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Vocabulary Learning for Writing Skills using Cooperative Activities for Seventh-Grade English Students.

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## Resumen

Con el tiempo, las actividades cooperativas se han utilizado para ayudar a los estudiantes a interactuar y compartir sus conocimientos en las aulas de inglés como lengua extranjera. Por lo tanto, esta investigación-acción tiene como objetivo explorar cómo las actividades cooperativas pueden aumentar el vocabulario en inglés de los estudiantes en las habilidades de escritura. Esta investigación se aplicó a 31 estudiantes de séptimo grado del colegio Brasil, ubicado en Gualaceo, Ecuador. Las actividades enseñadas en esta investigación-acción fueron: lluvia de ideas, tira cómica, cuadro KWL y mesa redonda. Para la recolección y análisis de datos, listas de cotejo, notas de campo y entrevista semiestructurada que se aplicó en un FGD. Estos instrumentos se utilizaron de forma cualitativa. Luego del respectivo análisis de datos y categorización de la información recolectada de la investigación, se pudo constatar que el uso de actividades cooperativas ayuda a los estudiantes a mejorar su vocabulario en el desarrollo de sus habilidades de escritura. Esta investigación sugiere que el uso de actividades cooperativas ayuda a los estudiantes a mejorar su vocabulario en las habilidades de escritura

- **Palabras claves:** actividades cooperativas, vocabulario, habilidades de escritura, aprendizaje cooperativo.

**Abstract:**

Over time, cooperative activities have been used to help students interact and share their knowledge in EFL classrooms. Therefore, this action research aims to explore how cooperative activities boost students' English vocabulary in writing skills. This research was applied to 31 seventh-grade students from the Brasil school, located in Gualaceo, Ecuador. The activities taught in this action research were: brainstorming, comic strip, KWL chart, and round table. For data collection and analysis, checklists, field notes, and semi-structured interview which was applied in a FGD. These instruments were used in a qualitative form. After the respective data analysis and categorization of the information collected from the research, it was possible to see that the use of cooperative activities helps students to improve their vocabulary in the development of their writing skills. This research suggests that using cooperative activities helps students improve their vocabulary in writing skills.

**Keywords:** Cooperative activities, vocabulary, writing skills, Cooperative Learning.

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## INTRODUCTION

### Context

Currently, education of English in some institutions in Ecuador encompasses mechanical learning and teaching, where students use rote learning. Students need to gain the prior knowledge necessary to perform their respective tasks. Rote learning could be an effective method for instances where it is required to memorize vocabulary in a foreign language. Still, it does not foster critical thinking, the application of learned concepts, or a thorough grasp of the material. Tasadduq (2021) refers that "Rote learning is based on memorization of the concepts, and it lacks in-depth knowledge and understanding of the subject" (p. 2). Furthermore, rote learning hinders a thorough grasp of the material by concentrating only on recurrent memory. Students might be fine with repeating knowledge verbatim, but they can struggle to comprehend it beyond memory.

According to Moreira (2017), "the contemporary school is more a trainer than an educator. What matters is preparing students to give correct answers, learned mechanically" (p. 2). Traditional education means that students only memorize the content taught by the professor, and learners are not able to think about developing new knowledge. In the words of Yallico & Farfán (2021), "Learning allows human beings to adapt to the world around them, especially in these times, where the world is constantly changing due to the situations and circumstances that arise" (p. 13). Learning something new always opens new opportunities for humans since it allows them to create something new through their knowledge learned.

English learning in Ecuador has not been considered much in the educational field since, in schools, the hourly loads of English are very low. According to the Study Plan by the Ministry of Education of Ecuador, it establishes in the curriculum of the English workload for the Basic General Education (EGB) level, focusing on 7th grade, is three hours of English per week. At the end of the school year, 7th-grade students must obtain an A2.2 level of English as required by the curriculum (Ministry of Education, 2016). It means that the subject of English as a foreign language is relatively minor due to the few hours practiced in the classroom. The hours

of English are three hours per week; however, each hour of English is 40 minutes of class, which gives a total of 140 minutes per week, resulting in insufficient teaching and practice of English in schools. Muñoz et al. (2018) say that “in Latin American countries, learning English has become a requirement for many different activities in people’s life, especially the ones who want to increase their professional status and personal development” (p. 29). English has become a global language because people use it worldwide to communicate since, in many countries, their mother language is English.

### Problem statement

During the present research, we observed and analyzed vocabulary development, specifically in English writing skills in a classroom. The study group comprised 31 students in 7th grade "A" from Basic Senior General Education (EGB). This study group is from a public school located in Gualaceo town.

When we worked with this group of students, we observed and identified the following problem: students needed to put into practice their writing skills; they just emphasized speaking skills as the essential skill in their learning process. Besides, to teach and reinforce the lesson, the teacher just asked the students to make between 3 to 5 sentences in English, using the grammar she taught, and then students needed to repeat each sentence to increase their pronunciation. This activity is developed individually and is the same routine for future lessons. According to Meena (2020), “The gigantic problems in EFL classrooms are mostly teacher-centered classes instead of cooperation, there are many competitions between learners, and educators are not familiar with the cooperative learning techniques in language teaching settings particularly when it comes to teaching speaking” (p. 146). This issue was perceived in our observation stage since the teacher in class did not allow the students to put into practice their learnings into writing skills; for instance, the majority of the activities employed in the classroom were oral skills-only exercises.

In addition, since there are no working groups or in pairs, students do not interact with each other to share ideas. Therefore, this productive skill needs to be developed more effectively. They just had to pay

attention to their English teacher, and learners did not have enough chances to participate in class because the teacher was the center of the classroom. Most of the time, educators use TTT (Teacher talking time). It makes students get bored; consequently, they get distracted doing other things during the teacher's explanation. As we know, students are always used to being active, so doing group activities helps maintain cooperative learning during class. Al-Yaseen (2014) remarks, "Cooperative learning has proved its effectiveness as a teaching strategy with all the benefits it provides to both teachers and learners. Research has proved its relevance to the ordinary classroom" (p. 96). In addition, during the exploration stage, we had the opportunity to develop a class using cooperative learning, and we could see that students were engaged with the course; they enjoyed it because they could interact with their classmates and share their thoughts.

Cooperative learning offers a supportive learning environment, enabling students to interact and exchange knowledge. Additionally, since only some group members have the same proficiency level in English as a Foreign Language writing, CL can be used in writing workshops to develop communication, interpersonal, and team skills. (Mahmoud, 2014). Likewise, the cooperative learning approach should be applied to help integrate this skill in a group and creative way so that this skill can be developed effectively.

Therefore, as researchers, we have decided to focus on this problem because writing skills are essential inside and outside education to share messages formally or informally. Additionally, this skill helps us to interpret ideas and share knowledge in written and spoken form. According to (Nunan, 2003, as cited in Afrin, 2016), "writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will clear to the reader" (p. 105). Writing allows people to maintain their thoughts saved for the moment. They write they keep their views on a sheet of paper. Also, writing will enable people to express their ideas about what they feel or think at that moment.

According to Ahangari & Samadian (2014), "Researchers report that cooperation typically leads to higher group and individual achievement, healthier relationships with peers, and greater psychological health and self-

esteem” (p. 122). Working in a group helps people to be social, and this makes them able to create outstanding bonds with other people. In addition, working cooperatively allows people to contribute with their thoughts and ideas, making them learn from each other.

### Importance of the Study

One of the fundamental skills in English as a productive skill is the capacity to write. Investigating this issue is crucial for several reasons, not the least of which is that students' capacity to write is indispensable to their ability to acquire English as a foreign language. First, writing in English aids in the growth and consolidation of linguistic skills in this language. This is an organized technique of developing and presenting thinking, not just the graphic representation of speech. As Hossain (2015) expresses, "writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive message" (pp. 24-25). Writing as a productive skill enables students to communicate with others in written form, where they can practice grammar, vocabulary, and the ability to write simple sentences that positively impact their academic and daily lives.

The significance of this writing skill is also due to the fact that it enables pupils to arrange their ideas through the creation of clear and logical thoughts. Fearing the words of Choudhury (2013), "writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable" (p.27). Students can successfully communicate their ideas through writing, which promotes critical thinking, idea organization, and written coherence. The ability to write in English enables pupils to adhere to a structured process, which makes the reader-friendly phrases they write.

For this reason, emphasis is placed on adding cooperative learning-based activities, which consider writing ability as a productive capacity. According to Johnson & Johnson (1999), "students work together to accomplish shared goals. Students are given two responsibilities: to maximize their own learning and to maximize the learning of all other group members" (p. 3). Students socialize and encourage learning among

themselves through cooperative learning. The teaching and learning method for students emphasizes teamwork and cooperation while promoting social skills that enable them to learn from other students' differences. Cooperative learning in the classroom improves student performance, whether it comes to solving problems, carrying out tasks, or producing products.

Given the significance of this study, our main objective is to explore how cooperative activities improve students' English vocabulary in writing skills. To give more enhancement to the importance of writing skills, a study conducted in Maragheh Branch, Islamic Azad University- Iran, by Ahangari & Samadian in 2014 concluded the following:

- a) "1) Cooperative Learning activities improve writing skills in EFL classes.
- b) 2) All of the components of a piece of writing, i.e., content, organization, vocabulary, language use, and mechanics, might be improved through cooperative learning activities" (p. 129).

Therefore, through cooperative activities and student-student contact, the integration and growth of writing abilities can be studied and practiced simultaneously. Additionally, incorporating a cooperative learning strategy into vocabulary and writing skills instruction would motivate students to collaborate, exchange ideas, and benefit from one another. These exercises would vary the classroom routine and make writing more enjoyable. The students acquire better knowledge through interaction and cooperative activities.

For this reason, this study is essential since it provides activities that focus solely on the writing ability that can be achieved differently than traditional education. Studies on developing the four skills of reading, listening, speaking, and writing can be found in public education. However, these studies are based on traditional learning, where students work alone, and writing ability as a productive skill is not considered as the other skills are. That is why this study deepens on using activities based on cooperative learning to boost students' English vocabulary in writing skills.

Students will also be considered the focus of the learning process in this study since deeper learning is promoted. Students in a student-centered classroom do not always depend on the teacher. Taking into account Jones (2007), "Being a teacher means helping people to learn and, in a student-centered class, the teacher is a member of the class as a participant in the learning process" (p.2). The role of the educator in this learning is to assist and direct the students in producing the learning while considering their needs. Students also have the chance to improve their writing abilities through teamwork when they are the center of the class by acquiring the information of others.

#### Research Questions:

1. How do cooperative activities help learning vocabulary in students' writing skills?
2. What activities can we include in cooperative learning to boost students' vocabulary use in writing?

#### General Objective:

To explore how cooperative activities boost students' English vocabulary in writing skills.

#### Specific Objective:

To identify the level of English vocabulary knowledge in writing of seventh grade-students.

To implement cooperative activities to develop the student's English vocabulary in writing skills.

To reflect on the impact of cooperative activities in developing the student's vocabulary for writing skills.

## LITERATURE REVIEW

### Previous studies

An overview of earlier studies on this particular topic are provided in this section. Cooperative learning, writing skill development, and vocabulary learning have all been the subject of these prior studies. These studies offer a strong framework for comprehending and contextualizing this research. Likewise, these studies allow for identifying gaps or areas of interest that have not been covered by earlier research. The antecedents, theories, approaches, strategies, techniques and methodologies used to carry out this research issue will be reviewed through an overview of the current literature. The previous studies listed below will make it possible to construct a theoretical framework for the present research topic.

In the year 2014, Uu Dhia Uddin conducted a study on teaching adjective vocabulary using the cooperative learning method in junior high school. The main goal was to determine whether or not using cooperative learning to teach adjective vocabulary is an effective method for piquing students' interest in learning English. The methodology used during this research was experimental research, consisting of an experiment class and a conventional method (controlled class). At the end of this investigation, he found that it is adequate to teach vocabulary by using cooperative learning. Uu (2014) suggests that "any type of cooperative learning activities should be controlled to encourage cooperation between students" (p. 46). In the development of cooperative activities, students are able to work in a cooperative and coordinated manner to settle these activities and delve their learning with the teacher's help. Uu (2014) concluded that "the experiment class (learning vocabulary of adjectives by using cooperative learning) got the higher score than the control class (without cooperative learning technique when they learnt vocabulary adjectives)" (p. 39). Also, it helped students to develop their learning since students could interact among them and share their thoughts about their interests.

In addition, Summaya Al-Rayah Gussmallah Albashir conducted a study in 2019 on *The Impact of Using Cooperative Learning in Teaching English Writing Skills*. The main goal of the study was to determine how cooperative learning affected the development of EFL students' writing abilities and attitudes toward learning the English language. The research methods used during this research were mixed-method, experimental, and descriptive. In the experimental method, it was a group of 35 participants, and the tools were a pre-test and post-test. The descriptive method consisted in carrying out a questionnaire to recognize the students' attitudes toward the application of cooperative learning in teaching writing. This research found that using the cooperative learning strategy makes learning more fun, and this makes it more attractive to students. Albashir (2019) concluded that “this strategy helps in engaging all the pupils, even the shy ones, to participate effectively inside the classroom” (p. 76). Each participant of the different groups must be in charge of their section of the work whose main element within the group is the cooperation and bonding that unites them with the other members to obtain the desired results, reinforcing teamwork. Cooperative learning helps to develop students learning since it allows the develop their learnings in groups, and it helps to all the students because in a traditional class sometimes students feel afraid to participate in class because they are shy, but when they are in class using cooperative learning, they are able to participate in their groups because they are in groups with their friends and it is a benefit for them because they do not feel nervous to talk. Also, using cooperative learning students can have a class more fun since they are in groups and they can share their ideas about what they think.

Additionally, a prior study from 2010 called *Cooperative Learning and Writing Ability Improvement*, led by Nakamol Nuddee, had as its primary goal examining how CL affected a group of grade 11 students at Hatyaiwittayalai 2 School in Songkhla, Thailand's ability to write. During this investigation, the applied methodology was experimental, where the study groups were 30 students. The experimental participants studied writing through the use of Cooperative Learning, and the control participants studied writing through the use of Traditional Learning. This study resulted in a high increase in writing ability in the group that developed this



ability using cooperative learning. According to Nakamol et al., (2010) concludes that “the writing scores of the students studying writing through CL are one level higher and the students in the experimental group who reached the highest level of writing are in larger number than those of the control group” (p.11). By applying cooperative learning in the writing skill, helps to foster interaction among students, and awakens the need to correct themselves, and put their knowledge into practice for an exchange of ideas that helps them enrich their vocabulary and improve their skills. When working in groups, students can correct themselves because they can ask if they do not remember how to write some words. However, it is customary to forget how to write a word in English because we are not constantly writing in this language, so it is difficult to remember how to write a sentence or some grammatical rules. Including cooperative learning in a class is essential because it allows students to help each other.

Finally, a study that was carried out in 2013 by Muhammad Kristiawan under the title of The Use of cooperative learning in English classroom of favorite School of secondary high school 5 Batusangkar, West Sumatera had the following main objectives to determine the success of cooperative learning in the English classroom, and to understand the advantages and disadvantages of this type of learning. This methodology was directed under descriptive qualitative research, where the researcher analyzed the teaching and learning process through cooperative learning for students. The study group comprised 60 participants, and the research continued three months. Kristiawan (2013) concluded that “Cooperative Learning method also has a contribution that can be given to the development of social skills of students, working with other students” (p. 90). It means that CL also helps learners to develop their skills and find a solution by working in teams and assisting each other. As in the study mentions, the use of it helps to develop social skills since when students are in groups, they have the chance to interact among them, and it benefit to develop their knowledge due to the fact that they can practice their English at the same time. Also, cooperative learning helps students to create relations ships because at the moment they are in groups they have to share their ideas to complete the activity.

Meanwhile, in traditional classes, students are not able to create relationships inside the classroom because they only have to listen what the teacher say and do the activities individually.

Some gaps that need to be addressed have been found when considering these earlier studies on this research topic, allowing us to add fresh knowledge to this study. Previous studies have mainly used experimental, mixed, or quantitative methodologies involving experimental class groups. These techniques led to the decision to conduct this research using the exploratory action research methodology qualitatively.

Additionally, these studies helped develop various qualitative methodological techniques we will employ to gather essential data throughout the research process. Likewise, these resources will aid the current study in addressing the exploratory research questions it poses. The research will offer particular cooperative activities to be employed in an EFL classroom because the earlier studies did not specify suitable activities that can be used to foster writing skills. The approach utilized in this study differs from that used in the earlier studies. Still, it will assist the researcher in analyzing how students have developed their writing skills using activities based on cooperative learning.

### Theoretical Framework

Many theories about cooperative learning have been established and used in education. These concepts give a strong foundation for comprehending the benefits and influence of cooperative learning in an EFL classroom and complement this pedagogical perspective to teaching and learning. These learning theories that emphasize the importance of student engagement and collaboration form the foundation of cooperative learning. The two most pertinent theories about cooperative learning will be presented in this study: cognitive developmental and sociocultural theory. These theories offer a variety of perspectives on how student engagement and cooperation foster deeper learning.

## Cognitive-Developmental Theory

Jean Piaget's theory of cognitive development is one of the early theories of cooperative learning. In this theory, Jean Piaget stands out the worth of social interaction in the learning process. Johnson & Johnson (2015), mentions that to Jean Piaget, "cooperation is striving to attain common goals while coordinating one's own feelings and perspective with a consciousness of others' feelings and perspective" (p.5). Based on the cognitive development idea, children actively generate knowledge by interacting with their surroundings and others. According to Agarwal (2010), "Piagetian perspective suggests that when individuals work together, socio-cognitive conflict occurs and creates cognitive disequilibrium that stimulates perspective-taking ability (ability to understand how a situation appears to other people)" (p.41). In keeping with the theory of cognitive development, cooperation implies that children continually boost their intelligence as they connect with others and use them to discover the world through interaction.

According to Johnson & Johnson (2015), cooperation is emphasized in Piaget's theory as a means of achieving "common goals" (p. 5). The other participants help coordinate and discuss these shared objectives. Cooperation in Piaget's theory aims "at increasing a person's intellectual development by forcing him or her to reach consensus with others who hold opposing points of view about the answer to the problem" in the words of Johnson & Johnson (2015, p.5). Piaget emphasizes cooperation as a type of social interaction.

Since students actively construct their knowledge through interaction with their environment, Jean Piaget's theory is relevant to cooperative learning in an English-learning context. As they acquire new vocabulary, grammar rules, and communication techniques while studying English, students must be able to actively contribute to creating their own linguistic skills. Students can communicate and cooperate in a cooperative learning environment to share ideas and work as a team to develop knowledge. According to Nastasi (1991), "students learn better when they learn together" (p.110). Through group discussions and problem-solving activities, students' cognitive abilities are enhanced while students are learning English.

## Sociocultural Theory

One of the most prominent theories of cooperative learning or group work comes from the psychologist Lev Vygotsky. According to Mcleod (2023), Vygotsky's sociocultural theory considers that infants acquire their cultural values, strategies, and beliefs for problem-solving through cooperative work or tasks with members of society. The ideas of Lev Vygotsky emphasize the significance of interaction as a critical component in the growth of students' social cognition. This theory emphasizes the essential role that social interaction fulfills in people's development and learning. In the words of MacArthur et al., (2008), "rather than viewing knowledge as existing inside the heads of individual participants or in the external world, sociocultural theory views meaning as being negotiated at the intersection of individuals, culture, and activity" (p. 208). Likewise, it focuses on the influence of adults and peers with the most advanced knowledge to acquire knowledge through interaction.

Vygotsky (1978) says that "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (p. 86). Vygotsky explains how student learning and development are enhanced through cooperation. This is a pedagogical concept that, to this day, continues to be a reference resource for educators and pedagogues in the education field.

In order to motivate a student to complete the work assigned when they are in the zone of proximal development, according to Vygotsky, it is required to offer sufficient help or assistance.

According to Mcleod (2023), educators must concentrate on three crucial elements that support learning in order to assist students in moving through the zone of proximal development:

- The presence of a more knowledgeable other who possesses knowledge and skills above the learners.
- Social interactions with a knowledgeable instructor allow students to observe and hone their abilities.

- The educator or a more experienced peer provides scaffolding or supportive activities to aid the learner as they are guided through the ZPD.

The most direct correlation between cooperative learning and learning English as a second language can be found in the Lev Vygotsky sociocultural theory. These theories strongly emphasize social contact and group effort among students to learn a target language. According to Aimin (2013), “learning occurs effectively when students interact with one another in foreign language classroom” (p.167). This suggests that children have the chance to communicate and interact with their classmates in English. Cooperative learning is emphasized by sociocultural theory by creating a setting where students may actively engage in cooperative activities that enable them to hone their language abilities through social interaction with other students.

Cooperative learning in learning English stands out for allowing students to interact and communicate with their classmates through cooperative activities. As they cooperate to achieve shared objectives, students develop their cooperation abilities. Furthermore, students collaborate to share tasks and make decisions during cooperative learning. The theories above offer a thorough grasp of how children learn through social interaction and the creation of cooperative activities.

### English as a Second Language

Since English is used as a second language in certain nations and as the first language in the majority, its use is currently required globally. According to Meena (2020), “English language learning has become a very crucial skill from all around the globe” (p. 146). For this reason, practicing the language since people are child is essential because it will allow them to communicate with the whole world in a written or spoken way, and it will be a benefit for them because they could communicate with the whole world. The words of Lucena & Jose (2016), “These abilities are developed through social interactions with others especially parents and teachers” (p. 68). Learning English facilitates the communication with people around the work since this language is used to connect people to communicate.

As we know, we are not in a country where we can practice English outside the classroom since the mother language of Ecuador is Spanish. It is difficult for students to produce the language since they do not have spaces where they can develop their knowledge naturally. For this reason, the only space students have is the classroom, and they can put into practice their writing by doing cooperative activities. In this way, learners could practice their knowledge with the other students. According to Al-Tamimi (2014), "Considering the preceding problem, EFL educators should train students to develop their oral communication" (p. 32). As this Author mentions, teachers should prepare learners to train their capacity to communicate, and it can be possible if the teacher includes cooperative activities where students work in small groups, where they can practice and develop their learnings.

Nowadays, communication has become an essential part of human beings since through communication, we can achieve many things and more if it is in a global language which is English. In words of Lantolf & Thome (2006) says that, "language use, organization, and structure are the primary means of mediation" (p.197). It is necessary to have a fundamental structure for writing to convey multiple ideas and engage the reader directly. According to Lantolf & Thome (2006), "developmental processes occur through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and institutional contexts" (p. 197). For this reason, using cooperative learning-based activities might make it possible for students to maintain active participation to make their learning process more meaningfully.

### Cooperative Learning

Cooperative Learning according to Patesan et al., (2016), "means using small instructional groups so that students work together to maximize their own and each other's learning. This approach has demonstrated that well-planned and performed classes of English based on cooperative learning led to true achievements and positive relationships among students" (p. 478). The use of CL has many benefits in the procedure of pupils learning since when they are doing an activity in small groups, they can share ideas and thoughts about certain

topic, and it benefit to their own learning. Besides, cooperative learning allows students to create a relationship among the students of the classroom because at the moment students begin the class they start to interact and share their own knowledge with their groups.

According to Meena (2020), Cooperative learning groups are seen to be a way for teachers to encourage interaction among all of the students in a classroom so that it will be beneficial to them. (p. 145). Cooperative learning helps students to improve their learning due to they are in small groups and they can interact and practice the language. Also, in this method, the teacher can observe how each group interact among them, and it is a great benefit for them since they are practicing their knowledge. Meena (2020) "When students interact and participate in cooperative working groups, they learn how to send and receive information in English, they develop cooperative understanding and visions, and they can also communicate in an acceptable social way" (pp. 145-146). In writing skill, the phonological process, alphabetic knowledge, and grammar are essential resources in learning to write since they show a connection between initial written learning and the interaction of sending and receiving group information, and it helps them to develop their learning since they are socializing with other people.

According to a study carried out at the Saudi Arabian University, Albsher (2012) concludes that, the results obtained in the research indicate that the application of cooperative learning benefits student learning since this strategy allows students to improve their writing quality (development, cohesion, and organization) (p. 1). It benefits students learning since in cooperative learning they can talk, and share their ideas to write. Besides, if the students are working in groups, they can help themselves if someone in making a mistake. For example, if a students make a mistake, another student can help him to solve the mistake.

### Cooperative Learning principles.

The principles which form the basis of this Cooperative Learning approach must be considered in the lesson. These guidelines produce an interactive learning environment where students actively participate,

collaborate, and expand their collective knowledge. According to Johnson & Johnson (2000), "Cooperative learning can significantly increase student achievement (compared with competitive and individualistic learning)" (p.12). Group activities should be based on the following principles to increase student achievement.

1. Positive interdependence: The group members have faith in one another to achieve the stated goal. According to Li (2013), "Team members depend and rely on one another to achieve the goal" (p. 3). Everyone completes their part of the work; if any student does not, the repercussions affect the entire class.

2. Individual responsibility: Students in several groups are responsible for completing the assigned tasks and learning the necessary content. According to Li (2013), "All students in a group must be accountable for contributing their own share of the work" (p. 4). Here, it is encouraged that all members participate actively.

3. Face to face interaction: Individual assignments for group projects may occasionally be assigned. According to Li (2013), "with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals" (p. 4). Doing some of the work collaboratively could be necessary, with group members giving input and supporting one another.

4. Pertinent use of collaborative skills: Members of the group support and encourage one another as they grow in their leadership abilities and confidence to make choices and handle any conflicts within the group. According to Li (2013), "Students are encouraged and helped to develop and practice trust-building" (p.4). The group members are encouraged to work together in a respectful, trustworthy, and supportive environment.

5. Group processing: According to Li (2013), "Team members set group goals" (p.4). Students establish group objectives and evaluate one another to see what they are doing well and what they can do better moving forward.



Brent (2007) "Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present" (p. 2). These principles of cooperative learning are founded on the idea that learning is a collaborative and constructive process that students can gain from interpersonal connection and group cooperation. Working together to solve issues, share ideas, and increase knowledge helps students learn more deeply and effectively.

### Benefits of using cooperative activities for teaching writing skills.

Cooperative learning can have several advantages in an EFL classroom, emphasizing writing skills. The first advantage, group feedback, may be found during the writing activities under cooperative learning. Students can share their papers for group review to correct any mistakes. According to Binu (2020), "It is a form of collaboration that helps them to develop strategies to revise and proofread others' work more effectively" (p.4). Grammar mistakes, sentence construction, and writing coherence are highlighted in the criticism students provide from other students. Likewise, group members revise together to encourage writing improvement and assist their colleagues in enhancing their English writing.

Social interaction is the second advantage is cooperative learning. Students can practice the language in a more real-world setting through cooperative activities that allow them to interact in English in their groups. According to Al-Tamimi (2014), " cooperative learning increases the social interaction among students and consequently leads to improving communication skills among them" (p30). Since they may exchange ideas while practicing their English together, students can develop more active relationships with one another.

The third advantage of cooperative learning is that it helps students develop critical thinking skills when solving issues, which enhances motivation and peer relationships. According to Li (2013), "They are constructing their own knowledge base. The emphasis is on understanding the material as evidenced by the student's ability to explain ideas to their peers" (p.11). Since they will be able to practice their writing abilities

and use their context and knowledge to develop their critical thinking, students will be able to use their authenticity.

For learners, these advantages make learning English more successful. Through cooperative activities that enable interaction with one another in the classroom, students practice their English language proficiency and reinforce what they have learned. Through active language practice in a group setting, cooperative learning allows students to create shared knowledge and work toward shared objectives.

### The Teacher's Role in Promoting Cooperative Learning.

The teacher's role in Cooperative Learning is crucial for assisting and guiding the students' learning. The most critical teacher responsibilities in cooperative learning are discussed here.

The primary function of a teacher is to help students in their learning. According to Al-Tamimi & Attamimi (2014), "English language classroom should no longer be dominated by the teacher but should be more student-oriented with the teacher adopting the role of facilitator" (p. 30). Since the emphasis of Cooperative Learning is on the learners, it is the responsibility of the teachers to design cooperative activities and foster an environment of idea-sharing thoughts. To encourage cooperation among group members, the teacher, acting as a facilitator, must provide a supportive environment.

The teacher's responsibilities as the facilitator include assigning and managing the work groups. The teacher divides the learners into heterogeneous groups while considering their skills, knowledge, and learning preferences. Gillies (2016) states the following:

There is no doubt that teacher's play a key role in establishing cooperative learning experiences in their classrooms. This includes structuring the groups and the tasks so that students understand what they are expected to do and how they are expected to behave. (p. 44).

The teacher aims to form balanced groupings to promote cooperation and interaction among the members of the various cooperative groups.

Similarly, the educator is in charge of encouraging student engagement so that students can cooperate and share responsibility. According to Gillies (2016), "It also includes teachers understanding that they have a role in promoting student interactions during small group discussions" (p. 44). The teacher encourages students to take commitment for the activities they must achieve and the decisions they must make and to work as a team and learn from one another. In the words of Atkinson & Green (1990), "The teacher creates opportunities for children to investigate and clarify their understanding by actively exchanging and using one another's ideas" (p. 8). In cooperative learning, teachers encourage students to value their contributions and see their colleagues as valuable resources.

Moreover, the role of the teacher inside the English classroom is significant to take into account since the educator is in charge of piloting and helping with the student's needs. In cooperative learning, teachers are critical because they are in order of classroom management. Teachers need to control the class and help the groups if they need help or do not understand what they must do to complete the activity.

### Writing as a productive skill

Most students find writing difficult since English has different grammatical rules, making it difficult for them to grasp them. According to Tangpermpoon (2008), "Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use, or specific lexicon with which they want to communicate to their readers." (p.1). The ability to write well is renowned for its use of a broad vocabulary and various colloquial idioms. Students must possess thorough knowledge, a vast vocabulary, and the ability to employ the appropriate words in the reader's context.

According to Durga & Rao (2018), “Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements” (p.2). Students must be able to write simple sentences in an ordered and compelling manner to succeed academically. The ideas in these texts must be understood clearly, and the phrases used to convey the views must be coherent.

In teaching and learning a foreign language, students are exposed to two categories of language ability; productive and receptive skills. The productive skills are writing and speaking. According to Golkova & Hubackova (2014), “productive skills – also called active skills means the transmission of information that a language user produces in either spoken or written form” (p. 478). Writing ability is one of the four linguistic skills acquired in our mother tongue since it requires the production of written letters-words to transmit information. Besides, in writing skill users has the ability to transmit a message through a writing. For example, people in the whole work use an email to send information to other people.

Without the aid of receptive skills, these productive abilities would not be possible. (Listening and reading) due to a person needs to use their receptive skills to produce something else.

### Simple sentences in the writing process.

Simple sentences, or independent sentences as they are often known, are prioritized during the writing process. According to Andersen (2014), simple sentences are used to give a direct statement with less information (p. 3). These short sentences each contain an "independent clause" (Andersen, 2014, p. 2), a full thought that can stand alone and convey its meaning without the aid of additional information. Typically, only one verb represents the primary action in these types of sentences while yet keeping coherence and structure. These straightforward sentences are crucial to the writing process because they enable the development of precise and succinct thoughts. Furthermore, students can effectively convey their ideas and write easily understood papers by becoming adept at using simple sentences. With practice, children can construct compound and complicated sentences by combining basic statements.

### The importance of vocabulary in writing skills.

It is vital to consider within this research paper since one of the essential things to consider when people want to learn a new language is vocabulary. Salawazo et al. (2020) say that “vocabulary plays important role in Language learning. Without sufficient vocabulary, people cannot effectively express their ideas to communicate in form of spoken and written effectively” (p.471). People can speak, write, read, and listen any way they want, the more vocabulary they are able to grasp. Also, say that the amount of vocabulary the students know is the total of terms the person used to express in that language. During our observations stage, we saw that students had problems at the moment to write since they could not write any words because they did not remember how to write. For this reason, we observed that students did not have enough vocabulary in their brains because they could not express their idea in English.

Also, Salawazo et al. (2020) explain that “vocabulary plays as central to English Language teaching to develop the Language skill. Without a lot of vocabulary students cannot understand others or express their ideas” (p. 471). Developing one's vocabulary while learning English is essential for using that language in writing. Students may improve their various language skills, putting clarity and precision in writing, by having a solid vocabulary. An extensive vocabulary lets pupils select the appropriate words to explain their views. Additionally, the language helps students diversify their word choices, which keeps readers interested and allows them to write texts or phrases that effectively communicate newly taught concepts.

Maskor & Baharudin. (2016) states that “vocabulary knowledge is the key factor to ensure that written production is understandable and meaningful. If there is no appropriate vocabulary, writing results will not be understood” (p. 265). Since writing involves a strong command of vocabulary, the lesson plan starts from the beginning so that kids can learn how to construct simple sentences. Students can communicate ideas more effectively, thanks to their extensive vocabulary. Students will have more options to pick from and more opportunities to apply those words through writing the more they know. Additionally, the broad vocabulary

gives students various ways to express their creativity and uniqueness in writing by using short sentences that show grammatical structure and coherence.

#### Teaching aids for teaching English vocabulary for writing skills.

When vocabulary is taught with the support of teaching aids, pupils are given a visual aid that makes it easier for them to comprehend and recall the meaning of words. According to Asokhia (2009), "It is, therefore, important that teachers of English use teaching aids or improvise to make learning easy, enjoyable and permanent" (p. 79). Using teaching tools enables words to be placed in authentic contexts. Students can match words with their context and appropriate use, for instance, by displaying images of different objects, places, or people. This enhances language use and comprehension in everyday contexts. The vocabulary is presented in several ways and with various options in the teaching aids. These resources could be pictures, drawings, videos, flashcards, or other visual aids. This enables accommodating different learning styles and retaining students' attention and participation. Additionally, because they are reinforced by images and visual associations that enhance understanding, retention, and application of vocabulary for the students' writing skills, these resources assist students in remembering and recovering the vocabulary more easily.

Flashcards can be used successfully to teach vocabulary in English writing skills, even though they are most frequently utilized to teach vocabulary in speaking abilities. According to Nugroho et al. (2012), "Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English" (p.3). Vocabulary learning works well with flashcards. Students can use the images or descriptive phrases on flashcards to bolster their writing. They might include words like "cooking," "dance," "summer," etc. Students can choose the pertinent cards and utilize them to write simple sentences describing particular individuals, actions, places, or situations. Learners can boost their vocabulary and develop their English writing skills by introducing flashcards into writing exercises.

## Type of cooperative activities to develop writing skills

Cooperative activities can be challenging, but they need a good structure to guarantee each student's success in developing their writing abilities. According to Al-Tamimi & Attamimi (2014), "The types of activities that can be used are performance, guided, and creative activities" (p.32). What we want the kids to accomplish after the class will determine which cooperative activities we choose. Henien (2022), states that "Involving students in cooperative activities requires some functions on the part of the teacher" (p.227). The teacher's activities should encourage group learning and improve the writing process.

In many instances, the kids' interests must be the main consideration while choosing an activity. A wide range of activities are included in the implementation of cooperative learning in the classroom. The most frequent tasks that can be incorporated into cooperative learning are: Brainstorming, The Round Robin and Round Table, K-W-L Chart, and Comic strip.

### Brainstorming – Make a list

The brainstorming activity helps students use their prior knowledge in writing activities and be able to recognize what information they have and what they need to learn or improve. Rahmawati (2022), states that "it makes ideas flow and appear easily in students' minds when they begin to write. Thus, brainstorming is an effective way of the production of ideas in writing" (p.3). Brainstorming or word listing is an activity that develops students' thinking skills. Additionally, with the use of brainstorming as an activity, students fulfill their writing organization process in the sentence, remembering the subject, verb, and complement. This activity consists of dividing the class into small groups and handing out a white sheet of paper for each group and the students will have to brainstorm cooperatively. In this activity, the sheet of paper can be divided into three parts according to the theme of the class. Students will write words related to the topic that the teacher explains or use different topics that have been learned as a way of remembering. Then, at the end of the word list, one student from each group will fold the sheet of paper and throw it into a specific corner of the room. Likewise,

one student from each group will choose the thrown paper and within their groups, they will have to write sentences with the words that the different groups wrote. In this activity, cooperation and interaction are essential to be able to write sentences fulfilling the challenge of the list of words of the other groups.

### Round Table

This activity involves taking turns and having group members come up with one answer at a time. This technique provides that all participants have an opportunity to contribute. The teacher divides the class into groups. Give each group a sheet of paper and pose a question that can have many solutions. Each group member writes an answer and passes the paper to the other classmates. Members of the different groups then take turns expressing their respective written responses aloud. According to Dabell (2019), "The Round Robin is one of the most effective cooperative learning strategies to use in the classroom and is brilliant for generating and developing ideas in a group setting". This cooperative learning activity, students practice grammar, vocabulary, and even content where learners take turns creating written responses by building their group contribution.

### K-W-L Chart

This chart helps students organize information before, during, and after each lesson for teachers and students to complete a K-W-L table that means (k) what they know, (W) what they want to know, and (L) what they learned about some topics. At the end of class, students share their charts in small groups. According to Dupont (2020), this activity promotes writing skills within group work (p. 23). It enables students to write their previous knowledge; at the end, they have to write the new knowledge learned during the activity. Students respond to questions in this assignment by writing in English and using short, coherent sentences that make sense, considering all of the specified factors. Since the practice promotes critical thinking in a group setting, it is done in groups.



## Comic Strip

The comic strip is an activity that can be included in the writing skills where students can choose a topic of interest and express it through small drawing vignettes with their respective dialogues. This activity can be done in groups so that students can be creative in presenting student drawings and writing. Based to McCloud (1994) "comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions" (p. 51). Also, it allows students to aid their writing since they will share their ideas to write the comic.

## METHODOLOGY

This section aims to introduce more deeply the methodology applied during the research. The first section describes the research questions and methods used to answer these questions in detail. The second section covers the presentation of the research design, under which paradigm it was developed, and describes the type of research and the method that was carried out. The third section presents the data collection methods. This section describes the method, techniques, and instruments employed to gather the most significant amount of data during this study. The fourth section explains the research procedure and describes the phases used according to the type of research implemented. Finally, in the last section, the sample used for the purposes of this study is described.

### Research paradigm

The present research was developed under the socio-critical paradigm. According to Pardo (2022), "this paradigm reclaims subjectivities understood as individuals' perceptions, opinions, arguments, and discourses, which in interaction with others, lead the researcher to acknowledge the social construction of knowledge" (p. 708). Another way to say it is the socio-critical paradigm is then the group thinking model where the participants

and the researcher is integrated. This occurs within the group classroom where all the students and the teacher set the guidelines for a result to be given depending on the different individuals' perceptions.

## Method

This research study was conducted under Exploratory Action Research (EAR) method, which seeks to involve teachers to explore the different situations within the classroom and improve practice based on the findings during the exploration. This method helps teachers develop a mindset oriented to inquiry in their classrooms to effect change and strengthen the relationship between teachers and students. Smith & Rebolledo (2018) define EAR as "a way to explore, understand and improve our practice as teachers" (p. 21). Teachers can use exploratory action research as an inquiry to understand their circumstances better and make improvements. In this research, we, as researchers, first created an exploration plan and then explored, analyzed, and reflected on the problems found in the lesson related to the low vocabulary of the students in their writing ability, and the little use of cooperative activities to increase the vocabulary.

## Type of research

Furthermore, this type of research is based on a qualitative educational approach, which deals with taking into account different perspectives developing explanations of the social phenomena that arise in the research. According to Efrat & Ravid (2013), "qualitative research is to gain insight into and understanding of how students, teachers, parents, and administrators make sense of their educational experience" (p.40-41). The school perceptions are varied and shaped by the different subjective understandings influenced by the context of each individual. As researchers, we are interested in learning more about how students construct their worlds, how they interpret their experiences, and what significance they place on those experiences in this qualitative study.

Applying multiple data sources, techniques, and approaches allowed us to develop a deeper understanding of learning vocabulary for writing skills based on cooperative learning. To implement our action

research, we investigated some cooperative activities that can be used in groups with the main aim of exploring how cooperative activities improve students' vocabulary in writing skills. Likewise, we saw the positive emotions of the learners in learning new vocabulary in the writing skill using the cooperative activities mentioned above.

### Data Collection Methods

The data collection method, techniques, and instruments for our research focused on qualitative research; as we mentioned before. The method was EAR which allowed us to explore cooperative activities implemented in the class. The techniques used to collect the data were Non-participatory and participatory observation and Focus Group Discussion. On the other hand, the instruments used were field notes, checklist, and a guide to unstructured interview questions. Below we present in more detail the techniques and instruments used in this research.

### Techniques

In order to collect data for the project, non-participatory observation was employed as the first technique to gather data for the project. In this technique, we as researchers only observed the phenomenon to be studied and are limited only to recording and collecting information. According to Griffiths (2008), "non-participant observation is that the researcher can study a situation in its natural setting without altering the conditions" (p.4). As observers, within this technique, we did not interact with the participants or the observed environment. Instead, we took notes and recorded all the data that was observed. Furthermore, this non-participatory observation was carried out in the classroom and this technique had the objective of capturing and observing the problem neutrally and not influencing what was observed.

The second technique that was used during the present investigation was the participatory observation, where the researcher participated and interacted with the group studied to collect information directly. As Vinten (1994) says "Participant observation is a means of collecting evidence, it requires skill, knowledge, and

understanding. In its dominant social sciences meaning a researcher seeks to become a member of a group, organization, or event under study." (p.30). Using this technique, we documented the participant experiences, interactions, and data about the progress and development of cooperative activities. Additionally, two crucial elements: observation and participation were integrated into this participatory observation.

The observation process involved evaluating, observing, and listening to the participants while the project was being carried out. Data were also recorded, and notes were taken. On the other hand, participation meant taking part in the many activities that were used in the study process and actively engaging in them. This technique was advantageous in this action research since it allowed for in-depth data collection while the study group was being observed and investigated. The development of trust between researchers and group members was another advantage that facilitated the collection of more thorough data.

The last technique used to collect data was the Focus Group Discussion. In the words of Van Eeuwijk & Angehrn (2017), "FGD is a qualitative technique and serves to solicit participants' attitudes and perceptions, knowledge and experiences with the selected group of people" (p. 2). A group of six to seven students participated in this research technique by answering questions about the implementation of cooperative activities in work groups. The FGD was utilized to gather information in a more thorough manner, beginning with each group member's perception. During the group discussion, participants were able to exchange ideas, opinions, and thoughts with one another. This allowed us to gather important information about how cooperative activities could help students' writing skills by increasing their vocabulary. Overall, the focus group discussion was a very efficient technique for gathering information from each participant's varied views.

## Instruments

The instruments used for the research were validated by teachers from the Universidad Nacional de Educación and Unidad de Educación Básica "Brasil".

The following instruments were created in a qualitative manner and were used to gather data for the study:

The earliest instruments applied to collect information regarding cooperative activities in the classroom were field notes (see Appendix 3) within the observation technique. Kawulich (2012), claims that "through observation, you are able to recapture what you observed at an earlier time, providing rich details of those observations through capturing them in field notes" (p. 13). The field notes, which served as a record of the investigation's observations and reflections, were crucial for gathering data. This tool made it possible for us to capture all the information seen, during, and after the lesson without losing any of it. The field notes also contained our views as researchers on the value of cooperative activities in the classroom. This instrument also made data analysis easier because there were particular things to observe and collect. In summary, the field notes were instruments that enabled us to gather information about the participants, the setting, and the activities conducted in a more thorough manner.

The second instrument applied in this action research within the observation technique was the checklist (see Appendix. 4). According to Efrat & Ravid (2013), "A checklist is made up of a predetermined list of behaviors or activities that are the focus of the observer's attention" (p.96). The checklist acted as a qualitative instrument that helped to cover every item that needed to be noticed throughout the research process. The checklist made it feasible to guarantee that all the crucial details were taken into account in order to obtain precise and comprehensive data. During deployment, this tool made it easier to stay on goal and steer clear of distractions from unrelated subjects. Additionally, as part of the observation technique, we used the checklist as an instrument to observe, control, and verify whether the implementation of cooperative activities helps students improve their English vocabulary in writing skills as well as whether the intervention was carried out in a planned, systematic manner.

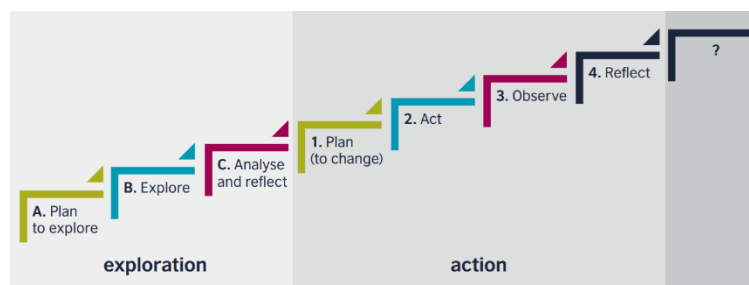
The interview guide with unstructured questions was the final tool utilized within the FGD technique to gather data (see appendix 5). We were able to gather in-depth qualitative data and information about participant experiences, viewpoints, and opinions regarding the cooperative learning activities that were used in class thanks to these question guides. With the freedom to express themselves and to elaborate on each of their answers afforded by this style of interview, the participants were able to provide us with a more thorough grasp of the subject. Apart from that, the interview guide with unstructured questions allowed us to study subjects or aspects that were not previously taken into account which can lead to new insights and perspectives.

### Sample/Participants

For this research, we had the participation of the Seventh grade of the Unidad de Educación Básica "Brasil". The participants were 31 students between 11 and 12 years of age. This course was selected due to the tutor's and the student's commitment to be part of the research. However, for the aforementioned Focus Group Discussion, the participation of 9 students was taken into account.

### Research Procedure (7 phases in an EAR)

This research was conducted under the Exploratory Action Research process. EAR is divided into two stages, each including certain steps that must be developed during the investigation. Seven steps are needed to be established in the EAR. According to Smith & Rebolledo (2018), "Exploratory Action Research occurs when exploratory research is followed by action research" (p. 25). In a nutshell, the procedure goes like this:



*Note. Steps of Exploratory Action Research [Image], by Smit and Rebolledo, 2018, A Handbook for Exploratory Action Research.*

### Exploration Stage

The identification of the problem is the main emphasis of this exploration stage. Since intervention is not required during this stage, information is gathered through non-participatory observation, and data is gathered to have a greater understanding of the problem.

### Plan to explore

In the initial step of exploratory action research which is plan to explore, we reviewed our practice, and we identified the problem or phenomenon that we decided to investigate. The problem identified was the non-implementation of cooperative activities in groups in the classroom based on Cooperative Learning to learn vocabulary in English for writing skills. Using the words of Smith and Rebolledo (2018), in the plan to explore "you decide on an area or situation you will focus on. Here you also think about the questions that need to be answered and you plan how to gather information to answer the questions being asked." (p.24). At this point, we established the research's goals, research questions, methodology, and participant group. In this stage, the investigation's parameters were also determined, as were the various information-gathering tools that were employed, including observation, a focus group discussion (FGD), field notes, a checklist, and an interview with a set of unstructured questions. An action plan that comprised a schedule of activities and the resources required for the proposal's effective implementation was prepared during this exploration stage in order to carry out this study. In order to guarantee the effectiveness in acquiring results and to be able to construct our research foundations, this stage was crucial.

## Explore

In the second step of Exploratory Action Research, which is to explore, we conducted a more thorough analysis of the situation. Smith and Rebolledo (2018) mention the following "here you collect data to clarify the situation you identified. The important thing is to gather data in an orderly fashion so that you can analyze and interpret it effectively" (p. 24). At this point, we aimed to gather pertinent data on the issue at hand using the non-participant observation technique and field notes as a data collection instrument to write down the specific components of the problem. In this procedure, we observed each student's work individually as well as their writing skills, English vocabulary level writing, basic sentence structure, and grammatical errors. The students were not the focus of the class, and most of the time, Teacher Talking Time (TTT) was used. As a result, the students only completed exercises independently and had little opportunity to engage with one another. We could precisely describe the issue and potential causes at this point. Additionally, it assisted us in identifying feasible alternatives for implementing our project.

## Analyze and reflect

We analyzed the entire observed process in the third and last stage of the exploration process, which was to analyze and reflect, and we thought back on what happened in the first and second steps. From the point of view of Smith and Rebolledo (2018), "here is where you will be able to clarify the puzzling or challenging situation you identified in order to later make an action plan if needed" (p. 24). In this step, we analyze the data that was previously gathered to find some informational patterns concerning possible root causes of the overall issue. Without changing the information gathered during the exploration stage, the participant's prior knowledge of the English language in writing was reviewed and identified through the use of field notes. This stage was crucial because it helped us comprehend the problem we were addressing and focused on taking further steps for future implementation.



## Action Stage

In the Action stage it focuses on the implementation of possible solutions to address the problem identified during the exploration stage. The Action stage implies planning as a potential means to improve or change the problem.

### Plan to change

According to Smith and Rebolledo (2018), In this step, "you decide what to change and plan how to collect further data to see what happens" (p.27). Planning strategies for the execution of the changes that are needed to solve the issue identified in the first stage was the focus of the Plan to Change step in the Action stage. The change strategy was created in a precise and thorough manner, and it contained the following components:

1. Clearly Stated Objectives: In this step, we defined the precise objectives for writing skills and cooperative learning that we hoped to accomplish by implementing various adaptations.
2. Specific activities: We identified some activities based on cooperative learning that included writing skills to achieve the specific objectives that we set.
3. Resources: This stage assisted us in determining the materials from us and classroom resources that would be required to complete the planned activities.
4. Calendar: We created a thorough calendar that outlined when each scheduled activity was to be carried out and the objectives for each activity to be met by the end of class.
5. Follow-up: We established a follow-up on developing the change plan's implementation to observe and assess whether the predetermined planning objectives were met.

This step was crucial in resolving the issue that had been identified since it required meticulous planning in order to guarantee that the various modifications would be carried out successfully and that the specified objectives would be met.

The plan was to implement cooperative activities where students can interact with each other using the vocabulary learned in class. In this class, students worked in groups, between 3 to 4 students per group. Each student could share their ideas according to the activity using the vocabulary reviewed in class. After doing the class, we, as researchers, were able to analyze our observations. Here we used the checklist instrument to mark all the aspects observed and used during the class and group activities.

### Act

This act step within the research consisted of carrying out the implementation of our action plan that was designed in the previous step of the Plan to change. According to Smith & Rebolledo (2018), in this step, "you apply the change (intervention) you have planned" (p.27). In this stage, we took action using cooperative activities based on Cooperative Learning designed to deal with the issue that was noticed. Likewise, the data was gathered on this intervention to confirm the effectiveness of the performed activities.

During this step, group cooperative activities were used to conduct the lessons. First, the lesson covered fresh vocabulary that was relevant to the subject. To make the language easier to learn, it was introduced using flashcards. Once the students had learned and understood the class content, they could put what they had learned into practice and produce it through cooperative activities. In order to expand their writing vocabulary, students had to apply the updated material in their writing skills sessions. After the lesson ended, we could analyze the data to see whether the cooperative activities aided the students' learning.

We could see how students construct their knowledge by interacting when we used cooperative activities. Additionally, it was shown that the participants felt more secure when they interact with other students

as a group. We had the opportunity to observe how the environment the class had while students worked in groups.

### Observe

The next step of this Action research was to observe; we gathered the data and thoroughly analyzed the outcomes of the implemented activities. According to Smith & Rebolledo (2018), " you collect data either while the intervention is taking place or after it, and you analyze it" (p.27). The field note and checklist instruments were used for this step. These devices had particular characteristics to keep an eye out for to explore the data gathered later qualitatively. During this step, our main goal was to gather as much pertinent information as possible on the implementation's importance or impact. Furthermore, in this stage, we assessed the role of these cooperative activities in helping students' writing processes use more vocabulary.

### Reflect

This step was taken at the culmination of the implementation. In this step, we analyze and reflect on the data collected through the field notes and checklist during the implementation. Additionally, to complete this step, we engaged in a focus group discussion (FGD) with the students to get their varied perspectives on the cooperative activities carried out during the action research using the CL approach. We, as researchers, analyzed data critically and reflectively in relation to our research questions and objectives. This step facilitated our reflection on our intervention's results and whether or not using cooperative activities helped students learn vocabulary in English for writing skills.

In this research, there were twenty-two interventions at the end of our implementation, consisting of three hours of English per week for two months.

## DESIGNING TEACHING PROPOSAL

**Title: Words United:** Crafting vocabulary through Cooperative Learning Activities.

**Objective:** The main objective of this implementation proposal is to introduce cooperative activities in seventh grade students to learn vocabulary for writing skills. By implementing cooperative activities, students will have the opportunity to work in groups in a cooperatively manner helping each other. At the same time students will learn English vocabulary from their groups and take responsibility for their learning.

**Introduction:** Cooperative learning enables students to work in groups and share their ideas in their groups. Furthermore, CL is a cooperative strategy that requires students to work in small groups to accomplish a shared objective because they are in groups and must attain the same results as the rest of the group. Cooperative learning fosters a positive learning environment because it helps students study and share knowledge. According to Mahmoud (2014), Cooperative Learning “can be used to create communication, interpersonal and team skills as members of each group do not have the same background or ability in EFL writing” (p. 616). Applying cooperative activities in an EFL classroom based on cooperative learning fosters empathy, mutual support, participation, awareness of one’s mistakes, and self-regulation of learning.

The cooperative activities that allowed us to explore how these activities increased the vocabulary of seventh-grade pupils in their writing abilities were taken into consideration for this project's implementation. To improve this skill, Brainstorming or making a list, Comic, Round table, and KWL chart were the activities considered for this project. These activities will be carried out in groups and in the classroom. Each group in the class has to participate in the respective activity for the day. Furthermore, groups of four to five pupils were formed to implement these activities in the classroom and encourage student cooperation. Four pupils were required for each group to prevent commotion and distractions, and eight working groups in total were

established. Similarly, each student from the different groups had a specific role to play in the development of each activity in the cooperative learning groups. The roles were; the leader, checker, timekeeper, and speaker. daily lesson plans were executed in agreement with the students' schedules about the number of hours of English they had each week to carry out the aforementioned activities. The activities, the topic, the objectives, the teaching strategies, the assessment methods, the teaching materials, and the procedure of the class with their corresponding descriptions in each stage were all specified in greater detail in three lesson plans that were carried out weekly. Additionally, the Happy Learning 7 book that the students already owned for their English class served as the basis for the topics covered in the class. The book's four units were taken into consideration for the implementation, and the topics were split up into weeks. The abilities, the usage of would, why and because, can, cannot, and but, the past to be generally, the past to be: affirmative form, past to be: negative form, and the past to be: interrogative form are some of the topics and sub-topics that have been covered thus far. In the exploration stage, we have completed six sessions of observation, and in the action stage, twenty-two sessions of intervention.

The beneficiaries of these activities are highlighted in accordance with the implementation of this project. On the one hand, some students stood to gain the most from the intervention because they used cooperative learning techniques to acquire language. The students performed better during the teaching and learning process and interacted more with one another as a result of the group activity. The English teacher and the students benefited from our intervention because using cooperative activities like brainstorming, comics, round tables, and KWL chart helped her understand the work groups where the students shared their knowledge and assisted one another. Since many students assisted each other when working in groups, the teacher had less effort explaining things to or providing feedback to each student individually.

Finally, because implementing these cooperative activities produced favorable outcomes for us during our intervention, we, as researchers, were also among the project's beneficiaries. As with group work, we

gained a great deal of experience during the teaching and learning process, which enabled us to consider its significance and the use of activities that promote participation from all students in the work groups.

The following activities are proposed to implement cooperative learning strategies in the EFL classroom.

### **Activity 1: Make a list! (Brainstorming)**

This activity consists of dividing the class into small groups and handing out a white sheet of paper for each group, and the students will have to brainstorm cooperatively. In this activity, the sheet of paper can be divided into three parts according to the class theme. Participants will write words related to the topic that the teacher explains or use different topics that have been learned as a way of remembering. Then, at the end of the word list, one student from each group will fold the sheet of paper and throw it into a specific corner of the room. Likewise, one student from each group will choose the thrown form, and within their groups, they will have to write sentences with the words that the different groups wrote.

The class was divided into eight groups for this assignment, some of which consisted of five and four pupils. Each kid had an essential role in their work group, allowing them to all contribute to the achievement of the activity. It is also important to note that the lessons covered in this activity included the following topics; invitations and obligations, abilities, can, cannot, but, and past to be.

**Objective:** To improve writing skills through basic sentences that have coherence and correct grammar.

**Materials:** Sheet of papers, notebook, markers and board.

#### **Procedure:**

- 1- First, teacher needs to put the class into two groups. It could be Team A and Team B.
- 2- Assign one student from each group to be the leader.
- 3- Explain the leaders what is their job in their groups.

Team A and B: leader

“Your primordial job is to encourage the students in your group to contribute ideas about the topic that they are learning. Ask if there are volunteers to write all the ideas or leader needs to pick up one. If you prefer you can offer praises for everyone’s contributions and you don’t criticize any of the ideas from your classmates.”

- 4- Give the students 5 or 6 minutes to do the brainstorming activity. They need to write sentences employing the vocabulary that they put in the brainstorming.
- 5- Ask both groups leaders to read out their sentences. Also, ask the students to guess which one was brainstorming the right way.
- 6- Finally, ask for feedback. Which group enjoyed the activity more? Which group produced more ideas using the vocabulary words? And correct the misspelled words.

## **Activity 2: Comic**

The comic strip is an activity that can be included in the writing skills where students can choose a topic of interest and express it through small drawing vignettes with their respective dialogues. This activity can be done in groups so students can creatively present student drawings and writing.

To carry out this activity, the class was divided into seven groups; each group was given the comic template with the purpose of saving time and completing the activity within class time. The students thought about the characters in this activity and then captured them in the template. At the same time, as a group, the students thought about the dialogues using the vocabulary learned in class and formed sentences and questions coherently. The topics taught for the development of this activity were: obligations and invitations, past to be, affirmative form and interrogative form, and abilities. The topics and activities were developed during the class time limit.

**Objective:** To include the students' multiple intelligences specific the visual-spatial intelligent where students put in practice their artistic abilities. Students are careful with the details, colors and spaces and they also enjoy drawing, painting and sculptures.

**Materials:** Comic, sheet of papers, notebook, pencil, glue, markers and colors.

**Procedure:**

- 1- Teacher gives the students the comic template to minimize the time.
- 2- Write some ideas about the topic to be included in the comic on the board and students write some ideas in their notebook.
- 3- Organize the ideas writing a short sentences and questions to write a short story.
- 4- Imagine the scenes and start drawing the characters and the
- 5- Add the dialogues including each speech and lettering.
- 6- Add many detail to the comic, such as facial expressions, movements, etc.

**Activity 3: Round Table**

Round table is a suitable cooperative and engaging activity where students can practice vocabulary, grammar, or even content since they can interact among their groups and share their ideas and thoughts.

In the round table activity, learners must pass a paper around, adding an idea according to the item teachers designate to complete the training. This activity is in groups of 3 or 4 students. You have to choose if you want to make the groups random or for selection according to their level. Then, the teacher must explain to students what they must do to ensure student participation during the activity. After that, students have to complete the activity. Each student has to participate since each member has to write an answer. The topics covered for the development of this activity were: obligations and invitations, past to be, affirmative form and



interrogative form, and abilities. The topics and activities were developed during the class time limit, which was around 40 minutes.

**Objective:** Maintain a student's discussion about the topic to develop their writing skills

**Materials:** Sheet of paper, white board, worksheets, markers

**Procedure:**

1. Teacher gives to students a sheet of paper with a question or phrases to complete.
2. Students form groups of 3 or 4 students.
3. Students talk, write and share ideas to complete the activity.
4. Pupils have to answer passing the paper.
5. Read and check the answers written for the whole group.

**Activity 3: K-W-L chart**

The KWL activity is a three-column table, with each column labeled K, W, and L. The symbols KWL means: "what I know," "what I want to know," and "what I learned from this lesson." In this activity, the teachers must first explain to students what they have to do. For example, In the first question, they have to write what they currently know; in the second question, students have to write what they want to know in order to understand their interests; and in the last question, they have to write what they learned during the lesson.

Besides, this cooperative activity is carried out in groups of 3 or 4 students, allowing them to share their thoughts in their groups to complete the activity. If one student does not remember a word, the other member can help him to remember. This activity serves to improve their writing skills and also to see the students' progress since teachers can see if the students learned. The topics covered for the development of this activity

were: obligations and invitations, past to be, affirmative form and interrogative form, and abilities. The topics and activities were developed during the class time limit, which was around 40 minutes.

**Objective:** To evaluate what students have learned during a unit of study.

**Materials:** Sheet of paper, markers, white board

**Procedure:**

1. Teacher draws on the white board a similar table to explain to the students the activity.
2. Students should draw a similar table on the sheet of paper.
3. Students have to answer the first column which is what I know.
4. Students have answer the second column which is what I want to know.
5. Students have to answer the third column which correspond at what I learned.
6. To finish if there is time teacher can tell students to paint the table.

## RESULTS

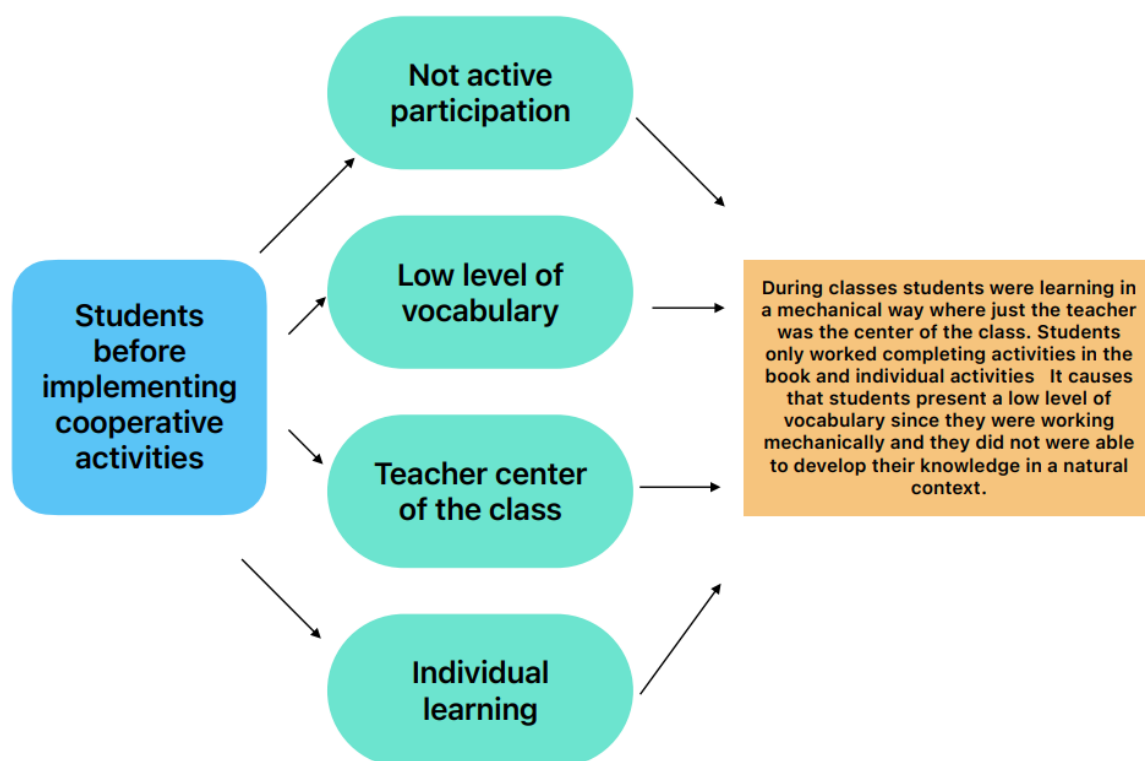
The results of the research will be presented in this chapter. It will be interpreted and transcribed qualitatively using a checklist, field notes, and semi-structured interview applied in an FGD. Besides, these results were obtained by categorization in order to explore the use of cooperative activities to teach vocabulary in students' writing skills. Costantino et al. (2012) state that “categorization is a process of analysis and interpretation of data that can be collected through several strategies, where the researcher attempts to generate some categories arising from this original data” (p. 125). Therefore, the results will be presented according to the objectives of this research. In order to present the data analysis, there will be seven aspects that arose from the level of the vocabulary of students, the use of cooperative activities to improve students' writing skills, and the perceptions of the students about the use of cooperative activities to learn vocabulary to develop students writing skills.

As it was indicated previously, for this study were chosen 31 students of seven grade which during their classes did not put into practice their writing skills in a natural way. The research problem was that the students did not have the accessibility from the teacher to develop their knowledge effectively. That is, the students spent only completing activities in the English books or completing fill-in-the-blank activities. Consequently, the students needed help to express their ideas and thoughts using the English language in their writing skills.

### Field Notes results before the implementation.

**Figure 1.**

*Vocabulary level of students before implementing cooperative activities.*



During the analysis of the data gathered during the observation stage, it was possible to obtain the academic performance of students in English subject before implementing cooperative activities, which emerged from 4 main categories: not active participation, low vocabulary level, teacher center of the class, and individual learning. It was possible to collect the following data through field notes, which show that the students had a low English level since their teacher needed to let students develop their knowledge interactively. That is, the students did not have the opportunity to talk with their peers and share their ideas because the teacher was the center of the class in this classroom. Consequently, the students presented a low level when doing writing activities since they needed to learn how to write the word correctly.

The characteristics of the classroom observed fit with Moreira (2017), who says that "the contemporary school is more a trainer than an educator. What matters is preparing students to give correct answers, learned mechanically" (p. 2). According to Moreira, it can be said that the teacher center could be noticed in our research since the students were limited to using their knowledge to apply it in a natural context. The students did not have the opportunity to expand their minds to do their work independently; they just followed what the teacher told them to do. In addition, having a class with a teacher who did not let the students develop and practice their knowledge made the students mechanical when carrying out an activity; the students only answered the questions without reasoning about what they were writing.

Learning mechanically meant that students were limited when expanding their vocabulary since they did not understand the meaning of certain words. Salawazo et al. (2020) explain that "vocabulary plays as central to English Language teaching to develop the Language skill. Without a lot of vocabulary students cannot understand others or express their ideas" (p. 471). According to Salawazo, it could be said that the lack of vocabulary affects the language development of the students. In our case, it affected it directly since this meant that the students could not express themselves in another language.

Therefore, the students needed to learn how to express themselves using the language; they only remembered a few words, which were the basic words of the English language. The students during their classes did not have active participation during the class since the teacher only made them repeat what she said or made them copy sentences that she wrote on the blackboard. In addition, the students did not work in groups; they only did individual activities, which bored them, and therefore, they should have paid more attention to the class since they did not have active learning. Consequently, it was evident that the students presented problems when writing since they did not remember the way of writing the words, nor did they remember the form of some grammatical structures in English, due to the teacher just preparing students to answer in a mechanic way. It could be reflected in their grades in class since they could not develop their writing skills by themselves.

### **Field Notes results after the implementation**

#### **Figure 2**

*Vocabulary level of students after implementing cooperative activities.*

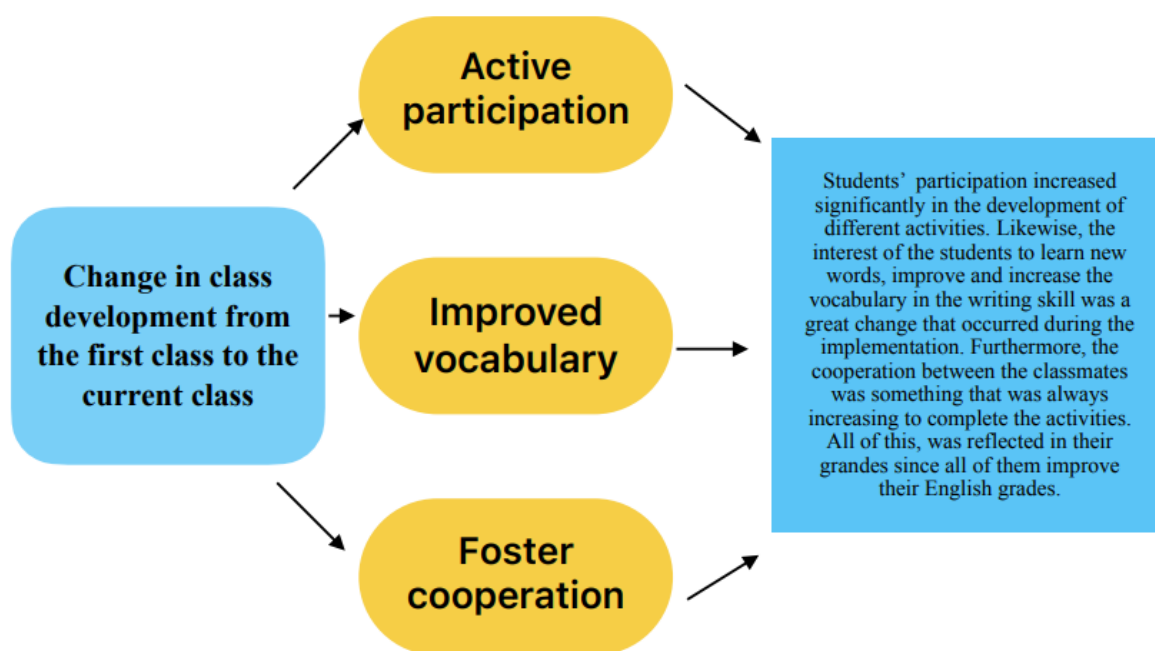


Figure 2 shows the results corresponding to how cooperative activities can boost students' English vocabulary in writing skills. The results were obtained through field notes, which emerged from three main categories: active participation, improved vocabulary, and foster cooperation. The results showed that students improved their participation in writing class activities during the analysis. Also, it was remarkable to see that students have improved their vocabulary when carrying out writing exercises and have fostered cooperation between classmates when working in groups. This was observed when cooperative activities were applied with 31 seventh-grade students in the classroom.

These results obtained fit with Meena (2020), who states that "When students interact and participate in cooperative working groups, they learn how to send and receive information in English, they develop cooperative understanding and visions, and they can also communicate in an acceptable social way" (pp. 145-146). According to this author, in our research, it has been possible to see that when students work cooperatively, they can talk with each other and share their thoughts to complete the activities. For example,

when students had to draw and write a comic, students talked among the group to decide the theme of the comic and the dialogues to write (see appendix 12). This makes the students stay with active participation since they are interacting with the members of the group. According to a study carried out at the Saudi Arabian University, Albeshar (2012) concludes that the results obtained in the study indicate that the implementation of cooperative learning benefits student learning since this strategy allows students to improve their writing quality (development, cohesion, and organization) (p. 1). Our study fits with the study carried out at the Saudi Arabian university since, during our implementation, we have seen that students have improved their writing skills and have improved their vocabulary level since, by doing cooperative activities, they can learn more from each other.

Therefore, with the implementation of cooperative activities such as brainstorming, round table, KWL chart, and comic strip, it has been possible to notice that the students in each activity participated actively, since throughout the time of the cooperative activities, the students maintained active participation because they were in groups. They could talk and share their ideas to complete the exercises the teachers gave. In addition, it has been possible to see that the students improved their writing skills since, in the observation stage, they could not write simple sentences. Still, at the end of the implementation, the students could quickly write sentences using the knowledge they had since, during the activities, they learned a lot of vocabulary to use in their writing activities and to use to communicate with their classmates in English. Finally, in the results, it was also possible to catch sight that students learned to work cooperatively since it was possible to observe that during the activities, each participant in the group assumed a role to complete the activity more quickly.

### **Checklist results after the implementation**

The findings of the implementation through the checklist, responds to the second specific objective, which focuses on implementing cooperative activities to develop the student's vocabulary in writing skills.

Three significant factors that address our objective were considered when presenting the instrument's results. The figures present three categories: Teaching aids, sentence process, and cooperative activities. A more thorough presentation of the findings follows.

**Figure 3.**

*Teaching aids to teach English vocabulary for writing skills.*

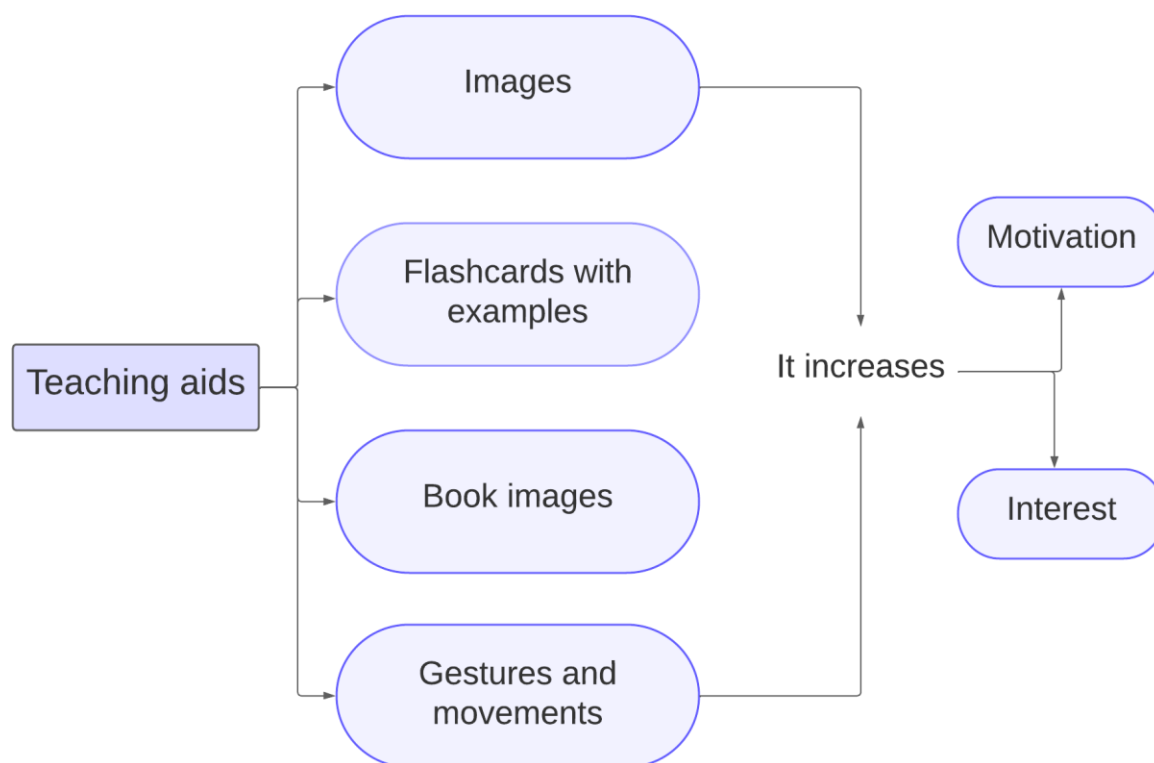


Figure 3 presents the categorization of the first aspect of the checklist that covers vocabulary presentation for writing skills in a way that is understandable to students. The figure demonstrates the multiple resources employed throughout the implementation of the cooperative activities. The teaching aids used include flashcards, images from the book, movements, and gestures as techniques for vocabulary introduction showed that the students were more engaged and motivated and had a better comprehension of the vocabulary. The teaching aids were used at the beginning of all classes and for the comic, brainstorming, and round table



activities. These techniques assisted students in learning vocabulary in an easier way, where they memorized speech by associating it with the many setting covered in class. The students wrote basic sentences using the new language, emphasizing the content's coherence, structure, and grammar. Some of these teaching aids, like flashcards, were used in the vocabulary presentation as visual assistance at the beginning of class to aid students in understanding and efficiently remembering the terminology. The images facilitate the link between the words and their meaning. Additionally, using these materials promoted the identification of thoughts and concepts with pictures, which enhanced vocabulary recall and retention. With the help of visual resources that encouraged visual memory and interaction in learning vocabulary based on real scenarios and daily use, students felt more interested in the presentation of vocabulary in English for writing ability.

The results of the vocabulary presentation using teaching aids support Asokhia's (2009) statement that it is fundamental to employ some teaching aids in order to make vocabulary presentation more enjoyable and learning quick and effective. Teaching aids capture students' interest and hold their attention. This increases motivation and learning engagement, which facilitates vocabulary retention and acquisition. Students were more interested in the class, and their involvement was constantly active when they gained vocabulary in English for writing skills through teaching aids. Furthermore, introducing vocabulary through flashcards encourages significant learning, which aligns with Nugroho's argument that flashcards can improve writing skills and increase attention span by teaching new English words. In order to express themselves clearly in written phrases or sentences, students acquire a broad vocabulary (Nugroho et al., 2012).

Learners were able to use the teaching materials during the vocabulary presentation to experience various feelings and reactions as they learned English vocabulary. The participants were first really interested in learning the new vocabulary. There was a subject where these tools were used the most in one of the numerous classes we taught vocabulary about "abilities" since the students were so interested in the presentation stage. In addition, the students wrote each new word they learned in their individual notebooks while applying the vocabulary they had learned to construct simple phrases. We, as researchers, have always

provided guidance for this activity so that students can develop writing skills and confidence in their own process.

The purpose of the use of teaching aids, from our perspective as researchers engaged in this research, was to introduce students to a new language in a clear and didactic manner. Since the various materials listed above were implemented, the vocabulary was given in a manner that the students could understand. The pupils expanded their vocabulary for their writing skills, using the words taught in class to create basic sentences. Moreover, there were no spelling errors at the beginning of implementation, and the sentences made sense. For example, at the beginning of the implementation, student 1 wrote; *Ana and juice coffee drinks*. (see Appendix 13). During the implementation, the student was able to ask questions. For instance, *Would you like to swim?* (see Appendix 14). Students who could have been more proficient writers could effectively express and communicate ideas because they comprehended the meaning of the written words through the two essential structural parts of the sentence: the subject and predicate. In other words, the teaching aids made it simple for pupils to learn new vocabulary that helped them improve their writing skills. As a result, students gained confidence, which enhanced their writing skills and inspired them to keep learning. As teachers, we could lay a solid basis for language development and efficient communication by ensuring the vocabulary was understandable.

**Figure 4.**

*Sentence writing process based on student learning.*

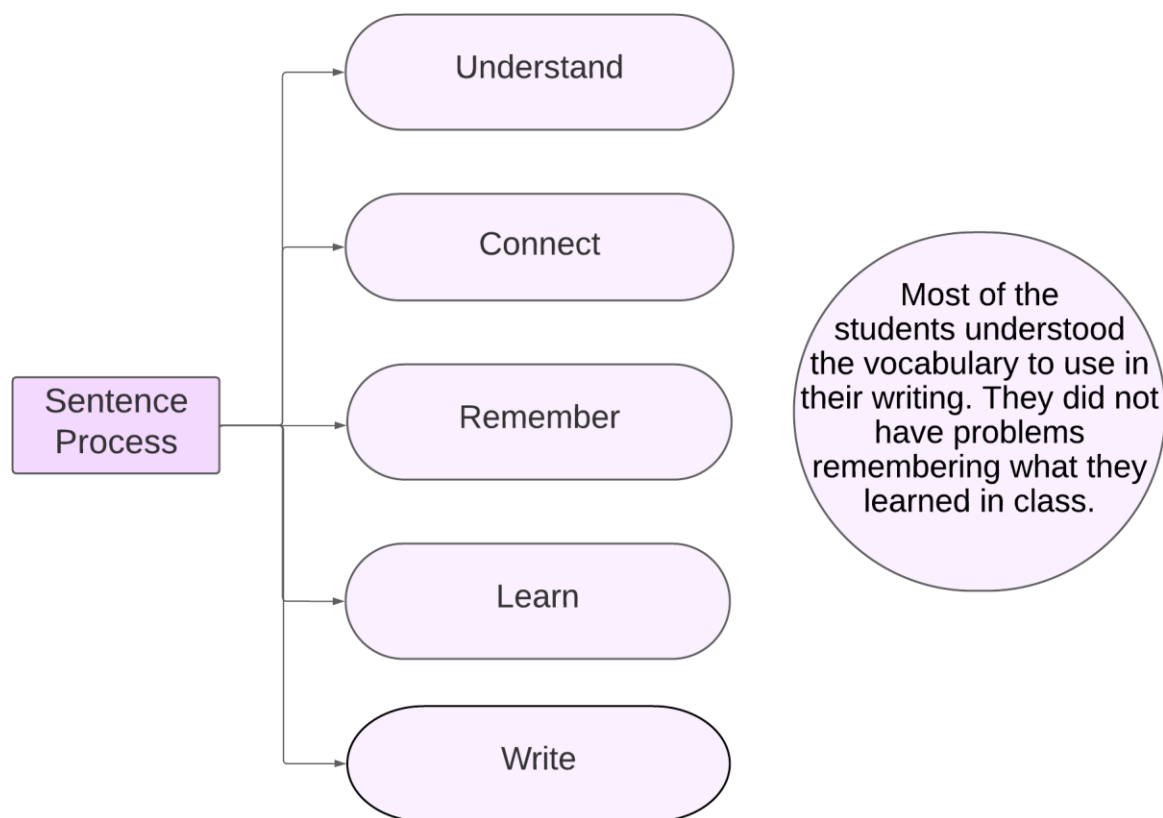


Figure 4 shows the categorization related to the writing process in simple sentences by the students. This figure displays the outcomes of cooperative activities designed to contribute to students developing or enhancing their writing skills, specifically writing simple sentences. First, the students demonstrated their understanding of the vocabulary by repeating the words they learned at the class presentation stage. Second, during the practice phase, students made connections between their prior and current understanding of language, wrote simple sentences in their notebooks, and answered some questions from the book. Third, the students retained the vocabulary when completing the cooperative activities and started to carry out the tasks outlined in the activity. The participants were instructed to create short phrases with grammar, coherence, and organization.

The results obtained from this implementation of the writing process through activities that are based on cooperative learning are similar to earlier research by Uu (2014); the experimental class (which used cooperative learning to master vocabulary) performed better academically than the control class (which didn't use cooperative learning). Following cooperative learning, the vocabulary knowledge of these two classrooms revealed a significant disparity. In our study, cooperative learning was used to improve students' writing vocabulary, which led to an improvement in the capacity to write simple sentences. When completing the activities, the students produced short sentences with a precise grammatical structure and a clear message. This finding supports Andersen's (2014) assertion that writing should prioritize using simple phrases to make direct and understandable messages.

According to our research, cooperative learning in English writing offered both students and us as researchers a number of essential benefits. Participants were able to use a wide variety of taught vocabulary to communicate their thoughts, opinions, and replies in writing. Sentences had structure and coherence. For example, "*she is dancing in her room*" (see Appendix 15). It is a short statement that provides clear and concise information. The pupils' sentences were coherent because they could acquire and strengthen their writing skills as the various exercises were created.

**Figure 5.**

*Student performance during cooperative activities.*

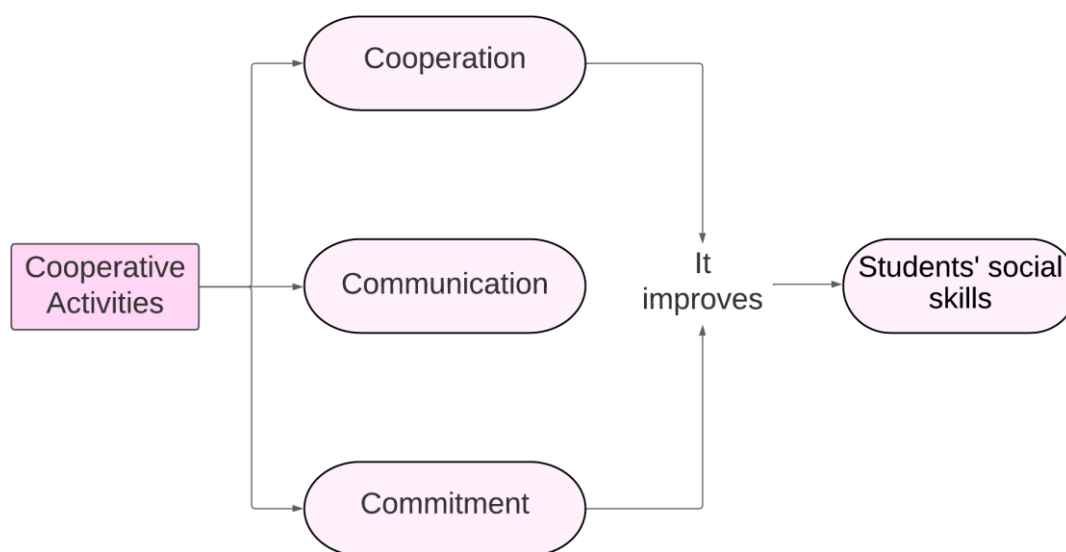


Figure 5 shows the categorization of the following aspect observed within the checklist that covers the active discussion of the students in each of their groups. The interaction of the students within the groups for the development of cooperative assignments was observed in this aspect. It was possible to keep the students actively participating, discussing, and cooperating among the members of each group. Before commencing each activity, such as comic, brainstorming, round table, and KWL chart, the students talked until they understood the possible solutions that would enable them to complete the training successfully. For example, in the comic activity, the students first thought about the characters they were going to create together, then they created the dialogues using vocabulary according to the topic of the class (how was your vacation). In the last step, as a group, the students placed the final details to decorate the comic and present it at the end of the class. It is worth mentioning that in the comic procedure, the participants emphasized the structure of the greeting, outcome, and farewell. Furthermore, for the development of each exercise, all students shared their ideas to help members who needed help understanding the activity. Also, something that we could notice was that they corrected their group members if someone had a mistake during the activity.

The results obtained during this implementation of the activities based on cooperative learning are similar to the results of the research carried out by Kristiawan (2013), which concluded that activities based on cooperative learning can aid in improving students' social skills (p. 90). By allowing pupils to experience each other's points of view while collaborating with other students, they can improve their empathy capacity and understand that everyone has strengths and shortcomings. In this instance, the students worked together to present their ideas and opinions better and more concisely throughout the brainstorming process. The students constructed their sentences using the other groups' words. Each member of the different groups was able to express themselves clearly, listen to others, and respect the turn of their classmates while always remaining mindful of their roles. Furthermore, in the brainstorming exercise, the pupils used their newly acquired vocabulary to create basic sentences. Since the suggested exercises were designed to practice writing through cooperative learning activities, the student's writing skills were constantly being honed. The students felt that the activities were enjoyable because they allowed them to write as a team, which helped them become more coherent in English. These findings also support Mcleod's (2019) description of Lev Vygotsky's sociocultural learning theory, which emphasizes social interactions with a teacher or more experienced peers that allow other pupils to observe, practice, and advance their social skills. In addition to logically assimilating into a routine and academic life, the pupils also learned new and improved skills.

Additionally, Mcleod's (2019) description of Vygotsky's theory concerning the Zone of Proximal Development, which emphasizes the need for scaffolding or support activities from the educator or a more qualified partner to help the student as they move through the ZPD, is in line with the outcomes of this implementation. When a kid is in the zone of proximal development, it is necessary to provide appropriate guidance or assistance to motivate them to finish the assigned work. The ZPD is the wedge between what students can accomplish independently and what they can accomplish under the direction or support of other, more skilled people. During the writing process, the students agreed to work together and cooperate. To finish

the tasks, where the students divided the job so that everyone could participate; there was a lot of communication. The students sought to include the fresh vocabulary they had learned in the book's various units while ensuring the sentences were well-written and coherent.

However, it is worth mentioning that not all the groups worked together, as some students did not cooperate in the activity and only waited for the other students to finish the activity to copy what the other members did.

From our perspective, the applied activities based on cooperative learning significantly increased the students' vocabulary to put it into practice in their writing skills. Students could cooperate to close the gap by working in cooperative groups, where they could also provide encouragement and guidance to one another. Cooperative groups inside the classroom also strongly emphasized the value of interpersonal communication and social learning. Students had the chance to connect with and learn from one another in cooperative groups. As well as that, students could exchange ideas, viewpoints, and knowledge through conversation and teamwork to enhance their learning.

Through cooperative learning, students had the chance to improve social skills like communication, problem-solving, and group decision-making. These abilities were crucial for the students' daily lives as well as their ability to learn. Students gained valuable interpersonal and teamwork skills through cooperating in groups. Additionally, by combining their individual and collective knowledge, ideas, and skills in cooperative groups, students were able to find solutions. The group's interaction encouraged the development of common knowledge. The student's interest and confidence grew as they participated in cooperative group activities. Students felt secure expressing their thoughts, asking questions, and participating in the groups because of the mutual support fostered within them. As confidence in writing skills grew, this encouraged a positive attitude toward learning English vocabulary for the writing skill. Cooperative groups were crucial in the classroom because they supported the zone of proximal development, encouraged social learning, and assisted students in

increasing their knowledge and confidence. Students were able to study and expand at a greater level by cooperating.

### **Focus Group Discussion Results**

The findings of the implementation through the focus group support our third specific objective, which focuses on reflection on the impact of cooperative activities in developing the student's vocabulary for writing skills. An eight-question guide was created for the FGD to reflect the students' thoughts on using cooperative learning activities. The procedure to obtain the results of this interview was the recording, transcription and qualitative analysis of the Focus group (see appendix 8 and 10). The student responses were analyzed for data representation, and a single categorization covering the interview's most significant answers that addressed our objective was conducted. The results are presented in more detail below.

### **Figure 6.**



*Students' reflections about cooperative activities.*

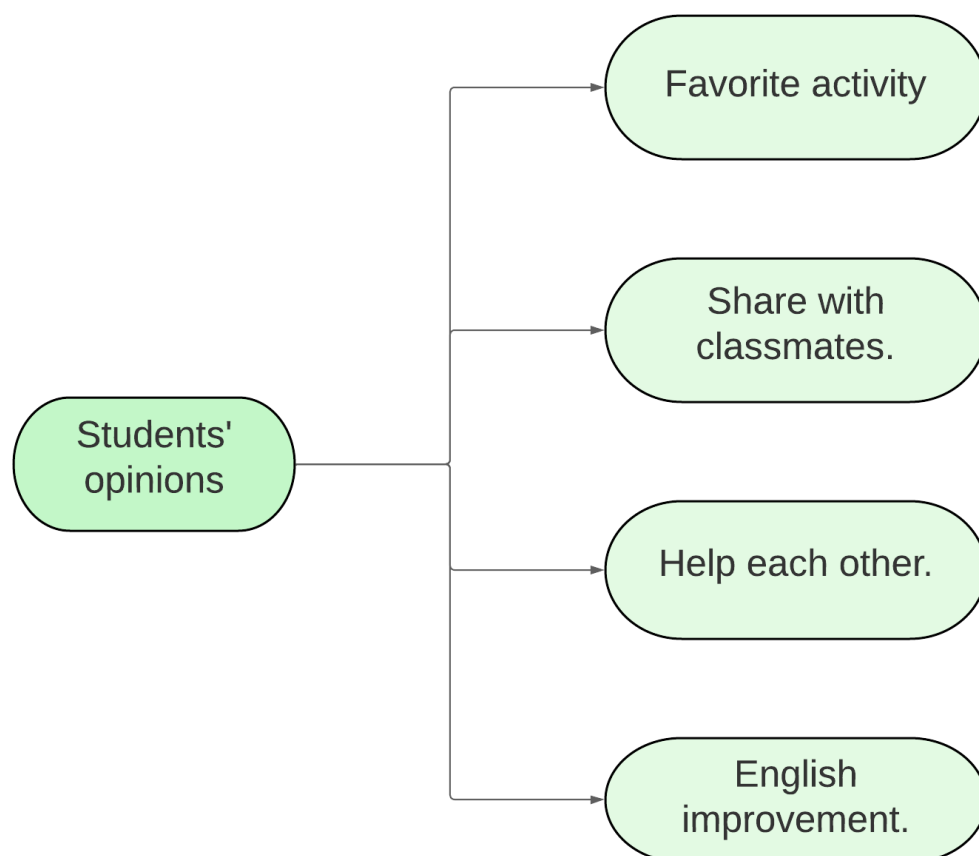


Figure 6 shows the categorization of the results obtained after the implementation, focusing on the students' opinions about the activities implemented in the classes to improve their writing skills. The figure demonstrates that the learners had a favorite activity. The students were able to tell us in the interview that their favorite activity was making comics because they collaborated with others, considered which characters they liked most, came up with dialogue, and used their imaginations to be creative when sketching. The students emphasized that they could discuss many ideas with the other students throughout this activity, ideas for the comic to be unique within the separate groups. An obvious illustration is a group that created a comic about an anime called *Kimetsu no Yaiba*, which included their favorite characters from the anime (see appendix 16).

The students indicated that they collaborated with many classmates to agree to incorporate their characters in the comic, which they credited for its high originality. The students wrote dialogues for the comic activity as part of their writing exercises. These conversations were developed following the book's topic that was being taught, for instance, the topic of "how was your vacation?" Likewise, they added that when any group member had questions about the instructions for each assignment to put into practice, they supported one another to clarify the questions, assisting one another in accomplishing the activity in the best manner possible. Additionally, some group members said some students sometimes encouraged shy kids to participate in the conversation. The students expressed their comments, focusing on writing skills, and claimed that the exercises implemented helped them improve their English.

The findings of a prior study by Albashir (2019), who concluded that using strategies or activities based on cooperative learning makes learning more enjoyable and engaging for students, are related to the reflections and opinions of the students about cooperative learning activities. Even kids who are timid to participate in activities are helped by this strategy. Since they could write short sentences in response to the activities' requirements, the students claimed that working in groups to complete the cooperative activities enhanced their writing experience. These student accomplishments were created in cooperation, and they used one another's guidance and support as they shared their thoughts and solutions. Additionally, they emphasized that by implementing these activities, students could acquire new words and enhance their English. Students stated that the comic was the most enjoyable activity since they could develop their characters and dialogues based on the topic (see appendix 17). In their English lessons, they wrote sentences and conversations in their notebooks, encouraging them to generate their English for their ongoing learning process.

From our perspective, cooperative activities significantly influenced kids' vocabulary growth for writing skills. Students were exposed to a wide range of phrases and expressions used by their peers through these activities. Through the interview, students said that they increased their vocabulary by learning new terms when

interacting or discussing ideas connected to writing. Some of the participants claimed that the writing activities helped them even in improving their reading. Moreover, the students wanted to acquire additional words that could be utilized in the activities in addition to the vocabulary that the researchers had taught them. We noticed that students were involved in cooperative activities where they exchanged ideas while working together and conversing to create dialogues for the comic. The pupils' vocabulary was expanded due to this information and idea exchange since they used precise and well-organized phrases during the activities.

Finally, students said that they could correct each other's mistakes and offer criticism when someone in the group did not comprehend something. They could identify vocabulary mistakes and provide more suitable alternatives for their classmates' writing by jointly reviewing and editing the writing sentences. According to their opinion, the cooperative activities helped students' vocabulary learning for writing, which ultimately improved their writing because they increased their knowledge and had the chance to enhance their English vocabulary.

## CONCLUSIONS

After analyzing the results obtained during the exploration of how cooperative activities boost the vocabulary in the writing ability of the 31 seventh-grade students, it has been possible to see that the students had a significant impact from the beginning of the implementation since over time it was possible to see that the students boosted their vocabulary since at the moment that students had to write, they remembered the way of how to write each word without the help of the teacher. In addition, it was possible to observe that the use of cooperative activities made it possible for students to learn from each other since, while they were in a group, they had the opportunity to see if they were writing well or if they were writing badly, their groupmates corrected the mistake they had.

During this research, one of the objectives was to implement cooperative activities to develop the students' English vocabulary in writing skills. With the analysis of the qualitative results, it is concluded that

the cooperative activities implemented were helped students with vocabulary learning. Through cooperation and teamwork, the children could pick up brand-new words, expanding their vocabulary and enhancing their capacity for idea sharing. The tasks allowed the students to actively participate in the lessons being taught and stay motivated as they learned by participating in developing written output. Additionally, the student's writing skills were improved due to the language they learned in these activities, which promoted social engagement, individual creativity, the writing process, and the interchange of ideas. As evidenced in the findings, cooperation, and communication were crucial for completing cooperative tasks. Students gained more confidence in their writing skills and learned how to work as a team, listen to and learn from their classmates' views, and solve problems as a group to attain a common goal.

Likewise, considering our objective of reflecting on the impact of cooperative activities in developing the student's vocabulary for writing skills, we can conclude that the implemented cooperative activities positively impacted the students since many of the students enjoyed working in teams and gaining knowledge from others. Implementing engaging activities encourages student participation and increases their sense of involvement in class, which aids in knowledge acquisition and retention. Furthermore, creating characters and dialogues for a comic activity is a perfect opportunity for children to develop their writing and creativity. Based on the preceding findings, using cooperative activities motivates students to work hard on them, which promotes interest in vocabulary learning to put into practice their skills.

## **RECOMMENDATIONS**

The recommendations offered below are based on the cooperative activities implemented to assist students in improving their vocabulary and writing skills, and these suggestions are based on the findings, conclusions, and limitations. The following advice will help practitioners, instructors, aspiring teachers, and researchers use these activities and consider the various elements in implementing cooperative writing activities.

To carry out the cooperative activities, it is first advised that the teacher form the groups well to promote adequate participation and cooperation within the groups. Students who only regularly participate in the groups are suitable for group activity.

To support students to participate and work together in groups to enable cooperative learning, the teacher is advised to look for cooperative activities that strongly emphasize developing writing skills.

It is advised that the teacher use the comic activity since, in the students' opinions, it fosters creativity and interest for the students to improve their writing skills.

It is advised that occasionally, the students decide who will be in their groups. The students often do not want to collaborate with other students since they feel they need to be closer. This allows group collaboration to be improved by pairing coworkers with similar interests.

Last, but not least, it is advised that future studies employ a mixed technique that combines quantitative data that may be used to demonstrate numerical results that deepen the study and qualitative data that reflect the students' thoughts.

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## APPENDIXES

### VALIDATION OF INSTRUMENTS

#### Appendix 1



#### COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed instruments and items correspond to objectives, categories, unit of analysis or variables of the study?

Yes  NO

What items would you add or erase?

**None**

What other suggestions would you make to improve this instrument?

**None**

Evaluator's Names: Dra. Lidia Govea de Bustamante

ID: 0933006868

Academic Degree: Phd in Education

Signature:  IDENTIFICACION  
LIDIA DEL CARMEN  
GOVEA DE BUSTAMANTE

#### Appendix 2



Yes  NO

What items would you add or erase?

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

What other suggestions would you make to improve this instrument?

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

Evaluator's Names: Devero | Davelo Jimenez | Crillo  
ID: 0106886658  
Academic Degree: Bachelor  
Signature: [Handwritten Signature]

INSTRUMENTS FORMAT  
Appendix 3: Field notes format

## INSTRUMENT 2: FIELD NOTES

<b>Date:</b>		<b># participants:</b>	
<b>Activity:</b>		<b>Time:</b>	
<b>School:</b>			
<p><b>Summary: Write a paragraph of the day's events about cooperative activities and cooperative work in writing skills applied during the class. Include an analytic description and all details you consider that will enrich the project.</b></p>			
<b>Aspects to be observed</b>			
<b>1. How do students behave when they are engaged in a cooperative activity?</b>			
<b>2. What did students do at the beginning of the activity?</b>			
<b>3. In which stage of the activity do you think students participate more?</b>			
<b>4. Were the resources appropriate for the purpose of the class?</b>			
<b>5. Have you perceived any change in class development from the first class to the current class?</b>			

## Appendix 4: Checklist format

**INSTRUMENT 1: OBSERVATION CHECKLIST**

<b>Date:</b>		<b># participants</b>	
<b>Activity</b>		<b>Time</b>	
<b>School</b>			

No.	Observed aspects	Yes	Partially	No	Observation
1	Vocabulary is introduced in an understandable way for students.				
2	Students understand the vocabulary taught for use in writing.				
3	Students engage in cooperative group discussions.				
4	Students focus on answering the questions given according to the cooperative activity.				
5	Students ask or discuss when encountering difficulties in learning vocabulary.				
6	Students work on cooperative activities in groups.				
7	Students pay attention to the class.				
8	Students work well in groups.				
9	Students are actively in discussion inside their groups.				
10	Cooperative activities are developed in a satisfactory manner according to the topic and vocabulary				
11	Topic and vocabulary are relevant and exciting to students.				
12	Students are enthusiastic about learning new vocabulary through writing or any skills.				

## Appendix 5: Interview format

### **Instrument 3: SEMI STRUCTURED INTERVIEW TO BE CONDUCTED IN A FGD**

- 1. ¿Cómo se sintieron durante las clases que fueron aplicadas por nosotros?**
- 2. ¿Qué opinas de las actividades cooperativas que realizamos en grupo en clase para practicar la escritura?**
- 3. ¿Te gustaron? ¿Por qué?**
- 4. ¿Cuál fue tu actividad favorita?**
- 5. ¿Te gustó trabajar en grupo? ¿Por qué?**
- 6. ¿Sientes que estas actividades cooperativas te ayudaron a aprender más vocabulario?**
- 7. ¿Te gustaría que este tipo de actividades sean implementadas en tus clases? ¿Por qué?**
- 8. ¿Tienen alguna sugerencia o idea que podamos implementar en nuestras futuras clases?**

## DATA ANALYSIS PROCESS

## Appendix 6: Checklist categorization

No.	Observed aspects	Observation	Categories	Codes
1	<b>Vocabulary is introduced in an understandable way for students.</b>	<p>1. All the students achieved to understand the vocabulary taught in the class.</p> <p>2. The vocabulary was introduced using images to students can facilitates their learnings.</p> <p>3. The vocabulary used in this lesson was understandable since it was introduced with images and examples.</p> <p>4. The vocabulary is presented in an orderly and chronological manner so that students do not get confused during the process.</p> <p>5. Students understand the vocabulary better if it contains images to guide them.</p> <p>6. The vocabulary was presented with the use of flashcards and the use of the book so that the vocabulary is understandable for the students.</p> <p>7. When we used pictures and gestures to demonstrate the word or the action that the word accomplishes so that it was clear and easy to comprehend, students acquired vocabulary more effectively.</p>	Teaching Aids	<ul style="list-style-type: none"> <li>• Images</li> <li>• Flashcards with examples</li> <li>• Book images</li> <li>• Gestures and movements</li> </ul>
2	<b>Students understand the vocabulary taught for use in writing.</b>	<p>1. Students could learn the new vocabulary to use in the activity because at the moment they were doing the activity they could remember many words.</p> <p>2. Most of students understand the vocabulary but some of them not.</p> <p>3. The students understood the vocabulary taught in class since they already are engaged with the context.</p> <p>4. Students understood the vocabulary taught in class and also, they did not have difficulties remembering how to write each word. However, few students forgot how to write they did not remember.</p> <p>5. Some students did not understand the vocabulary, so we had to use flashcards to connect the words with the images.</p> <p>6. The students understood the vocabulary, since in practice they completed the activities of the book without problem and we guide them in each part so that they do not have confusion.</p> <p>7. Most of the students understand the vocabulary at the first explanation, however, some students have difficulties, so we use images</p>	Sentence Process	<ul style="list-style-type: none"> <li>• Understand</li> <li>• Connect</li> <li>• Remember</li> <li>• Learn</li> <li>• Write</li> </ul>

## Appendix 7: Field Notes analysis and categorization

	Categories	Codes	
<p><b>Summary: Write a paragraph of the day's events about cooperative activities and cooperative work in writing skills applied during the class. Include an analytic description and all details you consider that will enrich the project.</b></p> <p>During the implementation of the round table, all the students had a role in each of their groups. At the beginning of the class, a warm up was presented to activate the students for the class. After the warm up activity, the topic and vocabulary were presented for the students to develop the cooperative activity. In the practice stage, students completed the activities in the book as a group. In the last stage of production, the students produced sentences according to the implemented activity and completed the activity items.</p>	<p>Student's knowledge after the implementation</p>	<ul style="list-style-type: none"> <li>Active participation</li> <li>Improved vocabulary</li> <li>Foster cooperation</li> </ul>	
Aspects to be observed			Interpretation
<p><b>1. How do students behave when they are engaged in a cooperative activity?</b></p> <p>1. Student behavior is positive. Many of them cooperate in the groups. They felt motivated by the support of the other members of the group.</p> <p>2. Students behave in a positive manner when working in groups.</p>			<p>The students behaved in a positive way during the development of the cooperative activity. The students interacted during the activity as they were very excited to work in groups to carry out the</p>

## Appendix 8: Interview categorization

Method: Coding and categorization		
Students' response	Codes	Category
<p><b>1. How did you feel during the classes that were applied by us?</b></p> <p>Student 1: good, because you taught us many things I liked.            Student 2: Good, because I could work with my classmates in groups.            Student 3: Good, because you were eager to teach us so many things.            Student 4: Good, because I can help my classmates.            Student 5: Good because with you I learned many things in English.            Student 6: Good because we worked in groups, and there we helped each other.            Student 7: Good because I understood English better and could work with my classmates.            Student 8: It was excellent. I loved it because I was able to learn more English.            Student 9: For me, it was perfect because I was with new teachers, and they were funnier, and I learned more English.</p> <p><b>2. What do you think of the cooperative activities we do as a group in class to practice writing?</b></p> <p>Student 1. In the activities, we could practice our writing.            Students 2. The activities seemed good because we worked in groups and wrote simple sentences.            Student 3. They seemed good to me because we wrote in the comic.            Student 4. They are good because we helped create and write the comic in groups.            Student 5. They were suitable activities because, in all of them, we practiced our writing as a group.            Student 6. The activities were suitable because we worked in groups and we all collaborated.            Student 7. The activities seemed good to us because we wrote a lot.            Student 8. With these activities, we wrote many things using English.            Student 9. The activities seemed good to me because, as a group, we helped each other and wrote sentences in the notebooks.</p> <p><b>3. Did you like them? Why?</b></p> <p>Student 1: I liked them because they taught me English.            Student 2: Yes, because I was able to learn much more English and work in a group.            Student 3: I did like it because we made more progress in the language, which is English.            Student 4: I liked it because I am learning English and can do my homework in English.            Student 5: I did like it because I produced my English more.            Student 6: I liked it because it improved my English.            Student 7: I liked it because I learned more things with you, something that will help us in the future.            Student 8: I liked it because I shared more with my classmates.            Student 9: I liked it because we can help each other, and we can advise them to try again when they make a mistake.</p> <p><b>4. What was your favorite activity?</b></p> <p>Student 1: I liked the comic because I worked in a group because they taught me, and I taught them.            Student 2: I liked the comic because I could work in a group and learn much more English.            Student 3: I was very interested in the comic because we could help each other            Student 4: I liked the comic because we could do all the homework with my classmates.            Student 5: I liked the comic because I could do it with my friends and we created the dialogues.</p>	<p>1. Favorite activity.</p> <p>2. Share with the classmates.</p> <p>3. Help each other.</p> <p>4. English improvement.</p>	<p>Students' opinions</p>

### Appendix 9: Focus Group Discussion





## PARENTS AND SCHOOL PERMISSION

## Appendix 10: School permission

Mgs. Marco Sarmiento

**Rector de la Escuela de Educación Básica Brasil**

Mediante el siguiente documento nosotros **Fernando Cajamarca y Fernanda Atupaña**, nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la **Escuela de Educación Básica Brasil**, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallo mi estudio educativo:

En la siguiente propuesta de investigación acción con el título "LEARNING VOCABULARY FOR WRITING SKILLS USING ACTIVITIES BASED ON COOPERATIVE LEARNING FOR SEVENTH GRADE STUDENTS" se trabajará en la participación escrita mediante el uso de actividades cooperativas para desarrollar su vocabulario, en el cual se determinará si los estudiantes mejoran su vocabulario después de la implementación de la actividad. Para este proceso, se utilizará como técnica de observación una lista de comprobación que permitirá verificar si hay o no una mejora en el vocabulario de los estudiantes de séptimo de básica.

Luego de lo antes declarado, en pleno uso de nuestras condiciones mentales, siendo total y enteramente responsables, manifestamos nuestra disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma:

  
Mgs. Marco Sarmiento O  
DIRECTOR

Nombres y apellidos: Marco Leonardo Sarmiento Orellana.

Rector

C.I.: 0103174496

Sello de la institución: \_\_\_\_\_



## Appendix 11: Parents' permission

**Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la  
Escuela de Educación Básica Brasil**

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Nacionales y extranjeros, 9no ciclo, paralelo 2** que realizan su Proyecto de Integración (Tesis) en la **Escuela de Educación Básica Brasil** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su nivel académico en relación a la materia de Inglés, misma que será clave en el aprendizaje de los educados. Durante este tiempo, los estudiantes de séptimo grado deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

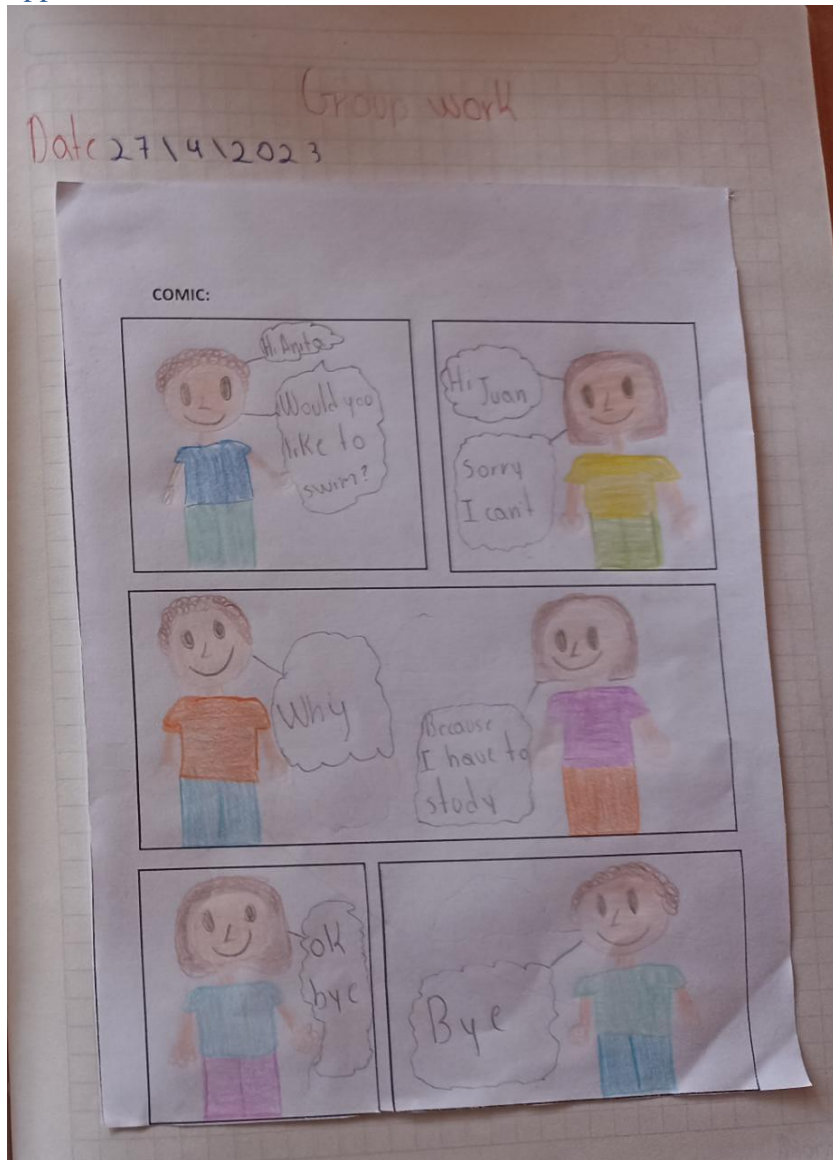
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Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.

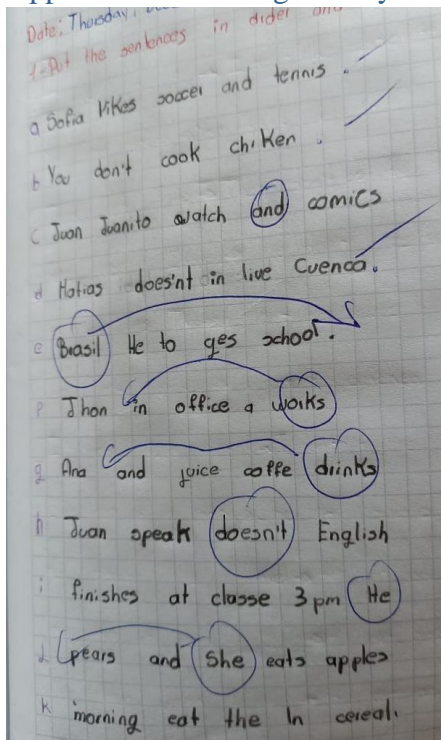
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2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
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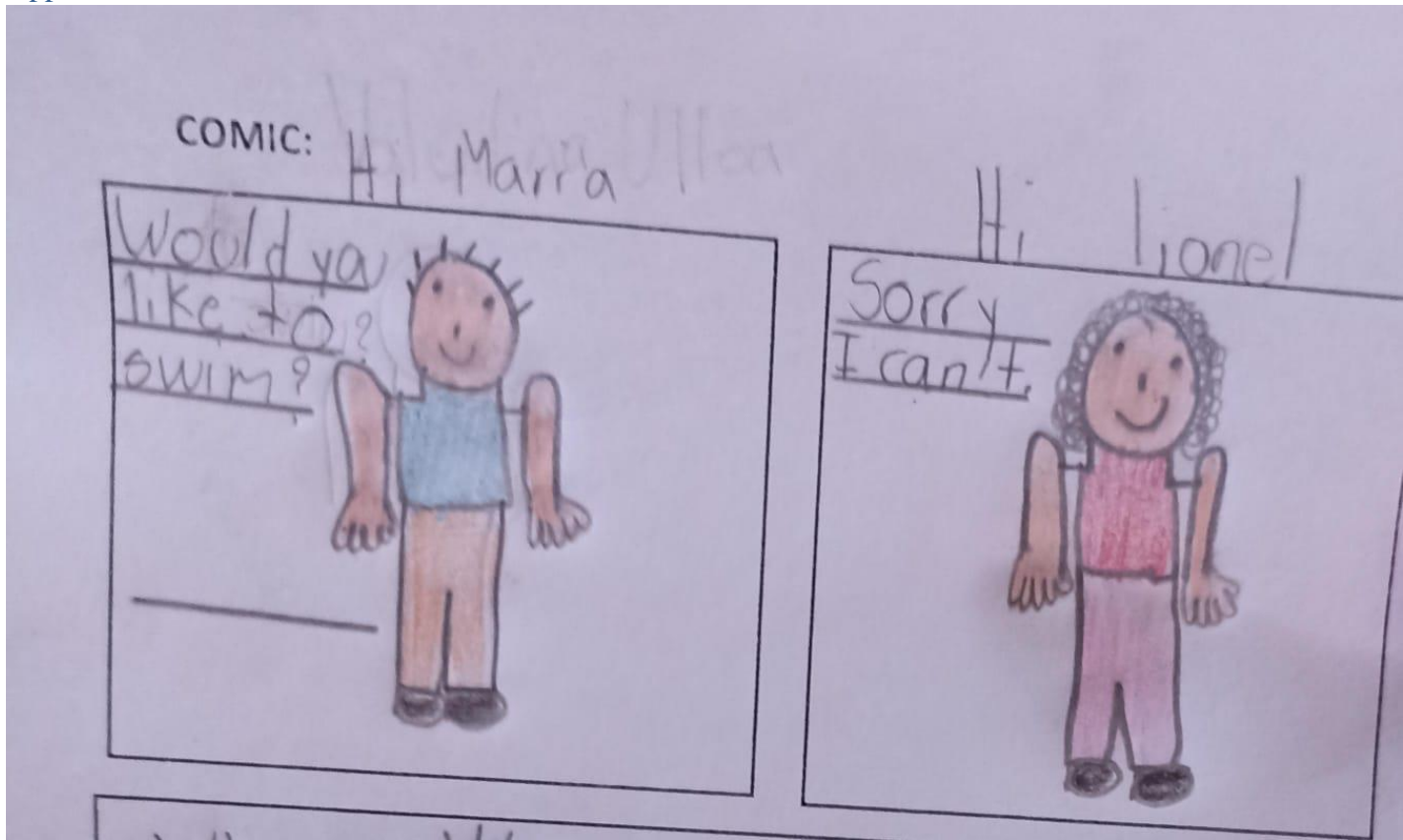
Appendix 12



Appendix 13: Writing activity at the beginning of the implementation.



Appendix 14



Appendix 15: Writing activity

Mario is reading a book.  
She is playing the guitar.  
He is at the school.  
She is dancing in her room.  
They are playing basketball.  
My mom is cooking.  
We are writing.

Appendix 16: Kimetsu no Yaiba comic



Appendix 17: Student's opinion

The dog (it)	Pedro and Sofia (they)	
a. It <u>can swim</u>	a. They <u>can Drive</u>	
b. It <u>can't Drive</u>	b. They <u>can't swim</u>	
ITEMS		VALOR
Conteste las siguientes preguntas		2p.
a. ¿Qué tema estudiado durante este quimestre le gustó más en la materia Inglés? ¿por qué?		6
el comic porque hacemos trabajo en equipo		
b. ¿Qué actividades le gusto más de la materia Inglés?		2p.
la actividad que mas me gusta fue la de las (habilidades) habilidades		
c. ¿Cómo aplicaría lo aprendido en un futuro?		2p
el comic es para ser las habilidades para ver que puedo hacer		
TOTAL DE DIFICULTADES		.... / 3
CALIFICADO SOBRE 10		.... / 1

APPENDIXES: COOPERATIVE ACTIVITIES

Appendix 18: Comic activity

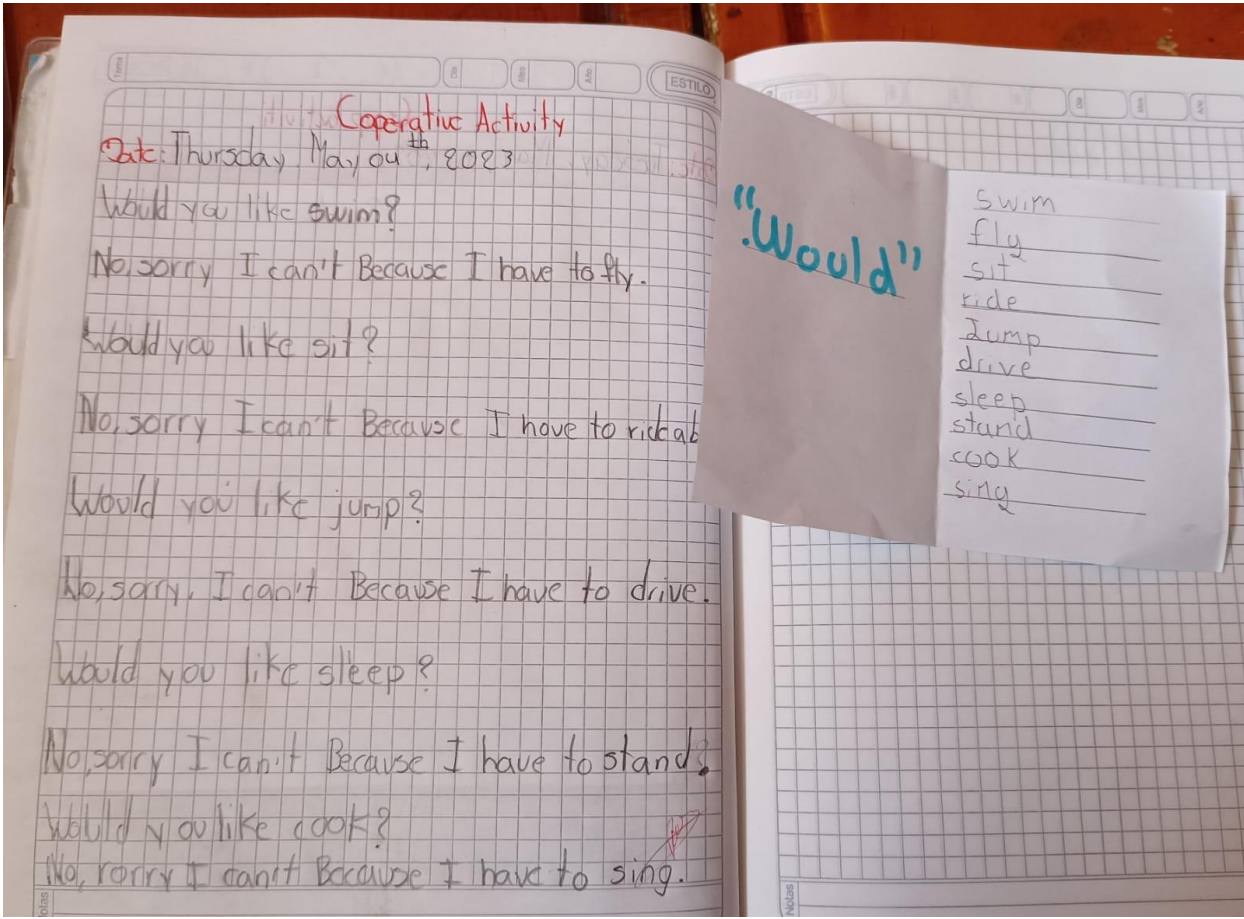


Appendix 19: Round table activity

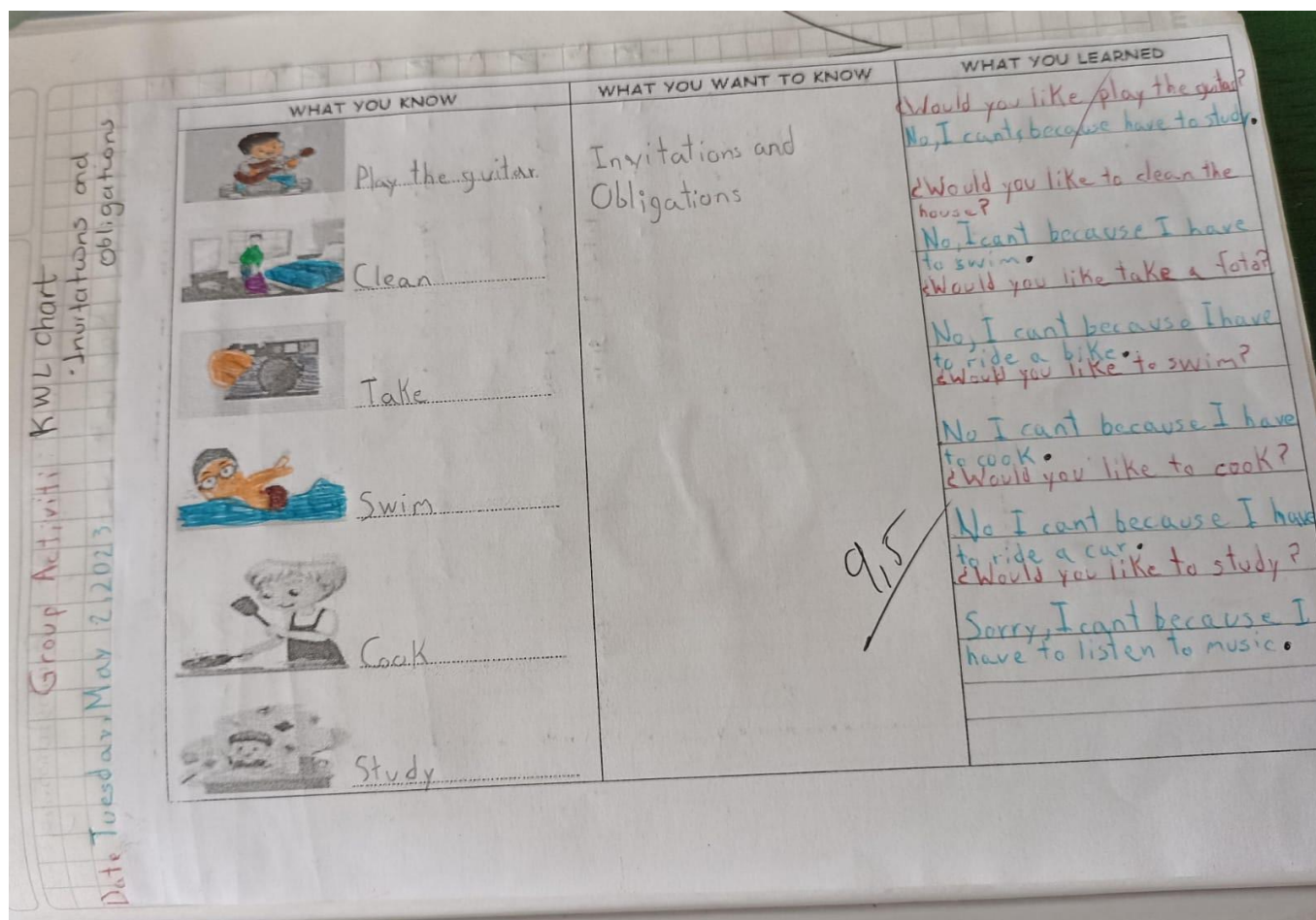


Appendix 20: Make a list! Brainstorming activity





Appendix 21: KWL Chart



## APPENDIXES: LESSON PLANS

### Appendix 22: Invitation and Obligation lesson plan

<b>Student Name:</b>	Atupaña Fernanda Cajamarca Fernando.	<b>Time:</b>	11:15 am to 11:55 am
<b>Date:</b>	Tuesday 25 <sup>th</sup> , April, 2023	<b>Duration:</b>	40 min
<b>Level:</b>	7 <sup>th</sup> Grade "A" (A1)	<b># of Students:</b>	31 students
<b>Topic:</b>	<u>Invitation and Obligations</u> Would like, Why, because, can, cannot, sorry, watch, play, have, ride.		
<b>Skill:</b>	Writing		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- Practice writing through cooperative activities using vocabulary of invitation and obligation in groups.</li> <li>- Give students the space and opportunity to use the L2 within their mother tongue.</li> </ul>		
<b>Objectives (Expected)</b>	Students will be able to: <ul style="list-style-type: none"> <li>- Use the vocabulary learned in class to ask and answer questions.</li> </ul>		

<b>Learning Outcomes):</b>	<ul style="list-style-type: none"> <li>- Identify the uses of why and because according to the questions and answers.</li> <li>- Know and distinguish the meaning of each word.</li> <li>- Learn how to write the new words to not be confused.</li> <li>- Give examples in short written sentences according to the activity and topic used in class.</li> </ul>	
<b>Teaching Strategy/ Model/Approach</b>	Cooperative Learning: Cooperative activities- Working in groups. Visualization: Using images.	
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>- Reflective: Written task (short sentences-dialogues)</li> <li>- Cooperative: presentations-comic strip</li> </ul> Students show they are able to: <ul style="list-style-type: none"> <li>• Identify the words:             <ul style="list-style-type: none"> <li>○ Through mat matching the basic words with their meaning.</li> </ul> </li> <li>• Understand the vocabulary invitations and obligations:             <ul style="list-style-type: none"> <li>○ Through CCQs in a specific situation.</li> </ul> </li> <li>• Use the vocabulary taught:             <ul style="list-style-type: none"> <li>○ Through presentation about their comic strip with dialogues</li> </ul> </li> </ul>	
<b>Teaching / Learning Materials: (Throughout the entire class)</b>	<ul style="list-style-type: none"> <li>- Comic Activity</li> <li>- Images</li> <li>- Markers</li> <li>- Agenda</li> <li>- Paper sheets</li> <li>- Colors</li> <li>- Board</li> <li>- Flashcards</li> <li>- Book</li> </ul>	
<b>Feedback Methods:</b>	<ul style="list-style-type: none"> <li>- Informal Feedback</li> <li>- Face to face feedback</li> </ul>	
<b>Anticipated Problems and Solutions:</b>	<b>Problems</b>	<b>Solutions</b>
	<ul style="list-style-type: none"> <li>- New words</li> <li>- New activity</li> <li>- Low vocabulary</li> <li>- Disorder when working in groups</li> <li>- Students may not remember when to use why, because, can and cannot.</li> <li>- Students may find some vocabulary difficult to memorize.</li> <li>- We might be late or running out of time.</li> <li>- Students might find lessons difficult with too much</li> </ul>	<ul style="list-style-type: none"> <li>- Teach a maximum of 10 words in each class.</li> <li>- Give clear instructions about the activity to be used in class.</li> <li>- Work in groups of 3 or 4 maximum.</li> <li>- Put a poster on the wall or blackboard with all the vocabulary so they can review them.</li> <li>- Teach invitations and obligations vocabulary according to the level of English of the students.</li> </ul>

		vocabulary if they are all new.		<ul style="list-style-type: none"> <li>- Last mingle activity must be cut or modified if there is no time for it.</li> <li>- Select just a few amount of vocabulary to teach.</li> </ul>	
<b>Timing</b>	<b>Stage Aim</b>	<b>Teacher activity (Procedure)</b>	<b>Student activity (Procedure)</b>	<b>Resources (specific resources for each activity)</b>	<b>Focus (teacher-students interaction)</b>
5	Warm up (Play a song, pass the ball)	Give the instruction about the activity	The students will pass the ball among themselves, at the moment of pausing the music the student who is with the ball will have to say a riddle that has to do with English. Students will quickly understand that the point is to get rid of the ball as fast as possible.	Speakers Song Ball Riddles	T-Ss
10	Presentation (elicit target Language- Introduce the vocab)	Ask questions to guide the students to know the meaning of the words within the invitations and obligation vocabulary.	Students respond: yes, I can, or No, I can't, and because, using the vocabulary according to the questions related to the invitations to differentiate the words.	Images Book Flashcards	T-Ss

10	Practice: (in groups-book activity)	In groups: Give the instructions for the activities in the book for them to complete using dialogues according to the questions in the book.	Students work in groups to complete the book activity and try to write the dialogues using the vocabulary taught.	Book activity	Ss-Ss
15	Produce: (cooperative activity-comic strip in groups)	Groups: Give paper sheets to draw their own comic with their dialogues and vignettes referring to the invitations and actions. Select three students randomly with the use of the roulette to share their comic in the whole class.	Students draw the action that people do using the vocabulary learned in class. Students practice the dialogues of their comic in their groups using at least 3 invitations or obligations. Three students of different groups present the comics in the whole class.	Paper sheets.	S-Ss Ss-Ss

### Appendix 23: How was your vacation? Lesson plan

<b>Student Name:</b>	Atupaña Fernanda Cajamarca Fernando.	<b>Time:</b>	08:35 am to 09:15 am
<b>Date:</b>	Friday, May 12 <sup>th</sup> , 2023	<b>Duration:</b>	40 min
<b>Level:</b>	7 <sup>th</sup> Grade "A" (A1)	<b># of Students:</b>	31
<b>Topic:</b>	<u>Past to be – How was your vacation?</u> Was, were, cloudy, snowy, windy, rainy, weather, How, great, wonderful		
<b>Skill:</b>	Writing		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- Practice writing skills using comic to practice the vocabulary related to the past to be.</li> <li>- Give students the space and opportunity to use the L2 within their mother tongue individually and in groups.</li> </ul>		
<b>Objectives (Expected Learning Outcomes):</b>	Students will be able to: <ul style="list-style-type: none"> <li>- Understand and use the past tense to tell about their vacation.</li> <li>- Know the form of the singular and plural past tense.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Use the past tense to tell about states that happened in the past, and form questions using the past tense.</li> <li>- Give examples in short written sentences according to the topic used in class.</li> </ul>					
<b>Teaching Strategy/ Model/Approach</b>	Cooperative Learning: Cooperative activities- Working in Groups-comic Visualization: Flashcards-Images-book-notebook.					
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>- Reflective: Written task (short sentences-dialogues)</li> <li>- Cooperative: Comic presentations</li> </ul>					
<b>Teaching / Learning Materials: (Throughout the entire class)</b>	<ul style="list-style-type: none"> <li>- Make comic</li> <li>- Flashcards (images)</li> <li>- Markers</li> <li>- Agenda</li> <li>- Games</li> <li>- Notebook</li> <li>- Book</li> </ul>					
<b>Feedback Methods:</b>	<ul style="list-style-type: none"> <li>- Informal Feedback</li> <li>- Face to face feedback</li> </ul>					
<b>Anticipated Problems and Solutions:</b>	<b>Problems</b>		<b>Solutions</b>			
	<ul style="list-style-type: none"> <li>- New words</li> <li>- New activity</li> <li>- Low vocabulary</li> <li>- Disorder when working in groups.</li> <li>- Students may not remember how to write some verbs, questions and answer them.</li> <li>- Students may find some words difficult to memorize.</li> </ul>		<ul style="list-style-type: none"> <li>- Teach a maximum of 10 words in each class.</li> <li>- Give clear instructions about the activity to be used in class.</li> <li>- Work in groups of 3 or 4 maximum.</li> <li>- Use the list of the verbs form the notebook o put the flashcards on the wall or blackboard with all the vocabulary so they can review.</li> <li>- Teach vocabulary according to the level of English of the students.</li> </ul>			
<b>Timing</b>	<b>Stage</b>	<b>Aim</b>	<b>Teacher activity (Procedure)</b>	<b>Student activity (Procedure)</b>	<b>Resources (specific resources for each activity)</b>	<b>Focus (teacher-students interaction)</b>
3	Warm up (yes, no, stand up)		Give the instruction about the activity. Tell the students that answering "yes" means stand up and answer "no" means sit down.	Students answer the questions: yes, or no doing the actions Sit down or stand up.	Visual	T-Ss

8	<p>Presentation (elicit target Language) Teacher gets the learners to give information rather than giving it to them.</p>	<p>Introduce the class, asking questions about: How is the weather today? And how was the weather yesterday? Ask some questions about the summer vacation, for example: How was your vacation? Write some examples on the board to guide students</p>	<p>Students answer the questions using was and were and the weather vocabulary. Students write the examples in the notebook to remember the topic.</p>	<p>Flashcards Note book Markers pencils</p>	T-Ss
12	<p>Practice: (Activity in groups-book)</p>	<p>Explain the activity in the book. Students work in groups cooperatively completing the task. Write examples on the board.</p>	<p>Students work in groups to complete the activity and try to solve the questions using was-were and the weather interacting with each other. Students complete the activity using useful expressions such as; the weather was sunny, etc.</p>	<p>Book</p>	Ss-Ss
17	<p>Produce: (cooperative activity- Questions and sentences-comic)</p>	<p>Separate the class into small groups of 4 students. explain the instructions on the comic. Introduce the vocabulary to be used. Explain the activity while drawing on the board.</p>	<p>students draw a comic with group ideas. Students do the dialogues for each character. Each group uses vocabulary learned in class and cooperatively.</p>	<p>Paper sheets. Pencils</p>	S-Ss Ss-Ss

Appendix 24: Past to be affirmative form lesson plan

<b>Student Name:</b>	Atupaña Fernanda Cajamarca Fernando.	<b>Time:</b>	11:15 am to 11:55 am
<b>Date:</b>	Tuesday, May 9 <sup>th</sup> , 2023	<b>Duration:</b>	40 min

<b>Level:</b>	7 <sup>th</sup> Grade “A” (A1)	<b># of Students:</b>	31
<b>Topic:</b>	<u>Past to be – Affirmative form</u> Was, were, yesterday, last week, last Monday, last month, last January, two days ago.		
<b>Skill:</b>	Writing		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- Practice writing skills using brainstorming-make a list to teach vocabulary related to the past to be.</li> <li>- Give students the space and opportunity to use the L2 within their mother tongue individually and in groups.</li> </ul>		
<b>Objectives (Expected Learning Outcomes):</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand and use the past tense.</li> <li>- Know the form of the regular and irregular past.</li> <li>- Use the past tense to tell about states that happened in the past, and form questions using the past tense.</li> <li>- Give examples in short written sentences according to the activity and topic used in class.</li> </ul>		
<b>Teaching Strategy/ Model/Approach</b>	<p>Cooperative Learning: Cooperative activities- Working in Groups- Brainstorming.</p> <p>Visualization: Flashcards-Images-book-notebook.</p>		
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>- Reflective: Written task (short sentences)</li> <li>- Cooperative: presentations</li> </ul>		
<b>Teaching / Learning Materials: (Throughout the entire class)</b>	<ul style="list-style-type: none"> <li>- Make a list activity</li> <li>- Flashcards (images)</li> <li>- Markers</li> <li>- Agenda</li> <li>- Games</li> <li>- Notebook</li> <li>- Book</li> </ul>		
<b>Feedback Methods:</b>	<ul style="list-style-type: none"> <li>- Informal Feedback</li> <li>- Face to face feedback</li> </ul>		
<b>Anticipated Problems and Solutions:</b>	<b>Problems</b>	<b>Solutions</b>	
	<ul style="list-style-type: none"> <li>- New words</li> <li>- New activity</li> <li>- Low vocabulary</li> <li>- Disorder when working in groups.</li> <li>- Students may not remember how to write some verbs, questions and answer them.</li> <li>- Students may find some words difficult to memorize.</li> </ul>	<ul style="list-style-type: none"> <li>- Teach a maximum of 10 words in each class.</li> <li>- Give clear instructions about the activity to be used in class.</li> <li>- Work in groups of 3 or 4 maximum.</li> <li>- Use the list of the verbs form the notebook o put the flashcards on the wall or blackboard with all the vocabulary so they can review.</li> </ul>	



				- Teach vocabulary according to the level of English of the students.	
Timing	Stage Aim	Teacher activity (Procedure)	Student activity (Procedure)	Resources (specific resources for each activity)	Focus (teacher-students interaction)
5	Warm up (Follow me)	Give the instruction about the activity.	Students follow the teacher's movements.	Visual	T-Ss
8	Presentation (elicit target Language) Teacher gets the learners to give information rather than giving it to them.	I begin by asking the students: "Where am I?" The students should answer "you are in the classroom". Then, introduce the past simple of the verb to be like this: "Yesterday at this time I was in the park." Go around the class asking questions and students take turns saying where they were last day, week, or month in the first person singular. Write some examples on the board to guide students.	Students answer the questions asked by the teacher. Students copy the examples in their notebooks to remember the structure of the past to be.	Flashcards Note book Markers pencils	T-Ss
12	Practice: (Activity in groups-book)	Explain the activity in the book. Students work in groups cooperatively. Write examples on the board for students to follow.	Students work in groups to complete the activity and try to solve the sentences using was-were interacting with each other. Students complete the activity using useful expressions such as; yesterday, last week...	Worksheet activity. Notebook. Book	Ss-Ss

15	Produce: (Questions and sentences- Brainstorming or make a list activity)	Separate the class into small groups. Groups: Give each group a white sheet of paper. Explains the instructions to the students. Write two examples on the board to avoid confusing the students. Ask the students to share their sentences in their group using the vocabulary practiced in class.	Students write keywords like: was-were-last week, last monday. etc). Students fold the papers and give the paper to the teacher. A member of each group chooses a paper. In a cooperative-group way, students write sentences using the vocabulary that is written on the list.	Paper sheets. Pencils	S-Ss Ss-Ss
<b>Homework/Future work: (If Required)</b>		No homework			



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Fernanda Lisseth Atupaña Cajamarca  
C.I.: 0106888092



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## Certificado del Tutor

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

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Prof. Mahly Jahzeel Martínez Jiménez (Phd.)

C.I: 1759432733

# Vocabulary Learning for Writing Skills using Cooperative Activities for Seventh-Grade English Students.

*por* Fernanda Atupaña Fernando Cajamarca



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