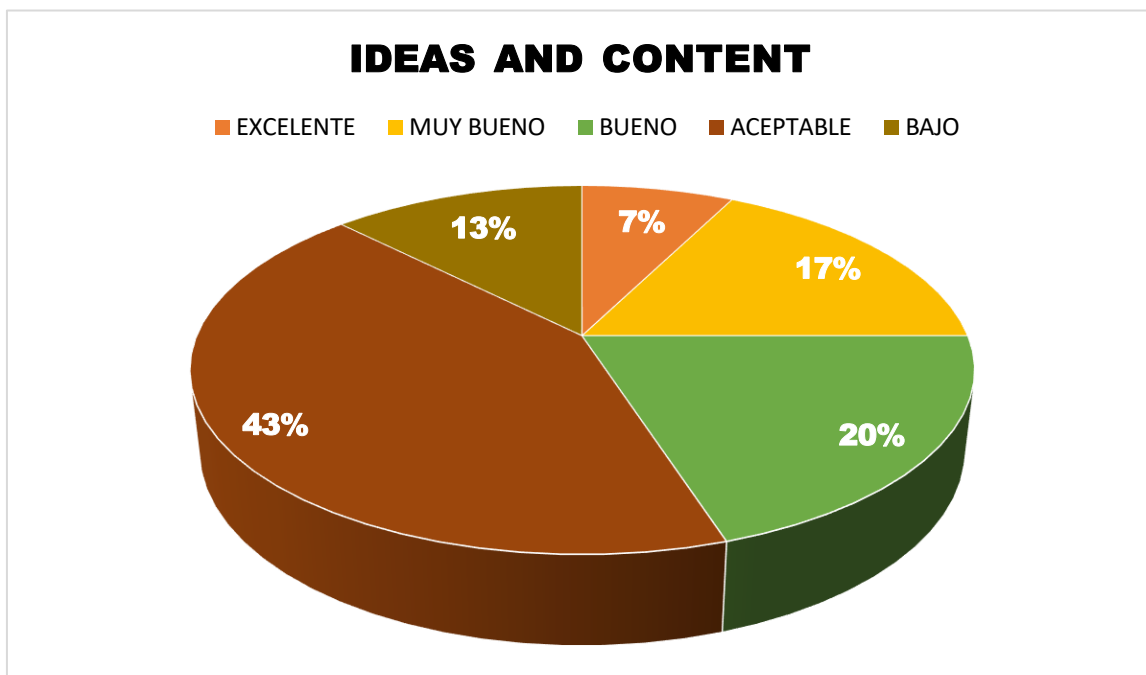


Ilustración 1

As indicated in the graph of the results of the diagnostic test applied to this indicator, 17 students were at the good measurement level, which corresponds to 43%, which is the highest percentage of students. This means that in the writing skill the ideas are basic and poorly developed. In addition, the content is not relevant to the topic.

According to James Clear (2018), "Ideas are the fuel that powers your writing. Content is the engine that turns those ideas into something meaningful". This is why, in the context of this research, it can be associated with students using ideas to transform them into content, to create more solid writing works.

## Indicator 2: Structure and organization

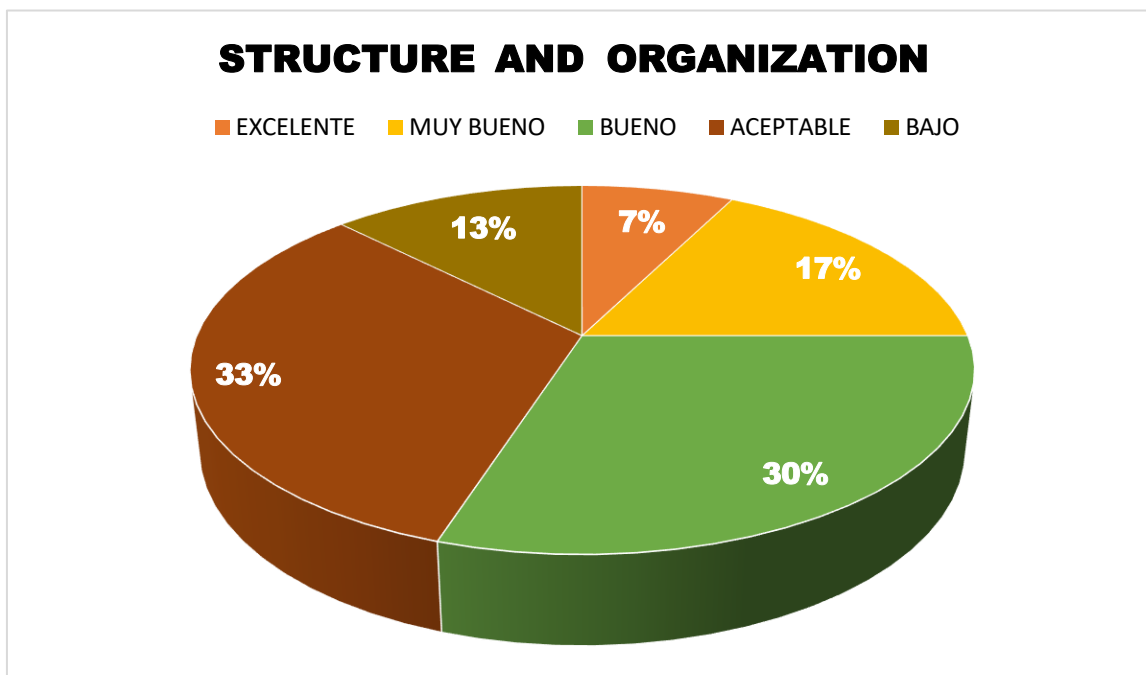


Ilustración 2

According to the graph of the results of the diagnostic test applied to the students in this indicator, 13 students are at the acceptable measurement level, 33%, being the highest percentage of students. Which means that in the writing skill the text has an unclear structure and the paragraphs are poorly organized and the ideas do not flow naturally

Rodríguez-Alvarado, M. A., & López-Núñez, J. A. (2020) mention that; "Textual structure and cohesion are important indicators of reading comprehension in ELE". This is why students with a high performance level are more skilled at identifying the textual structure and cohesion of texts, which allows them to better understand the context of the writing.

### Indicator 3: Vocabulary

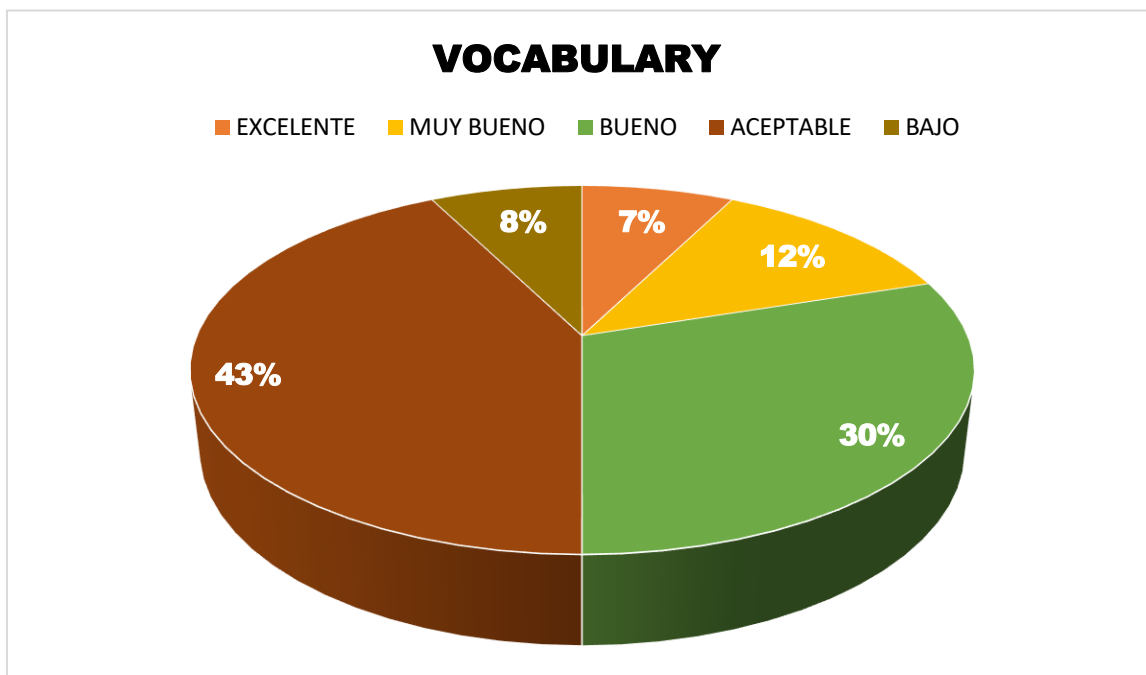


Ilustración 3

According to the graph of the results of the diagnostic test applied to the students in this indicator, 17 students are in the acceptable level of measurement, 43 %, being the highest percentage of students. This means that in the writing skill the use of vocabulary is limited for the context and basic words are used and there are some inaccuracies in the text.

Vocabulary is an essential component of effective writing, and teachers should pay attention to its development in their students (López-Núñez, J. A., 2021), i.e. vocabulary helps the development of the text, because it is necessary to understand the words in order to connect them into ideas.

#### Indicator 4: Grammar and spelling

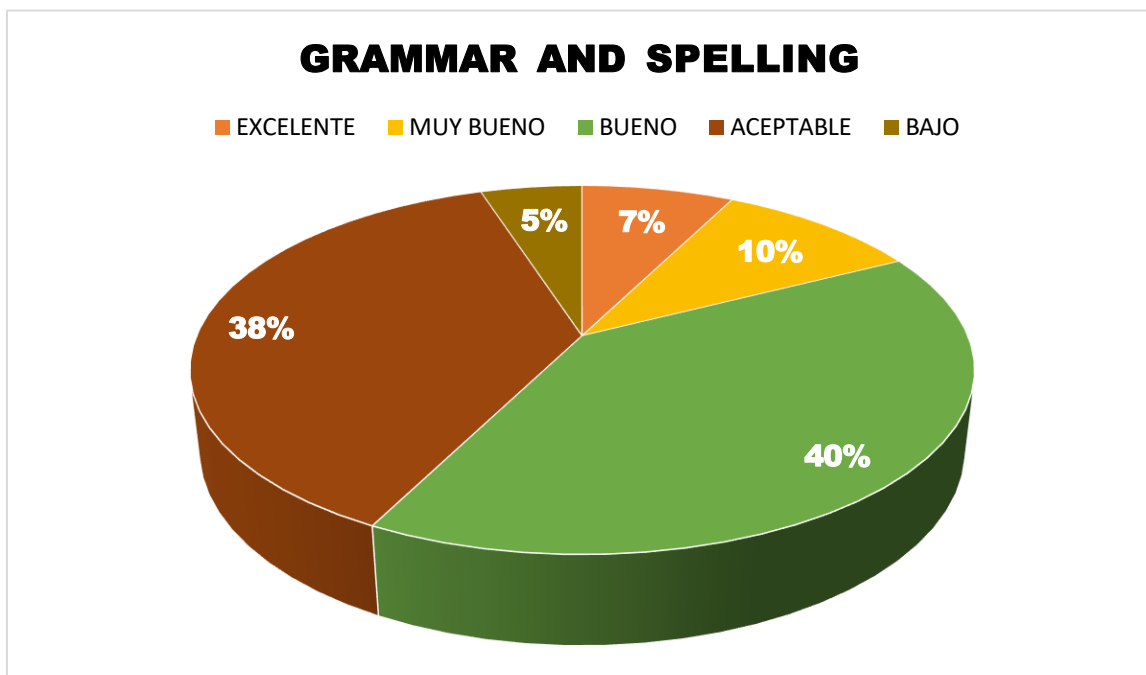


Ilustración 4

According to the graph of the results of the diagnostic test applied to the students in this indicator, 16 students are in the good measurement level, 40%, which is the highest percentage of students. This means that in writing skills, grammar and spelling are sometimes correct and some errors are observed.

Therefore, Sánchez-López, J. A. (2022) mentions that: 'the most frequent grammatical and spelling errors are related to subject-verb agreement, the formation of plurals, the use of prepositions and the spelling of basic words', i.e. that these two components are essential for the correct sentence structure.

### Indicator 5: Presentation

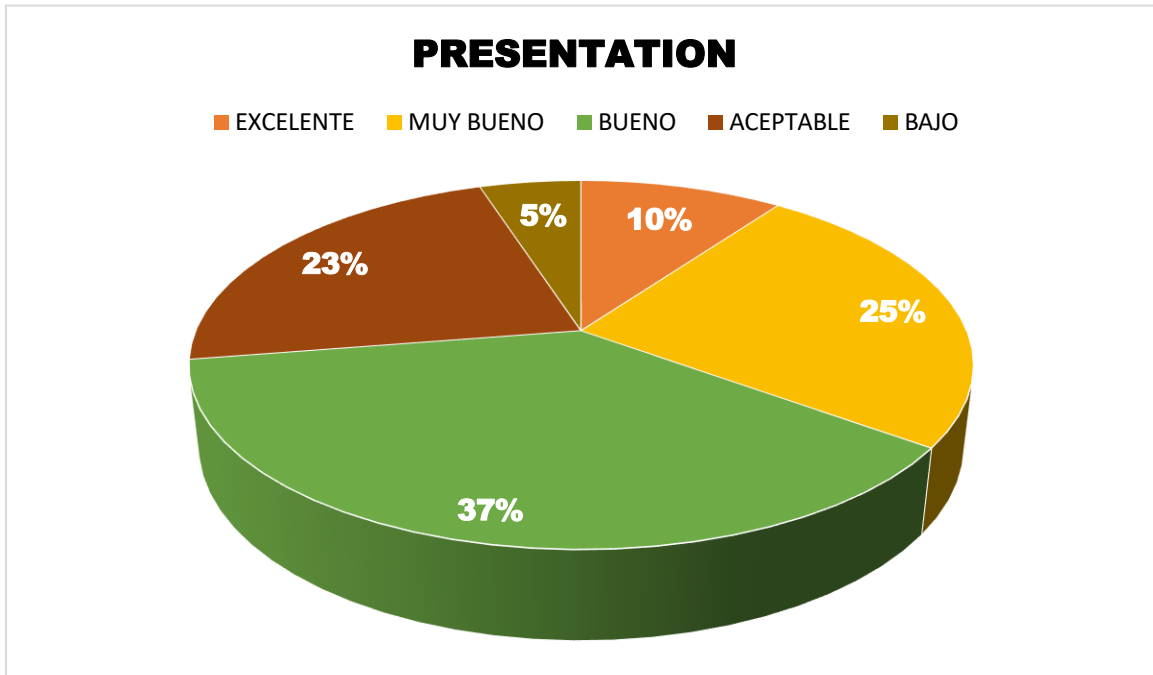


Ilustración 5

- As indicated in the graph of the results of the diagnostic test applied to the students in this indicator, it was indicated that: 15 students are at the good measurement level, which corresponds to 37%, this being the highest percentage of students. Which means that in the writing skill the text is written in an understandable way and an almost adequate letter is used.
- Therefore, Fernández-Alonso, J. L. (2022) mentions that: “students often have difficulty presenting their ideas in a clear and organized way”, that is, that the lack of clarity and organization can make it difficult to understand the text and overwhelm whoever is reading the text generated by the students.

### General analysis of the diagnostic test:

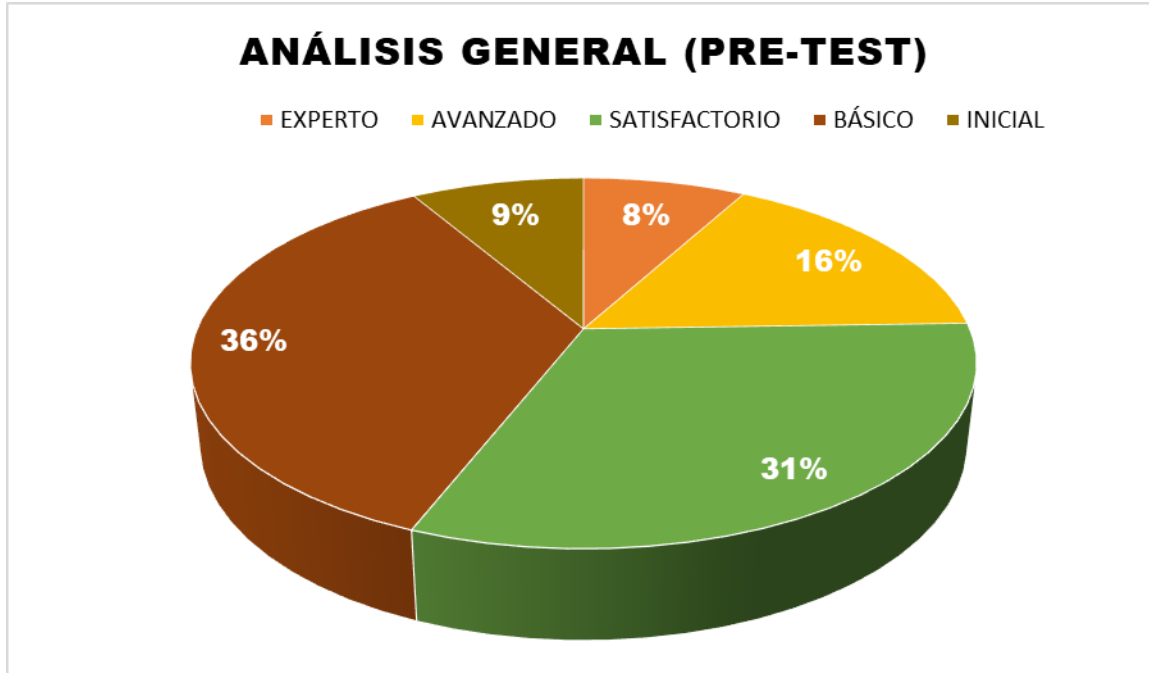


Ilustración 6

Taking into account the indicators of writing skills, it can be observed that most of the first-year high school students have a basic command. Because their ideas are poorly developed, and their content is not always relevant to the topic. They use a limited vocabulary their grammar and spelling have frequent errors in writing. The presentation of their work is poorly legible and presents difficulties with the letter or spacing that makes the message they want to convey understandable when writing. The results obtained justify the deficiency in the writing skill of the first year B.G.U parallel "A" students of the "Nueve de Octubre" High School, school period 2024.



## 2. Observation Guide

**Objective:** To observe and evaluate the performance of students and teachers in developing writing skills in the English language, to identify their strengths, areas of opportunity, and strategies for improvement in the application of techniques to promote collaborative learning in writing.

<b>Colegio de Bachillerato “Nueve de Octubre”</b>	
<b>Name of the subject:</b>	Inglés
<b>Group:</b>	Primero de Bachillerato “A”
<b>Observers:</b>	– Kevin Leonardo Pinto Sánchez – Shelsi Anahi Rivera Arevalo
<b>Date:</b>	Thursday, 30 de may, 2024

N°	Indicators	Compliance record		Observations
		YES	NO	
1	Does the teacher plan collaborative writing activities in a clear and organized manner?	X		Plan your lesson plans by week, with the proposed activities by topic
2	The teacher selects collaborative learning techniques appropriate to the level of the students and the objective of the activity?		X	He is unaware of collaborative techniques
3	Does the teacher guide and facilitate student learning during collaborative writing activities?		X	Let the students develop their activities on their own, only check them at the end.
4	The teacher provides students with the instructions and materials necessary to carry out the activities.?	X		
5	Do students show interest in learning English?		X	There is a low number of students who are not interested.
6	There is an atmosphere of collaboration and mutual support in the classroom?		X	
7	Do students actively participate in collaborative writing activities? (Do they provide ideas, suggestions, and comments to their peers?)	X		

8	Students distribute tasks evenly among team members?		X	According to the level of English proficiency, their activities are distributed, some students have more activities than others.
9	Students respect the ideas and opinions of their peers, even if they are different from their own.?	X		
10	The teacher provides constructive and specific feedback to students on their work.?	X		

Ilustración 7

Based on the results obtained from the diagnostic test and the observation guide, the implementation of a class system based on the use of printed resources and digital tools aimed at improving collaborative learning of writing is justified. It is based on the implementation of various techniques that promote interaction and collaboration between students of 1st B.G.U parallel "A" of the "Nueve de Octubre" High School, school year 2024.

## **CHAPTER 2. METHODOLOGY FOR USING TECHNIQUES TO PROMOTE COLLABORATIVE LEARNING IN ENGLISH WRITING.**

This chapter will detail the aspects related to the methodology used in this research, such as: methodological paradigm, type and research design, population, research methods and techniques, instruments and description for data processing.

### **2.1 TYPE OF DESIGN, METHODOLOGICAL PARADIGM AND TYPE OF RESEARCH.**

This research was developed from a quantitative paradigm, with a non-experimental design, transversal-explanatory type because it seeks to explain the causes that give rise to the phenomena studied from a hypothesis, as mentioned by Cevallos et al., 2017, "this paradigm is mainly oriented to the measurement of variables and their relationships in order to establish the hypothesis test and thus validate the theories". Therefore, this research is of an explanatory type because it exposes the relationship between the phenomena and their causes, with an approach that seeks to explain why this happens and under what conditions they manifest and how two or more variables are related. (Hernández Sampieri et al., 2014)

### **2.2 POPULATION**

The population is made up of 40 first-year B.G.U students from the Nueve de Octubre High School in the city of Machala, province of El Oro, and their age range is between 15 and 17 years old.

FIRST YEAR STUDENTS OF B.G.U.		
GENDER		AGE
MALE	FEMALE	
7	6	15 years old
6	7	16 years old
7	7	17 years old

*Ilustración 8*

## 2.3 METHODS AND TECHNIQUES OF INVESTIGATION

To carry out this quantitative paradigm research, theoretical and empirical level methods will be combined, using a series of specific techniques, which will be detailed below:

### 2.3.1 Theoretical level method

For Sampieri (2014) he mentions that, "theoretical methods are the set of logical procedures that allow the researcher to reach a deeper level of knowledge of reality." Therefore, these methods are essential for this research, since they go beyond the simple description of the data and achieve a deep knowledge of reality.

The types of methods used in this research are as follows:

#### ➤ **Historical-logical:**

In the field of scientific research, the historical-logical method is an indispensable tool. This method allows the researcher to analyse the development of an object of study over time, identifying the causes that have driven it, the relationships that shape it and the trends that characterize it.

The author Sampieri (2014) defines the historical-logical method as a research procedure that facilitates the scientist to study phenomena in their historical evolution. Through the

application of the laws of dialectical logic, the researcher can understand these phenomena in a comprehensive manner.

In essence, the historical-logical method becomes a valuable tool for unravelling the complexity of phenomena and understanding them in their totality, because it enables the researcher to understand the evolution of phenomena and their meaning in the historical context.

➤ **Analytical-synthetic:**

In the world of scientific research, the analytical-synthetic method is an indispensable tool. This method allows the researcher to break down a phenomenon into its smallest parts and then reconstruct it as a whole to understand its inner workings and structure.

Hernández, Fernández and Baptista (2014) describe the analytic-synthetic method as a research process that involves separating a whole into its parts and then integrating them back into a complete whole. This method is characterised by:

- **Its dialectical nature:** It combines analysis and synthesis in a continuous and interdependent process.
- **Its flexibility:** It can be adapted to different types of research and objects of study.
- **Its scientific rigour:** It allows reliable and valid results to be obtained.

➤ **Hypothetico-deductive:**

This method is an invaluable tool that allows the researcher to formulate ideas (hypotheses) and deduce predictions from them. As mentioned by Kerlinger and Rowe (2016)

they define it as a research process based on the creation of hypotheses and their subsequent verification through empirical testing. This method is characterised by:

- **Its deductive nature:** It starts from general ideas (hypotheses) to arrive at specific conclusions.
- **Its empirical approach:** It is based on observable evidence to validate or refute hypotheses.
- **Its cyclical nature:** It involves a continuous process of posing, testing and reformulating hypotheses

**The hypothetico-deductive method is developed in the following stages:**

- **Problem statement:** A question is identified that needs to be answered.
- **Literature review:** Information is sought on the research topic, existing theories and previous studies.
- **Hypothesis formulation:** A possible explanation of the research problem is proposed.
- **Deduction of predictions:** Specific statements are derived from the hypothesis that can be empirically tested.
- **Data collection:** Relevant information is obtained to test predictions.
- **Data analysis:** The collected data are organised, processed and interpreted.
- **Hypothesis evaluation:** Empirical evidence is compared with the predictions deduced from the hypothesis.

- **Conclusions:** Hypotheses are accepted or rejected and new questions or reflections are formulated.

➤ **Systemic:**

The systemic method emerges as an invaluable tool for unravelling the complexities of the phenomena around us. This method invites the researcher to adopt a holistic and integrative perspective, allowing to identify the intricate relationships and dependencies between the components of a system, as well as its dynamics and evolution over time.

According to Bertalanffy (1968), general systems theory defines a system as a set of interdependent elements that interact both with each other and with their environment. The systemic method, based on this theory, is characterised by:

- **Its holistic approach:** It considers the system as a unified whole, rather than focusing on its parts in isolation.

- **Its emphasis on relationships:** It recognizes the importance of the interconnections between the elements of the system and its environment, understanding them as fundamental pieces of the puzzle.

- **Its dynamic perspective:** It accepts that systems are in a constant state of change and evolution, adapting to circumstances and transforming over time.

- **Its multidisciplinary nature:** It integrates knowledge from different areas of knowledge to achieve a deep and complete understanding of the inherent complexity of systems.

**The systemic method is developed in a series of stages:**

1. **Definition of the problem:** The complex phenomenon to be studied is identified and its scope is delimited.
2. **Identification of the elements of the system:** The main components of the system and their characteristics are recognised.
3. **Analysis of the relationships:** The interactions between the elements of the system and its environment are examined.
4. **Construction of systemic models:** Graphical or mathematical representations are developed that describe the functioning of the system.
5. **Simulation of the system:** Computational tools are used to predict the behaviour of the system in different scenarios.
6. **Model validation:** The model is compared with empirical reality to assess its accuracy and usefulness.
7. **Conclusions and recommendations:** Conclusions are formulated on the performance of the system and recommendations for improvement or intervention are proposed.

### **2.3.2 Empirical level methods and techniques**

Empirical methods and techniques are indispensable tools that allow researchers to collect and analyse data systematically and rigorously, becoming bridges that connect abstract ideas with tangible reality. Therefore, the methods and techniques employed in this research will be detailed below.



## **Observation:**

This study is based on the systematic and rigorous observation of behaviours in a real context. For this purpose, a predefined scheme is used to classify and record relevant events. In this case, the observation is participant observation, which means that the researcher is directly involved in the environment under study.

The main tool for collecting, processing, and analyzing information is an observation guide, adapted to the characteristics of the environment examined, as it facilitates a more detailed understanding of the environment where students develop.

For Smith, J. A., & Thompson, L. B. (2022). They describe observation as a data collection technique that involves systematically recording behaviors or events of interest in a natural or simulated environment. This valuable tool allows researchers to fully understand how people behave, interact with their environment, and experience the world around them.

## **Measurement**

In 2019, Rossi, Freeman, and Crane defined measurement as the assignment of numerical or symbolic values to objects or events, following established rules. These rules are based on theoretical concepts and empirical observations. The assigned values, called measures, allow the phenomena studied to be described, compared, and explained. (p. 17)

Measurement is a fundamental part of scientific research, as it allows concepts and variables to be quantified, which is essential for data analysis and interpretation. Furthermore, measurement is not always a simple process. There are often challenges associated with measuring concepts accurately and reliably.

### **Pedagogical Test:**

In the field of scientific research, a pedagogical test is a systematic and objective assessment instrument used to measure student learning. This test assesses various aspects of students' knowledge and skills, including mastery of concepts, problem-solving ability, etc.

Hernández, F., & Batanero, A. (2020) state that: "pedagogical tests are assessment instruments that provide systematic and objective information about student learning. These tests consist of a series of questions or tasks that students must complete to demonstrate their mastery of the acquired knowledge and skills."

For researchers, these tests are an essential tool because they allow them to collect quantitative and qualitative data on student learning. These data are often used to evaluate the effectiveness of different educational programs, teaching strategies, and teaching materials. In addition, pedagogical tests can be used to identify individual students' needs and give them feedback on their progress.

## **2.4 DESCRIPTION OF INSTRUMENT TECHNIQUES FOR OBTAINING DATA**

Instruments are a set of aspects appropriately combined that effectively serve the researcher to obtain empirical information. Therefore, the instruments for obtaining data within this research were the following:

### **Observation guide**

An observation guide in an investigation is a fundamental instrument to systematize the collection of data through observation. Because it allows the researcher to focus on specific

aspects, record them in an organized and detailed manner, and subsequently analyze them to obtain valuable information about the phenomenon under study.

In short, it is an indispensable tool, which is why we have created a methodological guide for this research, which is detailed below:

<b>METHODOLOGICAL GUIDE FOR CARRYING OUT OBSERVATION</b>	
<b>a.</b>	<b>Determine the formal elements of observation:</b>
	<ul style="list-style-type: none"> <li>- <b>Institution:</b> “Nueve de octubre” High School”</li> <li>- <b>Education area:</b> English</li> <li>- <b>Group:</b> 1st year of Baccalaureate</li> <li>- <b>Observers:</b> Shelsi Anahi Rivera Arevalo – Kevin Leonardo Pinto Sánchez</li> </ul>
<b>b.</b>	<b>Determine the observation problem:</b>
	How to improve the English writing skills of 1st BGU students of Colegio de Bachillerato Nueve de Octubre, academic period 2024-2025?
<b>c.</b>	<b>Determine the objectives of the observation:</b>
	<ul style="list-style-type: none"> <li>• Identify which techniques are used for collaborative learning in writing.</li> <li>• Diagnose the state of writing skills in the teaching-learning of the English language in 1st year Baccalaureate students at the Colegio de Bachillerato Nueve de Octubre.</li> <li>• Develop a class system using techniques that improve collaborative learning to improve writing skills in 1st year Baccalaureate students at Colegio de Bachillerato Nueve de Octubre.</li> <li>• To verify the effectiveness of implementing collaborative learning techniques to improve writing skills in 1st year Baccalaureate students at Colegio de Bachillerato Nueve de Octubre.</li> </ul>
<b>d.</b>	<b>Determine the type of observation:</b>
	<ul style="list-style-type: none"> <li>- <b>According to the role of the researcher:</b> participant</li> <li>- <b>According to the means used:</b> structured or systemic</li> <li>- <b>According to the place where it is carried out:</b> real and timely</li> <li>- <b>According to the number of observers:</b> group</li> <li>- <b>According to the researcher's position:</b> open</li> <li>- <b>According to its temporal dimension:</b> transversal</li> </ul>
<b>e.</b>	<b>Establish the conditions for carrying out the observation:</b>
	The observation record must be systematic, valid and reliable, to classify and record the relevant events according to the scheme already designed.

<b>f.</b>	<b>Describe the observation sample:</b>
	The population is made up of 40 first-year B.G.U students from the Nueve de Octubre High School in the city of Machala, province of El Oro, and their age range is between 15 and 17 years old.
<b>g.</b>	<b>Select the instruments to record the observation:</b>
	<ul style="list-style-type: none"> <li>- Field diary</li> <li>- Notebook</li> <li>- Work notebook</li> <li>- Mechanical devices</li> <li>- Recordings</li> <li>- Scales, etc..</li> </ul>
<b>h.</b>	<b>Control observation:</b>
	Validity and reliability of instruments and procedures
<b>i.</b>	<b>Carry out the observation by recording the information:</b>
	Here, notes are taken with the instruments, to later detail them in the investigation.
<b>j.</b>	<b>Evaluate the information collected</b>

*Ilustración 9*

In short, data analysis is a crucial process in research, as it allows extensive data to be transformed into meaningful knowledge. Through this systematic process, researchers organize, categorize, compare and interpret the information collected, looking for patterns, trends and relationships that reveal the essence of the phenomenon under study.

Its importance lies in the fact that it allows valid and reliable conclusions to be drawn, laying the foundations for informed decision-making, the generation of new knowledge and a deep understanding of the reality around us. Ultimately, data analysis is the beacon that guides researchers towards the light of understanding.

## **2.5 DATA PROCESSING TECHNIQUES**

The objective of this section is to detail the analysis and interpretation of the data obtained from the instruments used in this research. To do this, a consistency matrix is created that will detail the variables and parameters to be calculated until the implementation of the tools that will be used.

**CONSISTENCY MATRIX**

**TOPIC: TECHNIQUES TO PROMOTE COLLABORATIVE LEARNING IN WRITING**

RESEARCH PROBLEM	GENERAL OBJECTIVE	SCIENTIFIC HYPOTHESIS OR RESEARCH PREMISES	RESEARCH VARIABLES (CATEGORIES))	DEFINITION AND OPERATIONALIZATION	INSTRUMENTS DETERMINING INDICATORS	ASK ITEMS OR QUESTIONS	EVALUATION OR QUALIFICATION (CATEGORIES OR SYNTHESIS)
<p>How to improve writing skills in collaborative learning of the English language in 1st BGU students of the Nueve de Octubre High School, school year 2024-2025?</p>	<p>Develop a system of classes that incorporate collaborative learning to improve the English writing skills of 1st BGU students at Colegio de Bachillerato Nueve de Octubre.</p>	<p>It is expected that 1st BGU students from Colegio de Bachillerato Nueve de Octubre will improve their writing skills if a class system is applied using techniques to encourage collaborative learning.</p>	<p><b>Independent variable:</b> Class system using collaborative learning techniques in writing skills in 1st year BGU students at Colegio de Bachillerato Nueve de Octubre, academic period 2024-2025</p> <p><b>Dependent variable:</b> Improving writing skills in different collaborative contexts in 1st BGU students of Colegio de Bachillerato Nueve de Octubre, academic period 2024-2025.</p>	<p><b>Writing:</b> Writing is a graphic representation of speech, which is the sounds that humans produce when speaking. For this reason, words must be organized to form sentences, paragraphs or texts using the correct grammatical structure, vocabulary, spelling, coherence of ideas and content, expression, etc., that this requires..</p>	<p>Observation guide, learning test and rubric</p> <p><b>Indicators:</b> 1. Vocabulary 2. Grammar (structure and organization) 3. Ortography 4. Coherence (ideas y content) 5. Expression (presentation)</p>	<p><b>Questions focused on indicators:</b></p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> <ol style="list-style-type: none"> <li>To what extent does the group demonstrate adequate command of the vocabulary related to the assigned topic?</li> <li>A variety and richness in the use of vocabulary is observed during the collaborative activity?</li> <li>There are cases of errors or confusion in the use of vocabulary that affect the understanding of the text.?</li> </ol> </li> <li><b>Grammar:</b> <ol style="list-style-type: none"> <li>The group demonstrates a correct command of the basic grammatical structures of English?</li> <li>Recurrent grammatical errors are observed that make it difficult to understand the text.?</li> <li>The group demonstrates the ability to use different grammatical structures to enrich their expression?</li> </ol> </li> <li><b>Ortography:</b> <ol style="list-style-type: none"> <li>Does the group demonstrate a good command of English spelling rules?</li> <li>Frequent spelling errors are observed that affect the readability of the text?</li> <li>The group uses punctuation marks correctly to improve the clarity of the message.?</li> </ol> </li> <li><b>Coherence:</b> <ol style="list-style-type: none"> <li>The ideas in the text are presented in an organized and logical manner.?</li> <li>There is a clear connection between the different sentences and paragraphs of the text.?</li> <li>The group uses textual connectors to improve the fluency and cohesion of the writing.?</li> </ol> </li> <li><b>Expression:</b> <ol style="list-style-type: none"> <li>The group manages to convey their ideas clearly and precisely in English.?</li> <li>A variety is observed in the structures and resources used to express ideas.?</li> <li>The group demonstrates creativity and originality in the expression of their ideas?</li> </ol> </li> </ul>	<p>The test will be measured with a rubric on a scale of 1 to 5 (where the minimum score will be 5 and the maximum 25 points)</p> <p><b>Ranks:</b></p> <ul style="list-style-type: none"> <li>low (1 punto)</li> <li>Acceptable (2 puntos)</li> <li>well (3 puntos)</li> <li>Very good (4 puntos)</li> <li>Excellent (5 puntos)</li> </ul>

Ilustración 10

- Therefore, the data processing technique in this quantitative research was Exploratory Analysis or Descriptive Statistics because it helps to understand the structure of the data, to detect general patterns of behavior and deviations from them. One way to do this is through graphics that are easy to create and interpret.
  
- Another way to describe data is to summarize the data in one, two or more numbers that correspond to the characteristics of the data set. Exploring the data will allow us to detect erroneous or unexpected data and will help us decide which statistical methods can be used in the next stage of analysis to obtain valid conclusions. In Descriptive Statistics, the data will be examined descriptively in order to:
  - Organize the information
  
  - Summarize the information
  
  - See its most relevant characteristics
  
  - Present the information

➤ **Rubric**

Writing is a productive skill, which is why we must take into account many aspects when evaluating. That is why an evaluation rubric was created for the writing skill in first-year high school students.

<b>CRITERION</b>	<b>EXCELLENT 5 puntos</b>	<b>VERY GOOD 4 puntos</b>	<b>WELL 3 puntos</b>	<b>ACCEPTABLE 2 puntos</b>	<b>LOW 1 punto</b>
<b>Ideas y contents</b>	Ideas are clear, original and well organized. Content is relevant to the topic and well developed.	The ideas are clear and relevant to the topic. The content is adequately developed.	The ideas are understandable and relevant. The content is developed in an understandable way.	Ideas are basic and poorly developed. Content is not always relevant to the topic.	Ideas are confusing and poorly developed. Content is not relevant to the topic.
<b>structure and organization</b>	The text has a clear and logical structure. Paragraphs are well organized and ideas flow naturally.	The text has a clear general structure. The paragraphs are organized appropriately.	The text has an unclear structure. The paragraphs are almost not ordered properly.	The text has an unclear structure. Paragraphs are poorly organized and ideas do not flow naturally.	The text does not have a clear structure. Paragraphs are poorly organized and ideas are confusing.
<b>Vocabulary</b>	The vocabulary is rich and varied. Precise and appropriate words are used for the context.	The vocabulary is appropriate for the context. Some precise words are used.	The vocabulary is almost adequate for the context. Basic words are used.	Vocabulary is limited. Basic words and some inaccuracies are used.	The vocabulary is very limited. Basic words and many inaccuracies are used.
<b>Grammar and orthography</b>	Grammar and spelling are correct. Punctuation marks are used appropriately.	Grammar and spelling are generally correct. There are some occasional errors.	Grammar and spelling are sometimes correct. Several errors are observed.	Grammar and spelling have frequent errors. Difficulties with punctuation marks are observed.	Grammar and spelling have many errors. Great difficulties are observed with punctuation marks.
<b>Presentation</b>	The text is written clearly and legibly. Appropriate font is used and the text is well spaced..	The text is written legibly. Appropriate font is used	The text is written in an understandable way. An almost appropriate font is used.	The text is written in a difficult to read manner. There are difficulties with the letter or spacing.	The text is written illegibly. There are major difficulties with the letter and spacing.

Ilustración 11

**Levels of development in writing skills for first-year high school students, based on the proposed rubric:**

**Level 1: Expert mastery (5 points)**

At this level, students demonstrate a high level of development in writing skills. Their texts are clear, original, well organized, and rich in content. They use a varied and precise vocabulary, and their grammar and spelling are impeccable. In addition, they present their work in an impeccable manner, with legible handwriting and good spacing.

**Characteristics:**

- Clear, original and well-organized ideas.
- Relevant and well-developed content.
- Clear and logical structure.
- Well-organized paragraphs and fluency of ideas.
- Rich and varied vocabulary, with accurate and appropriate words for the context.
- Correct grammar and spelling.
- Punctuation marks used appropriately.
- Clear and legible presentation.
- Adequate font and good spacing.



## **Level 2: Advanced mastery (4 puntos)**

At this level, students demonstrate excellent writing skills and express complex ideas in a clear, original and well-structured manner. Their works are known for their rich content, impeccable language and expression.

### **Characteristics:**

- Creative use of literary resources to enrich the text.
- Accurate and relevant information.
- Logical and clear organization of the text.
- Extensive and precise vocabulary, according to the context and target audience.
- Command of syntax and grammar.
- Excellent command of spelling and punctuation rules.
- Correct use of capital letters, lowercase letters and punctuation marks.
- The text is written in a legible and organized manner.

Appropriate font and good spacing are used.

## **Level 3: Satisfactory mastery (3 puntos)**

At this level, students demonstrate a good level of development in writing skills. Their texts are clear and relevant to the topic and their content is adequately developed. They use vocabulary appropriate to the context and their grammar and spelling are generally correct. The

presentation of their work is legible, although there may be some imperfections.

**Characteristics:**

- Clear ideas relevant to the topic.
- Adequately developed content.
- Clear overall structure.
- Paragraphs organized appropriately.
- Vocabulary appropriate for the context.
- Generally correct grammar and spelling.
- Punctuation marks used appropriately.
- Legible presentation.
- Adequate handwriting.

**Level 4: Basic domain (2 puntos)**

At this level, students demonstrate a basic level of development in writing skills. Their ideas are basic and underdeveloped, and their content is not always relevant to the topic. They use a limited vocabulary and their grammar and spelling have frequent errors. The presentation of their work is poorly legible and presents difficulties with handwriting or spacing.

### **Characteristics:**

- Basic and underdeveloped ideas.
- Content not always relevant to the topic.
- Unclear structure.
- Poorly organized paragraphs and lack of fluency of ideas.
- Limited vocabulary.
- Grammar and spelling with frequent errors.
- Inadequate use of punctuation marks.
- Poorly legible presentation.
- Difficulties with handwriting or spacing.

### **Level 5: Initial domain (1 punto)**

At this level, students demonstrate a very low level of development in writing skills.

Their ideas are confused and underdeveloped, and their content is not relevant to the topic. They use a very limited vocabulary and their grammar and spelling have many errors. The presentation of their work is illegible and presents great difficulties with handwriting and spacing.

### **Characteristics:**

- Confusing and poorly developed ideas.
- Content not relevant to the topic.
- Non-existent structure.
- Poorly organized paragraphs and confusing ideas.
- Very limited vocabulary.
- Grammar and spelling with many errors.
- Inadequate use of punctuation marks.
- Unreadable presentation..
- Great difficulties with handwriting and spacing.

In this chapter we wrote about the methodological design of the research, which is the skeleton that supports every research project, providing it with structure, rigor and validity. It is the process by which the steps to achieve the objectives and answer the research questions are defined.

To conclude, the methodological design of the research emphasizes the selection of the population, typology and methods, assures the rigor, reliability and validity of the study, allowing to obtain solid and relevant conclusions that contribute to the advancement of knowledge.

## **CHAPTER 3. THE USE OF THE CLASSROOM SYSTEM FOR THE DEVELOPMENT OF COLLABORATIVE LEARNING IN ENGLISH LANGUAGE WRITING.**

This chapter will detail the aspects related to the rationale and characteristics of the use of techniques to improve collaborative learning in English writing. Starting from the pedagogical and didactic foundations of the classroom system, the purpose and characteristics of the proposal will be developed and its proper implementation.

### **3.1 THEORETICAL BASIS OF THE CLASSROOM SYSTEM FOR THE DEVELOPMENT OF COLLABORATIVE LEARNING IN WRITING**

Collaborative learning has become a central strategy in modern education, especially in the teaching of complex skills such as writing. This approach is based on contemporary theories that integrate social constructivism and participatory pedagogy, promoting active interaction among students and creating an environment in which knowledge is co-created.

Kirschner and Pan (2019) argue that collaborative learning creates an environment in which students can share different perspectives, resulting in more robust and contextualized knowledge. This perspective is consistent with constructivist theories that emphasize the importance of social context in learning.

Shehadeh and Coombe (2020) emphasize that learning to write collaboratively not only improves the quality of the text produced, but also promotes the development of cognitive and interpersonal skills.

By working together on writing assignments, students negotiate meaning, receive mutual feedback, and solve problems together, leading to deeper and more lasting learning.

Collaborative learning through writing has numerous benefits. Kirschner and Pan (2019) emphasize that this approach improves communication skills, promotes critical thinking, and creates a sense of community in the classroom. Collaborating on writing assignments allows students to observe and use the strategies of their peers, promoting continuous improvement of their skills.

That is why collaborative learning represents an essential tool in modern education, especially in the field of writing. By fostering an environment where students can interact and share knowledge, more comprehensive and meaningful learning is achieved.

From a pedagogical perspective, the classroom system is defined as a meticulous organization of the educational process, in which students are grouped into sections to receive instruction from an educator.

This model facilitates efficient learning management and allows for systematic assessment of student progress. The classroom system is crucial to provide an orderly and coherent educational environment in which students can progress through pre-established levels of learning.

Nguyen and Walker (2019) state that “the classroom system constitutes a pedagogical structure that organizes instruction within a systematic framework, allowing educators to implement a consistent curriculum and to continuously assess student progress. This system is indispensable to ensure that students receive a balanced and well-structured education” (p. 123).

From a pedagogical point of view, Lev Vygotsky argued that learning is a socially mediated process, where interaction with others, especially those who are competent, is crucial to develop cognitive skills.

Vygotsky emphasized that the student's social and cultural environment significantly influences his or her intellectual development. Through social interaction, students can internalize knowledge and develop complex thinking and problem-solving skills.

In the context of a classroom system, Vygotsky argued that effective learning occurs when students engage in collaborative activities and receive adequate scaffolding. Scaffolding is temporary support that is gradually withdrawn as the learner becomes more proficient.

This technique allows students to be confronted with tasks slightly above their current level of competence, thus promoting their cognitive growth and the acquisition of new skills. Vygotsky explained that instruction should focus on the Zone of Proximal Development (ZDP), which is the gap between what a student can do on his own and what he can accomplish with the help of more experienced others.

Vygotsky (1978) stated that “learning is a social process in which students develop new skills and knowledge through interaction with peers and mentors.” This approach suggests that educators should design learning activities that involve collaboration and expert guidance to help students achieve higher levels of understanding and skill.

In addition, Vygotsky emphasized the importance of collaborative learning and peer tutoring. Students can learn a great deal from each other by sharing their knowledge, experiences, and strategies. Peer learning not only facilitates the acquisition of knowledge, but

also fosters important social and emotional skills.

In a collaborative learning environment, students become co-constructors of knowledge, which enriches their educational experience and promotes deeper and more meaningful learning.

### **3.2 DESCRIPTION OF THE CLASS SYSTEM**

Designing a classroom system that promotes collaborative learning of writing based on the implementation of diverse pedagogical approaches that promote interaction and collaboration among students is fundamental in modern education.

This approach is based on modern collaborative learning theories and uses advanced technological tools to maximize student interaction and engagement. The basic methods and strategies for implementing this system in the classroom are described below.

The use of digital tools such as Google Docs. and Microsoft OneNote is critical to facilitating collaborative writing. These platforms allow students to work together in real time, edit simultaneously, and provide immediate feedback.

The benefits of using digital tools will be to improve the quality of the text produced and increase engagement and interaction among students. Using strategies to incorporate collaborative writing activities in the classroom in which all students work in pairs or small groups (5 students) on shared documents where they will share their progress.

#### **General Objectives**

- Develop a classroom system that fosters collaborative learning in writing.
- Integrate technological tools to facilitate collaborative writing.



- Promote interaction and collaboration among students through modern pedagogical approaches.

### **Specific Objectives**

- Apply the use of technological tools to carry out collaborative activities.
- Maintain clarity and coherence in collaborative writing with peers.
- Improve students' ability to express ideas and arguments effectively in a written context.

The most important elements in collaborative learning include objectives (tasks, competencies) and teaching content. Collaborative activities hierarchically prioritize methodological strategies (groups, tasks, space, time, materials) and evaluation systems.

Designing a classroom system that promotes collaborative learning of writing through the use of technological tools and modern pedagogical approaches is essential for improving educational quality. This approach not only improves students' writing skills, but also fosters the development of cognitive and interpersonal skills, creating a more dynamic and effective learning environment.

The didactic technique as an integrating process in the improvement of collaborative writing skills has a systemic orientation in order to guide and organize the contents within the teaching-learning process to develop and enhance this skill in students through collaborative strategies.

The classroom system implemented is considered flexible because it can be adapted to the topic to be reinforced without having to follow a strict sequence or change topics. Playing a

dynamic role through teaching methods such as pair writing, peer review, joint planning and writing, and collaborative editing activities, helps improve students' writing skills, motivating them in the teaching and learning process.

Thanks to the pre-established lecture system and teaching techniques, students will practice both in and out of the classroom, as well as self-assess and exchange information with each other. Specific topics will help students acquire general English skills while practicing collaborative writing.

### **3.2.1 Planning the use of the class system for the development of collaborative learning in writing in 1st B.G.U. students of the Colegio de Bachillerato Nueve de Octubre.**

The class system was designed as a pedagogical proposal to develop collaborative learning in writing. The contents were selected considering the topics addressed according to the educational needs, the diagnostic test that served to evaluate and reach an objective.

The methodology in the classroom system is related to how to impart knowledge in the teaching-learning of English as a second language, using collaborative strategies based on what has been learned and the experiences gained in the teaching process.

When using collaborative writing, attention and focus are encouraged during the writing process by asking students to pay attention to the coherence and consistency of the text, as well as their understanding of the topic. This can help improve the quality of their writing and encourage deeper and more complete writing.

The purpose of using the classroom system for the development of collaborative learning in writing for 1st B.G.U. students at the Colegio de Bachillerato Nueve de Octubre can be

multiple and vary depending on the specific objectives of the school and the educational program.

Improve writing skills. Collaborative learning allows students to practice and improve their writing skills through active interaction with their classmates. By working together, they can receive immediate and differentiated feedback, which will help them identify areas for improvement and refine their style and grammar.

Develop communication skills by doing writing exercises together that help develop written communication skills. Students learn to express their ideas clearly and effectively, as well as negotiate meanings and reach consensus through the collaborative writing process.

Promoting team spirit in both collaborative learning encourages students to work in groups and collaborate. They learn to work together to achieve common goals, utilize the individual strengths of each team member and resolve conflicts constructively.

The classroom is a fundamental part in the organization of the teaching and learning process, where it is manifested in the various processes through which it develops, contributing to the comprehensive acquisition of knowledge, the development of skills and values of students. According to Smith and Lee (2022), “the classroom, understood as the context in which teachers and students interact, provides students with a holistic understanding of education and is important for their comprehensive development in any educational system” (page 30).

The classroom is a functional unit of the educational process, in which all its elements are integrated and full of appropriate options of all aspects and complexity. The response to teaching methods, because it transforms the learner as a whole, is the most appropriate way to achieve the

objectives of the aspects of the teaching process specific to education. “Adequate classroom development requires that teaching and learning content be approached seriously, scientifically, using sufficient resources, quickly and thoroughly” (Garcia and Johnson, 2021).

In addition, Anderson and Perry (2023) point out that “diagnostic findings should be incorporated into the preparation of each session. It is an ongoing, systematic and comprehensive process that informs teachers about the current state of the process, allowing them to propose differentiated pedagogical approaches to address identified gaps, identify and awaken the potential of each student” (page 32).

This is why collaborative learning is an essential skill for learning English as a second language. This is important for student development due to factors such as coherence, accuracy, and creativity in writing. Furthermore, it emphasizes that collaborative writing allows students to practice structuring, arguing, and revising texts in an active and collaborative way.

Through collaborative writing, students have the opportunity to receive real-time feedback and correct each other's mistakes, helping them to improve their writing skills and gain confidence in their composition skills.

### **3.2.2 Design and description of the class system**

In this section, we explain in detail the planning of the intervention, a strategy of activities designed to develop collaborative learning in writing for 1st B.G.U. students of the Colegio de Bachillerato Nueve de Octubre.

The system includes 6 previously elaborated lesson plans, based on the results of task-based learning, to verify the quality of group learning by EFL teachers to 1st year high school students in the 2024-2025 school year.

## **CLASS #1**

**Theme:** Describing a Favorite Place

**Class time:** 40 min

**Objective:** Develop descriptive writing skills, encourage collaboration, and peer review.

**Starter sheet:** Briefly explain the aim of the class, in groups of 5 students will be asked to write down their favorite place and describe what they like about it. **(10 min)**

**Procedures: (20 min)**

1. Mention a favorite place they have visited.
2. Give them all the unusual places and choose the one that most catches their attention.
3. Each group should write a descriptive paragraph about their chosen place.
4. Choose a role for each student (main writer, reviewers and editors).
5. Each group should give an added reflection on how their collaborative process went.

**Assessment and exit sheet:** Each group reviews the other's work, suggests improvements, and gives a full review by the teacher to correct it. **(10 min).**

**Learning strategies:** Improve the collaborative process among peers and better participation in the classroom.

**Resources:**

- Whiteboard.
- Markers
- Text
- Dictionary

## CLASS #2

**Theme:** Writing a letter of advice

**Class time:** 40 min

**Objective:** Practicar la escritura formal e informal a través de una carta de consejos.

- **Starter sheet:** Briefly explain how to write an advice letter, differentiating between formal and informal, examples on the board (e.g., advice to a friend versus advice to a new student). **(10 min)**

**Procedures: (20 min)**

1. In groups, students discuss situations in which they might need to give advice (e.g., a friend moving to a new city, or a classmate having academic difficulties).
2. Groups draft a letter of advice, making sure to include an introduction, body and conclusion.
3. Exchange letters between groups to receive feedback and suggest improvements.

**Assessment and exit sheet:** Each group reviews the other's work, suggests improvements, and gives a full review by the teacher to correct it. **(10 min)**.

**Learning strategies:** Improve the collaborative process among peers and better participation in the classroom.

**Resources:**

- Whiteboard.
- Markers
- Text
- Dictionary

### CLASS #3

**Theme:** Writing a Short Story

**Class time:** 40 min

**Objective:** Develop narrative writing skills through the creation of a short story and encourage online collaboration using Google Docs in pairs.

**Starter sheet:** Briefly explain the aim of the class, in groups of 5 students will be asked to write down their favorite place and describe what they like about it. **(10 min)**

**Procedures: (20 min)**

1. Develop narrative writing skills through the creation of a short story.
2. Each group discusses and writes down ideas for the short story in their Google Docs document.
3. Students decide together on the theme, main characters and overall plot.
4. The teacher circulates among the groups, offering suggestions and support.
5. Each group reviews each other's work and suggests improvements directly in Google Docs using comments. process went.

**Assessment and exit sheet:** Each group reviews the other's work, suggests improvements, and gives a full review by the teacher to correct it. **(10 min).**

**Learning strategies:** Improve the collaborative process among peers and better participation in the classroom.

**Resources:**

- Computer.
- Markers
- Text
- Dictionary

## **CLASS #4**

**Theme:** Creating a Travel Brochure

**Class time:** 40 min

**Objective:** Develop narrative writing skills by creating a travel brochure and encourage online collaboration using Google Docs in pairs.

**Starter sheet:** Briefly explain the aim of the class, in groups of 5 students will be asked to write down their favorite place and describe what they like about it. **(10 min)**

**Procedures: (20 min)**

1. Develop narrative writing skills through creating a travel brochure
2. Each group discusses and writes down ideas for the short story in their Google Docs document.
3. Students decide on the theme, main characters and overall plot.
4. The teacher circulates among the groups, offering suggestions and support.
5. Each group reviews each other's work and suggests improvements directly in Google Docs using comments. process went.

**Assessment and exit sheet:** Each group reviews the other's work, suggests improvements, and gives a full review by the teacher to correct it. **(10 min).**

**Learning strategies:** Improve the collaborative process among peers and better participation in the classroom.

**Resources:**

- Computer.
- Markers
- Text
- Dictionary



## CLASS #5

**Theme:** Debating a Current Issue and Writing an Opinion Piece

**Class time:** 40 min

**Objective:** Develop narrative writing skills through Debating a Current Issue and Writing an Opinion Piece and encourage online collaboration using Google Docs in pairs.

**Starter sheet:** Briefly explain the aim of the class, in groups of 5 students will be asked to write down their favorite place and describe what they like about it. **(10 min)**

**Procedures: (20 min)**

1. Develop narrative writing skills through debating a current Issue and writing an Opinion Piece
2. Each group discusses and writes down ideas for the short story in their Google Docs document.
3. Students decide on the theme, main characters and overall plot.
4. The teacher circulates among the groups, offering suggestions and support.
5. Each group reviews each other's work and suggests improvements directly in Google Docs using comments. process went.

**Assessment and exit sheet:** Each group reviews the other's work, suggests improvements, and gives a full review by the teacher to correct it. **(10 min).**

**Learning strategies:** Improve the collaborative process among peers and better participation in the classroom.

**Resources:**

- Computer.
- Markers
- Dictionary

## **CLASS #6**

**Theme:** Using the Passive Voice in Present and Past

**Class time:** 40 min

**Objective:** Practice writing using the passive voice in the present and past tenses and develop revision and collaborative editing skills.

**Starter sheet:** Briefly explain the aim of the class, in groups of 5 students will be asked to write down their favorite place and describe what they like about it. **(10 min)**

**Procedures: (20 min)**

1. Develop narrative writing skills through the creation of a short story using the passive voice in the present and past.
2. Each group discusses and writes down ideas for the short story in their Google Docs document.
3. Students decide together on the theme, main characters and overall plot.
4. The teacher circulates among the groups, offering suggestions and support.
5. Each group reviews each other's work and suggests improvements directly in Google Docs using comments. process went.

**Assessment and exit sheet:** Each group reviews the other's work, suggests improvements, and gives a full review by the teacher to correct it. **(10 min).**

**Learning strategies:** Improve the collaborative process among peers and better participation in the classroom.

**Resources:**

- Computer.
- Markers
- Text

The classroom system designed is based on collaborative techniques to address writing skill deficiencies in order to promote a comprehensive improvement in students' language skills. The purpose of this approach is to foster collaborative learning, which facilitates the identification and correction of errors in real time, as well as the development of stronger and more effective writing skills.

## **CHAPTER 4. RESULTS OF THE APPLICATION OF THE CLASSROOM SYSTEM FOR THE DEVELOPMENT OF COLLABORATIVE LEARNING IN WRITING.**

This chapter will detail the results obtained from the implementation of the class system for the development of collaborative learning in writing in the students of 1st grade of B.G.U. of the Colegio de Bachillerato Nueve de Octubre during the school period 2024. The study was carried out on June 13, 14, 20, 21, 27 and 28, using a non-experimental design..

### **4.1 DESCRIPTION OF THE APPLICATION OF THE CLASS SYSTEM**

In order to evaluate the effectiveness of the collaborative techniques in the writing skills of 1st BGU students of the Nueve de Octubre High School, school year 2024-2025, it was necessary to apply a system of classes that will be detailed as follows:

#### ***CLASS 1: Describing a favorite place***

The first day of class was June 13, 2024, the class lasted 40 minutes, before starting a brief explanation was given to the students about the topic “Describing a favorite place” that was going to be implemented, which lasted 10 minutes, then the students were grouped so they could perform the activity explained before (**APPENDIX 2**).

In addition, from the explanation of the activity, students begin to share ideas and options of places that seem to them to be their favorite. Some students did not realize the way of learning, so it was possible to interact in better ways, they practiced writing each word according to the level of difficulty they consider, this stage lasted 20 minutes they worked in groups, and performed an exercise where they explained how was the process of making the text

collaboratively in the last 10 minutes of the class.

### ***CLASS 2: Writing a letter of advice***

The second class took place on June 14, 2024 and lasted 40 minutes, with a 10-minute feedback on what was seen in the previous class, then the instructors proceeded to explain the new topic: “Writing a letter of advice”; to strengthen and develop the students' reading fluency, the thematic reading method was applied, which points out unknown words and phrases, explains them and pronounces them correctly. The teaching strategy is repeated with controlled reading in a series of intonation exercises, which helps to achieve fluency. The last 10 minutes included reading exercises and clarification of any doubts the students had during the class (**APPENDIX 3**).

### ***CLASS 3: Writing a short story***

The third class took place on June 20, 2024, it lasted 40 minutes in total, it is similar feedback was given from the previous class to clarify any doubts the students still have about the previous topic, then, the new topic “Writing a short story” was explained, placing them again in groups of 5 students in which, they went to use mobile devices to be able to generate a short story in the Google Docs. application, where everyone performed and a history of the students performing the activity remained. (**APPENDIX 4**)

### ***CLASS 4: Creating a travel brochure***

The fourth class took place on June 21, 2024, it lasted 40 minutes in total, it is similar to the previous class feedback was given, then, the new topic “Creating a travel brochure” was explained using again the digital media to perform the activity in group form where, they must

give ideas to make this type of content, with the collaboration of each of the students  
(APPENDIX 5).

***CLASS 5: Debating a current issue and writing an opinion piece***

The fifth class took place on June 27, 2024, it lasted 40 minutes in total, where the following topic was “Debating a current Issue and writing an opinion piece” where an activity was carried out in their notebooks and discussed by each of the groups, relating each of the questions to be asked to each one, with the help of all the classmates the activity was done to be more entertaining. (APPENDIX 6)

***CLASS 6: Using the passive voice in present and past***

The sixth class took place on June 28, 2024, it lasted 40 minutes in total, where a short story was made with the following theme “Using the passive voice in present and past” where the students had to remember each of the rules to be able to perform the activity, in the same way sharing each idea.

Placing them in pairs for 40 students to better perform collaborative learning in groups of 5 students, where both will be able to correct each other and realize the mistakes that their partner made, thus improving their writing skills and sharing opinions (APPENDIX 7).

**4.2 RESULTS OBTAINED FROM THE APPLICATION OF THE CLASS SYSTEM**

The results obtained in the diagnostic test provided clear indicators for the implementation of the intervention proposal. This proposal consisted in applying a classroom

system based on the techniques to promote collaborative learning in writing. The data from the diagnostic test and the results of the post-test, obtained after the implementation of the system, were compared by means of empirical methods using rubrics with a measurement scale.

As in the diagnostic test, the same dimensions were used to evaluate and test the hypothesis, and the following data were obtained:

### Indicator 1: Ideas and contents

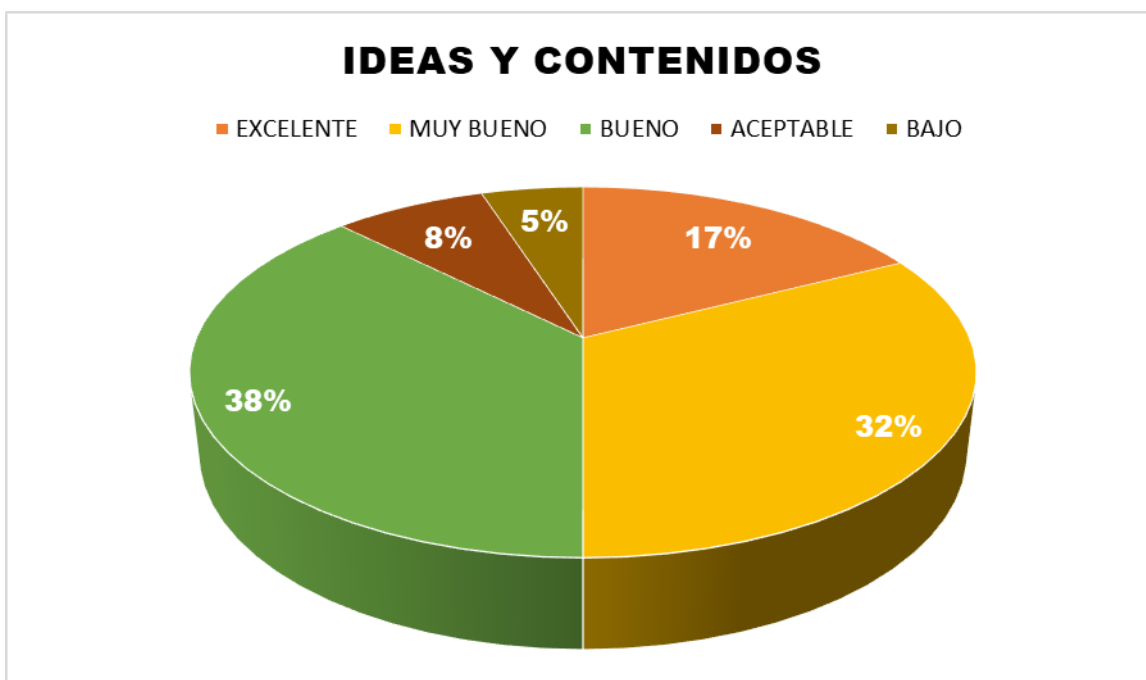


Ilustración 12

As the graph of the results of the post-test applied to the students in this indicator indicates: 15 students are in the good measurement level, which corresponds to 38%, being this the highest percentage of students. This means that they have improved significantly in the writing skill, which suggests that the current teaching is being executed satisfactorily in the group of students.

## Indicator 2: Structure and organization

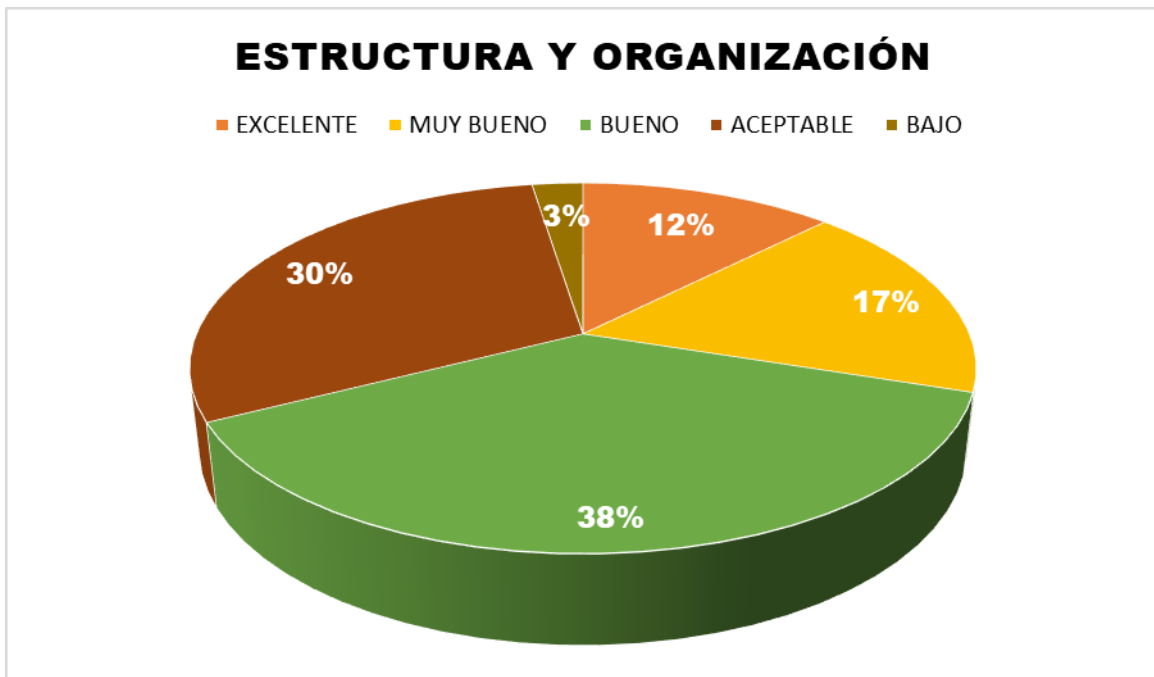


Ilustración 13

As the graph of the results of the post-test applied to the students in this indicator indicates: 15 students are in the good level of measurement, which corresponds to 38%, being this the highest percentage of students. This means that in the writing skill the text has an unclear structure and the paragraphs are almost adequately organized.



### Indicator 3: Vocabulary

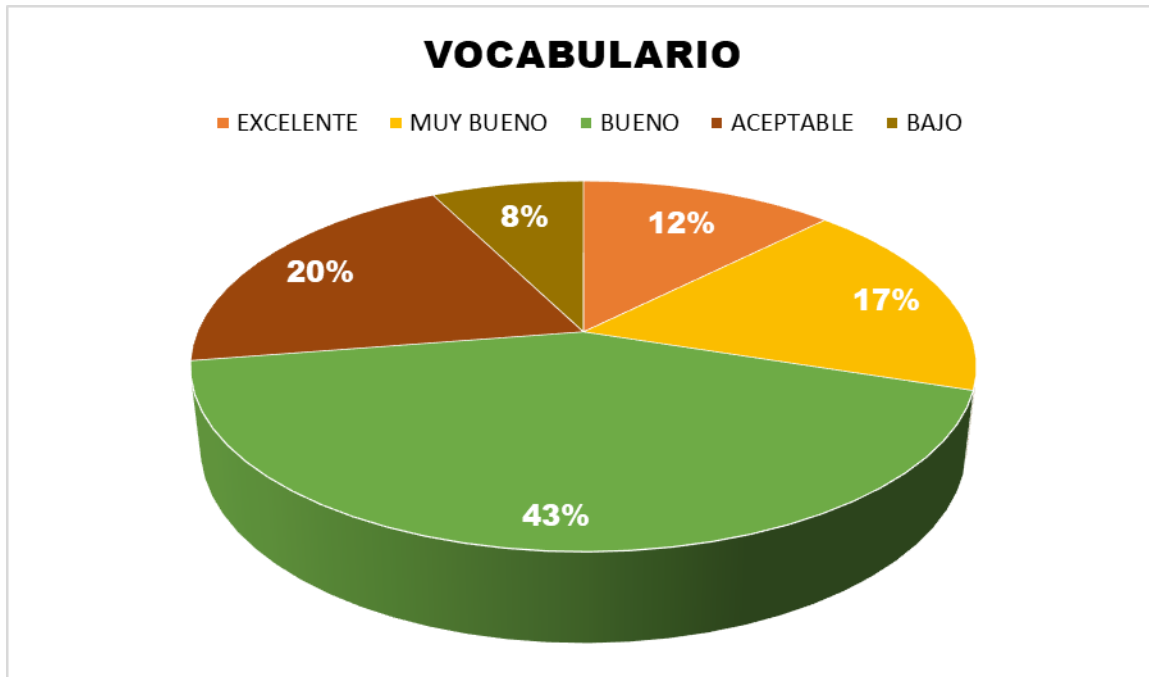


Ilustración 14

As the graph of the results of the diagnostic test applied to the students in this indicator indicates: 17 students are in the good level of measurement, which corresponds to 43%, being this the highest percentage of students. This means that in the writing skill the use of vocabulary is almost adequate for the context and basic words are used.

#### Indicator 4: Grammar and spelling

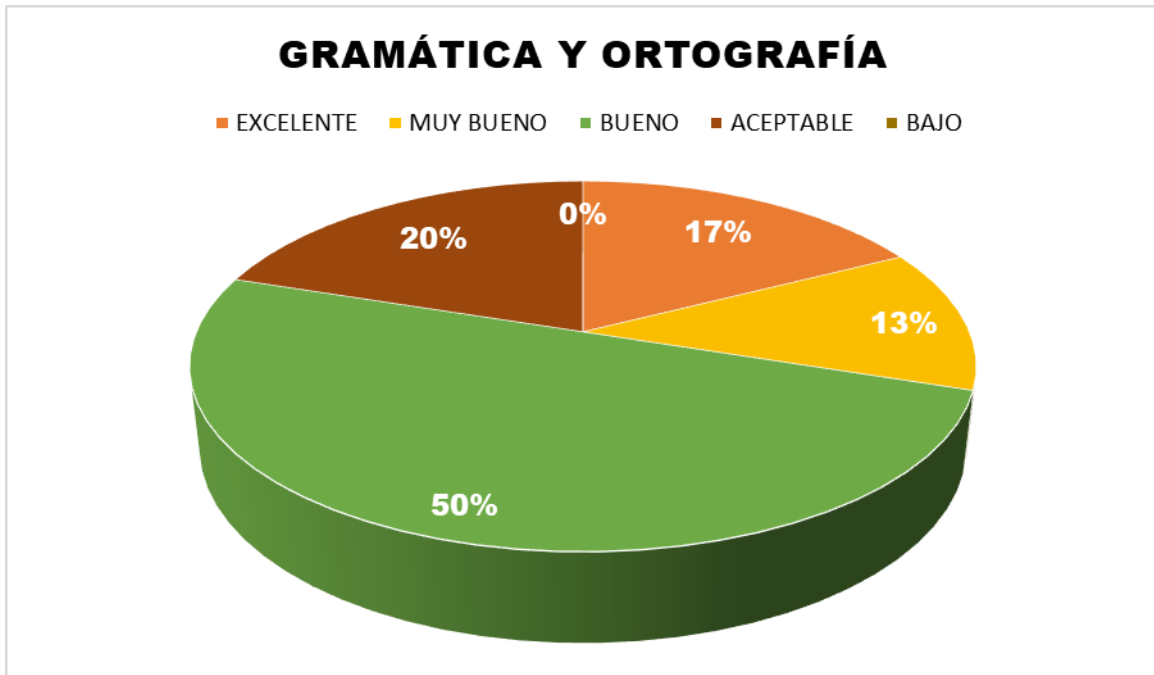


Ilustración 15

As the graph of the results of the diagnostic test applied to the students in this indicator indicates: 20 students are in the good measurement level, which corresponds to 50%, being this the highest percentage of students. This means that in writing skills, grammar and spelling are sometimes correct and some errors are observed.

### Indicator 5: Presentation

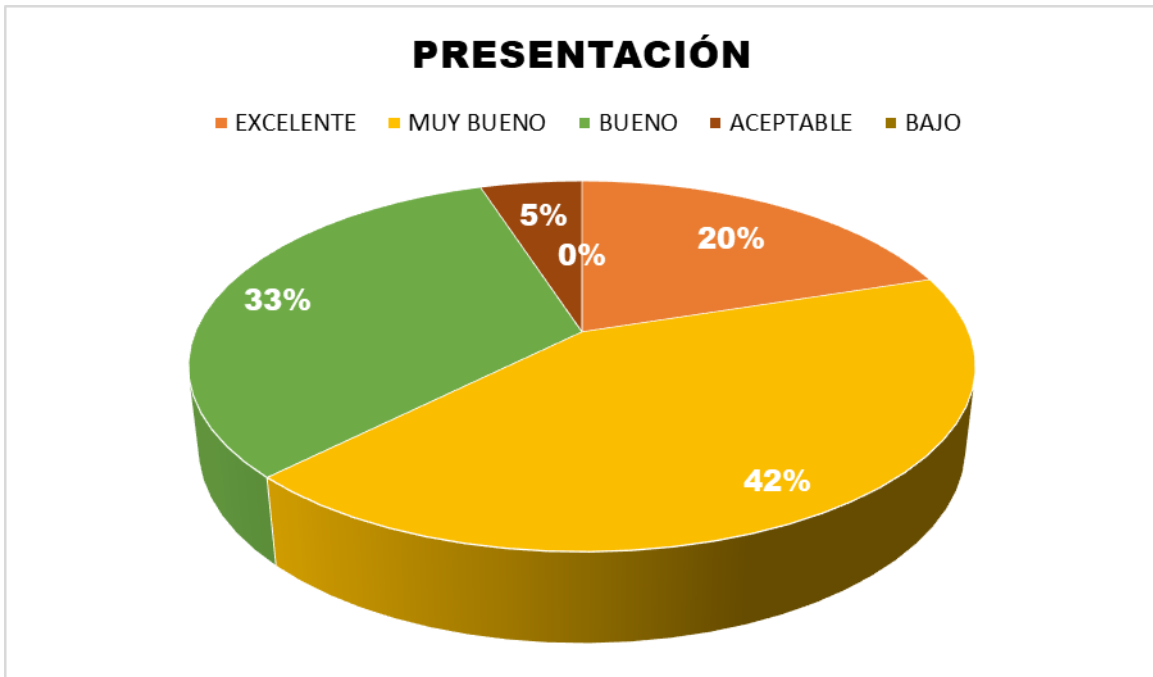


Ilustración 16

As indicated in the graph of the results of the diagnostic test applied to the students in this indicator, it was indicated that: 17 students are at the very good measurement level, which corresponds to 42%, this being the highest percentage of students. This means that in the writing skill the text is written in an understandable way and an appropriate font is used.

- - General analysis of the post-test:

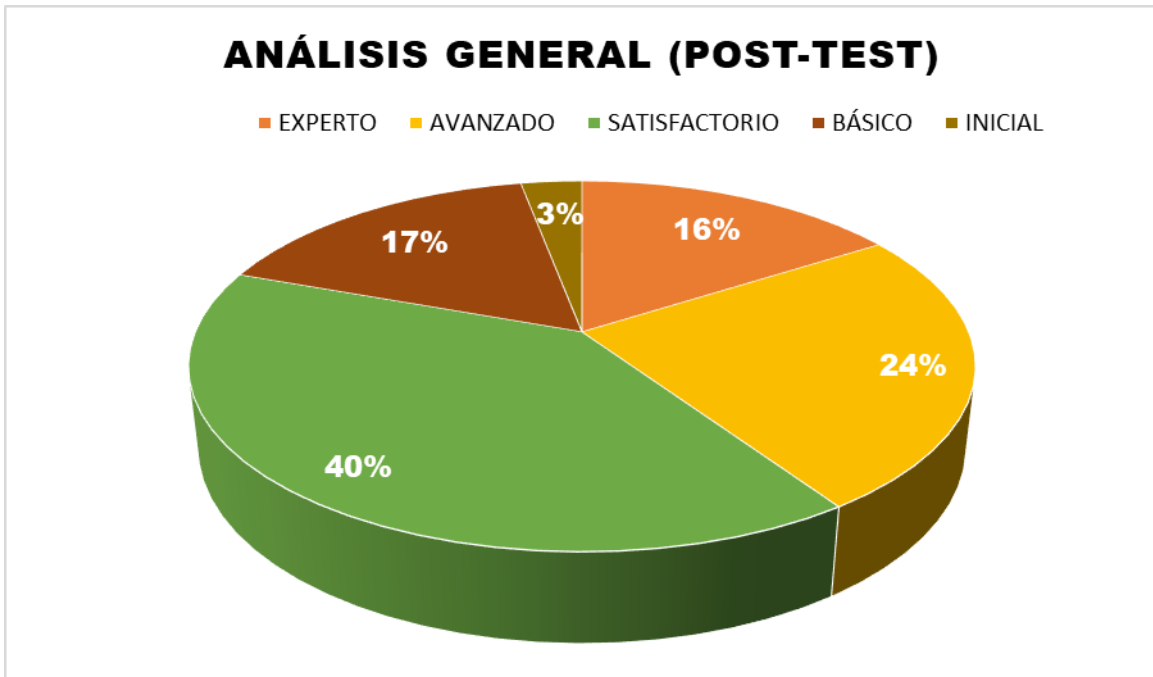


Ilustración 17

Taking into account the indicators of writing skills, it can be observed that most of the first-year high school students have a satisfactory command. Because their ideas are clear and relevant to the topics, the content is adequately developed. They use appropriate vocabulary for the context and their grammar and spelling are generally correct. The presentation of their work is legible, although there may be some imperfections. The results obtained justify that there is a notable improvement in the writing skills of the first year B.G.U parallel “A” students of the “Nueve de Octubre” High School, school year 2024.

- GENERAL ANALYSIS

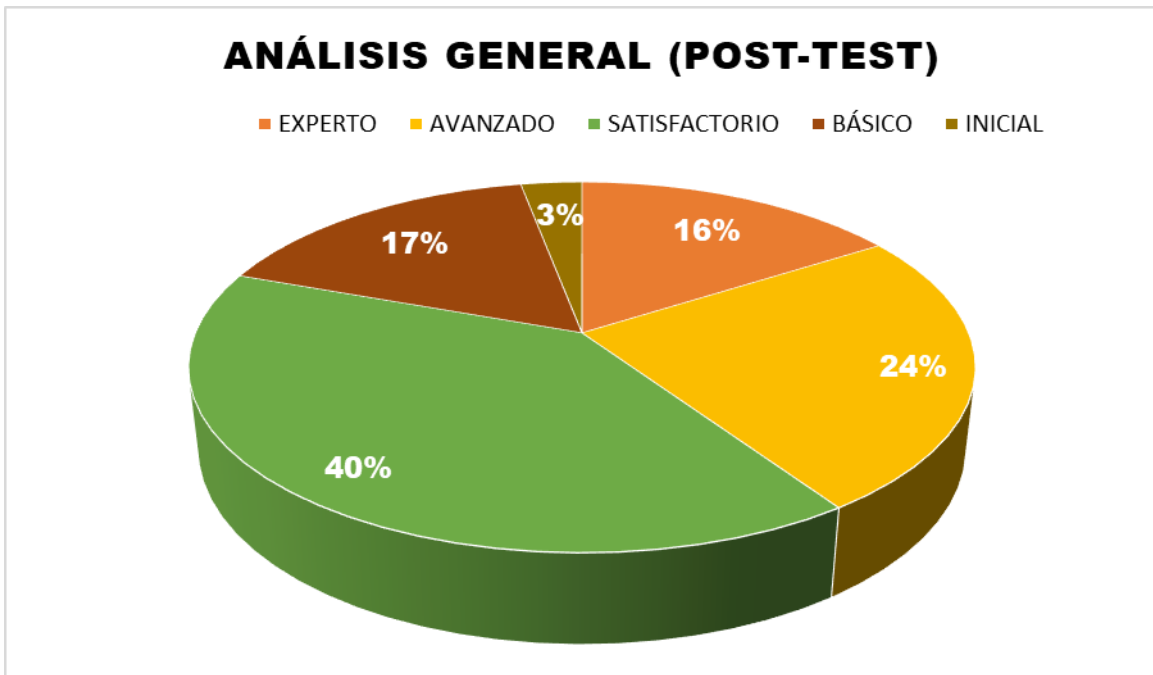
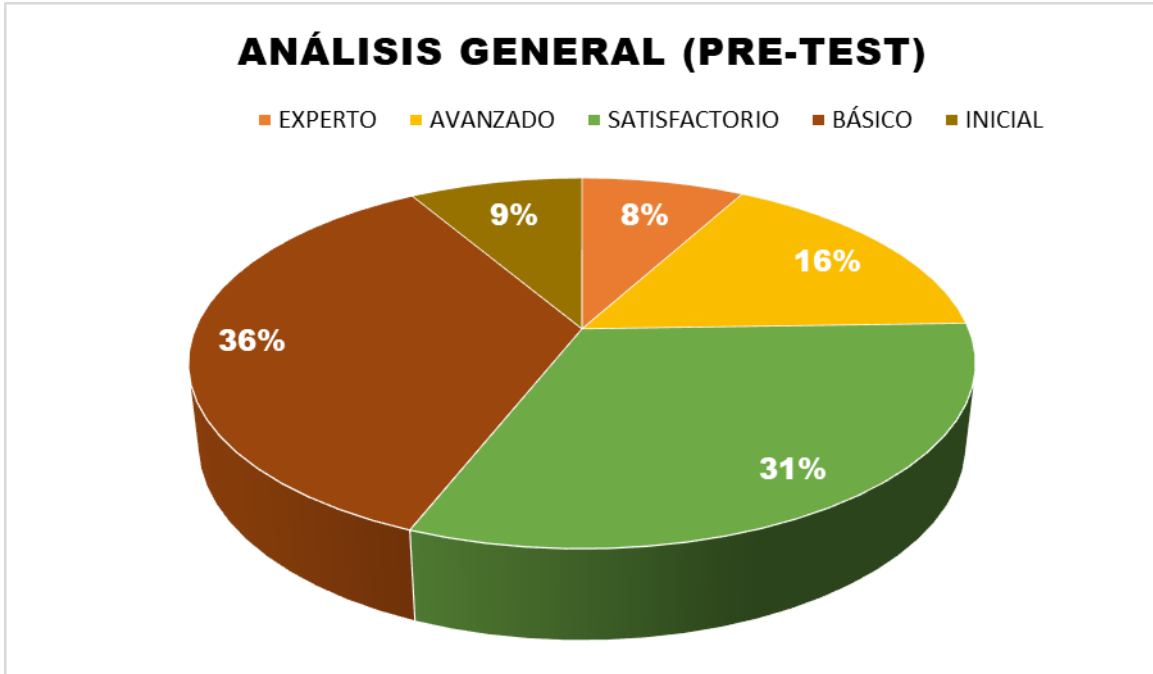


Ilustración 18

After verifying the results of the diagnostic test and the post-test, when applying the class system aimed at the students of 1st B.G.U parallel "A" of the "Nueve de Octubre" High School, school period 2024, it has been shown that the proposal was positive. Therefore, the results indicate a notable improvement in the development of the group of students in collaborative learning of writing based on the implementation of various techniques that promote interaction and collaboration between them.

### **4.3 CHECKING THE HYPOTHESIS TEST**

**Scientific hypothesis:** 1st year BGU students from Colegio de Bachillerato Nueve de Octubre will improve their writing skills if a class system is applied using techniques to encourage collaborative learning.

Based on the hypothesis, the relationship between two variables is studied:

**Null hypothesis (H<sub>0</sub>):** 1st year BGU students from Colegio de Bachillerato Nueve de Octubre will not improve their writing skills with the application of a class system using techniques to encourage collaborative learning.

**Alternative hypothesis (H<sub>1</sub>):** 1st year BGU students from Colegio de Bachillerato Nueve de Octubre will improve their writing skills with the application of a class system using techniques to encourage collaborative learning

To carry out the analysis using the chi square test, we need to follow several key steps:

## 1. Expected Frequencies

The expected frequencies are calculated using the formula:

$$E_{ij} = \frac{(R_i \cdot C_j)}{N}$$

**Where:**

-  $E_{ij}$  is the expected frequency in the cell of row  $i$  and column  $j$

-  $R_i$  is the total of row  $i$

-  $C_j$  is the total of row  $i$

-  $N$  is the total of all observations.

Let's calculate the expected frequencies for the data provided.

## 2. Chi Square Statistic.

The chi square statistic is calculated using the formula:

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

**where:**

-  $O_{ij}$  is the frequency observed in the cell of the row ( $i$ ) and the column ( $j$ ).

-  $E_{ij}$  is the expected frequency in the cell of the row ( $i$ ) and the column ( $j$ ).

### 3. Degrees of freedom

Degrees of freedom (*dof*) They are calculated with the formula:

$$dof = (r - 1) (c - 1)$$

**where:**

- **r** is the number of rows.

- **c** is the number of columns.

### 4. Critical Value

The critical value is determined using a chi-square table and the level of significance (usually 0.05).

**Let's perform these calculations using the data provided: QUANTITATIVE**

#### **RESULTS OF THE DIAGNOSTIC TEST:**

		INDICATORS				
		IDEAS AND CONTENTS	STRUCTURE AND ORGANIZATION	VOCABULARY	GRAMMAR AND ORTHOGRAPHY	PRESENTATION
R A N K S	EXCELLENT	3	3	3	3	4
	VERY GOOD	7	7	5	4	10
	WELL	8	12	12	16	15
	ACCEPTABLE	17	13	17	15	9
	LOW	5	5	3	2	2
TOTAL:		40	40	40	40	40

Ilustración 19



## QUANTITATIVE RESULTS OF THE POST-TEST:

		INDICATORS				
		IDEAS AND CONTENTS	STRUCTURE AND ORGANIZATION	VOCABULARY	GRAMMAR AND ORTHOGRAPHY	PRESENTATION
R A N K S	EXCELLENT	7	5	5	7	8
	VERY GOOD	13	7	7	5	17
	WELL	15	15	17	20	13
	ACCEPTABLE	3	12	8	8	2
	LOW	2	1	3	0	0
<b>TOTAL:</b>		<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

Ilustración 20

### Chi Square Analysis Results

#### 1. Expected Frequencies:

RANKS	IDEAS AND CONTENTS	STRUCTURE AND ORGANIZATION	VOCABULARY	GRAMMAR AND ORTHOGRAPHY	PRESENTATION
EXCELLENT	9,6	9,6	9,6	9,6	9,6
VERY GOOD	16,4	16,4	16,4	16,4	16,4
WELL	28,6	28,6	28,6	28,6	28,6
ACCEPTABLE	20,8	20,8	20,8	20,8	20,8
LOW	4,6	4,6	4,6	4,6	4,6

Ilustración 21

#### 2. Chi Square Statistic ( $\chi^2$ ):

- Value of  $\chi^2$ : 234.30

#### 3. Degrees of freedom:

$$dof = (r - 1) (c - 1)$$

Where:

$$r = 5 \quad y \quad c = 5$$

$$dof = (5 - 1) (5 - 1) = 4 \times 4 = 16$$

*dof*: 16

#### **4. Critical Value:**

- Level of significance ( $\alpha$ ): 0.05

- Critical Value: 26.30

#### **Interpretation of results**

- **Comparison of Chi Square Statistic and Critical Value:**

The obtained  $\chi^2$  value (234.30) is greater than the critical value (26.30).

- **Decisión:**

Dado que el valor de  $\chi^2$  es significativamente mayor que el valor crítico, rechazamos la hipótesis nula ( $H_0$ ).

#### **DISCUSSION:**

There is sufficient evidence to conclude that the 1st year BGU students of the Nueve de Octubre High School improved their writing skills with the application of a class system using techniques to encourage collaborative learning.

These results support the alternative hypothesis ( $H_1$ ) and suggest that the intervention had a positive impact on students' writing skills.

## **CONCLUSIONS:**

- The bibliographic review carried out in this research has detailed the historical evolution of the techniques aimed at promoting collaborative learning in writing, highlighting the importance of establishing educational environments that promote the development of this skill in students, preparing them for a prosperous academic and professional future.
- The results obtained from the diagnostic test revealed deficiencies in the writing skills of the 1st BGU students, parallel “A”, of the Colegio de Bachillerato Nueve de Octubre during the 2024 school year. The observations indicated that the students present poorly developed ideas and content that is not always relevant to the topic, they use a limited vocabulary, and they make frequent grammatical and spelling errors. In addition, the presentation of their work is poorly legible, with difficulties in the letter and spacing, which affects the clarity of the message they are trying to convey. These deficiencies can be attributed, in part, to the lack of application of collaborative techniques as a support tool for the teacher.
- To address this situation, a partial class system based on collaborative techniques was designed, which allowed us to verify its relevance and effectiveness in collaborative learning in writing.
- The results of the post-test indicated that students achieved satisfactory levels in writing skills after the implementation of the system. There is sufficient evidence to conclude that the application of a class system with collaborative learning techniques significantly improved the writing skills of 1st year BGU students from the Nueve de Octubre High School.

- The results of this research underline the importance of incorporating collaborative techniques into the writing teaching process. The observable improvement in students' writing skills suggests that a pedagogical approach that promotes collaboration and the use of varied teaching resources can be highly effective. This study not only provides a viable solution to the identified deficiencies, but also provides a replicable model for other educational contexts facing similar challenges.

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**APPENDIX:**

**APPENDIX 1**

# DIAGNOSTIC TEST

**Student:**

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**Course:** \_\_\_\_\_ **Parallel:** \_\_\_\_\_

**Date:**

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**Instruction:** Answer the following questions based on your experience as a student learning English, specifically in collaborative writing activities. Be honest and thoughtful in your answers.

**Questions:**

➤ **Vocabulary:**

1. Masters the vocabulary of any class topic:

Poor                       Fair                       Good                       Very good                       Excellent

2. Variety in the use of the vocabulary:

Poor                       Fair                       Good                       Very good                       Excellent

3. Presence of errors and confusion in the use of vocabulary:

Poor                       Fair                       Good                       Very good                       Excellent

➤ **Grammar:**

4. Proficiency in English grammatical structures:

Poor                       Fair                       Good                       Very good                       Excellent

5. The grammatical errors in your text are:

Poor                       Fair                       Good                       Very good                       Excellent

6. The grammatical structures you use when writing is

Poor                       Fair                       Good                       Very good                       Excellent

➤ **Spelling**

7. Your command of English spelling rules:

Poor       Fair       Good       Very good       Excellent

8. The presence of spelling errors in your text:

Poor       Fair       Good       Very good       Excellent

9. Punctuation marks in the clarity of your message:

Poor       Fair       Good       Very good       Excellent

➤ **Coherence**

10. The ideas it brings to the text are:

Poor       Fair       Good       Very good       Excellent

11. The connection of sentences and paragraphs in the text you write is:

Poor       Fair       Good       Very good       Excellent

12. The textual connectors that you use in the essays are

Poor       Fair       Good       Very good       Excellent

➤ **Expression**

13. To send your ideas in writing are:

Poor       Fair       Good       Very good       Excellent

14. Variety in the structures and resources used to express ideas:

Poor       Fair       Good       Very good       Excellent

15. Your creativity and originality in the expression of ideas is:

Poor       Fair       Good       Very good       Excellent

# WORKSHEET: DESCRIBING OUR FAVORITE PLACE



**Group Members:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Take turns to briefly describe your favorite place to your group members.

Discuss what makes each place special and note down key points.

Choose one place from the group to describe in detail.

Work together to write a detailed description of this place. Include the following:

- Name of the place
- Location
- Appearance (use descriptive adjectives)
- Activities you can do there
- Why it is special to you

Name of the Place:

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Location:

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Appearance:

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Why it is Special:

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# WORKSHEET: WRITING A LETTER OF ADVICE



**Group Members:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Share a situation where you needed advice with your group members.
- Discuss what kind of advice you received or would have liked to receive
- Choose one of the situations shared to write a letter of advice.
- Decide the main points of the advice you will include in the letter.
- Collaboratively write a draft of the letter.

Chosen Situation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Main points of advice:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Make any necessary revisions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Presentation Plan:

Introduction: \_\_\_\_\_

Main Body: \_\_\_\_\_  
\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

# WORKSHEET: WRITING A SHORT STORY



**Group Members:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Discuss different ideas for a short story with your group members.
- Note down the main ideas and choose one as a group.
- Collaboratively write a draft of the story.
- Assign different sections of the story to each group member if needed.
- Review the draft as a group.
- Make any necessary revisions to improve the flow, coherence, and interest.

Story Ideas:

Idea 1: \_\_\_\_\_  
\_\_\_\_\_

Idea 2: \_\_\_\_\_  
\_\_\_\_\_

Idea 3: \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_

Beginning: \_\_\_\_\_  
\_\_\_\_\_

Middle: \_\_\_\_\_  
\_\_\_\_\_

End: \_\_\_\_\_  
\_\_\_\_\_

# WORKSHEET: CREATING A TRAVEL BROCHURE



**Group Members:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Choose a travel destination as a group.
- Decide on the layout and sections of the brochure.
- Assign each group member a specific section to work on.
- Write the text for each section.
- Find or create images to include in the brochure.

Introduction:

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Location:

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Attractions:

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Activities:

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Accommodation\_

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Conclusion

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**PHOTOGRAPHIC EVIDENCE OF DIAGNOSTIC TEST, CLASSROOM  
SYSTEM AND POST-TESTING**







