

Running Head: WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

**Strengthening A2 Level Learners' Writing Production Using Magazine Articles
through Cooperative Learning Approach among 10th grade Students at General
Santander School, in Villa del Rosario: an Action Research.**

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Integral Practice

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“Education has the dual power to cultivate or stifle creativity”

Edgar Faure (1972)

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General Introduction

This research paper is focused on the influence of Magazine articles in writing production through cooperative learning for improving the English level, this project is also to achieve the bachelor in foreign languages. It is expected to develop the writing process in tenth (10th) grade students at General Santander School.

This research project is developed at General Santander School which is located in Villa de Rosario, Note de Santander - Colombia. The institution is public which offers primary and secondary education with two modality technique and other academic.

This paper is divided into four (4) chapters, which are the Pedagogic component, this component seeks to prove how magazine articles influences writing production through cooperative learning at General Santander School; the research component, in this component the investigator seeks to response the research questions which are proposed; the Out-reach component in this chapter the researcher makes some extra scholar activities that have relation with the English learning – teaching process, that is to say, it mentions the extra activities which are made by the researcher in order to reach the goals; and the Administrative component where will be mentioned all the information about the school, in this case the General Santander School.

The main advantage of this research is focused on the improvement of learners' written skills which can be demonstrated using the data gathered and analyzed, that is to say, using the final results. Felder and Brent (n.d.) estate that cooperative learning approach is where students should work together as a group to achieve a common goal proposed before, and guided by some specific requirements.

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General Justification

This action research is conducted at General Santander School. The main parts of this are the writing and cooperative learning using magazine articles as a tool. It is necessary to implement this approach because of the observations done in the first week at the school, where several aspects about learning-teaching English process were noticed, such as: the approach used by the teacher, the skills which the teacher in charge was focused on, the strategy and the activities applied.

This proposal is carried out at General Santander in Villa del Rosario, Colombia. It is founded on the students' needs which were detected using the classroom observation conducted on the school; in this case cooperative learning teaching is applied in learning and teaching process of writing production using magazine articles at tenth (10th) grade students. It can improve the students' written skills and students found the tasks very challenging and interesting. Therefore, the findings of the present research are expected to indicate significant theoretical and practical information on the importance of implementing Cooperative learning Approach in teaching writing.

The implementation of the method is based on the English class observation that was done during the week by the researcher according to the integral practice schedule. In this period the researcher could notice that the English teacher in charge of tenth (10th) grade courses are focus on Speaking and Listening through dynamic activities done by teacher in charge of the courses. It is observed that the English classes were focused on speaking and listening skills, leaving aside the writing skill, that is to say, there are few writing production activities included, and learners develop writing skill in few percentage. The mother tongue language is used in a 15% percent in classes.

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General Objectives

To analyze the influence of magazine article in A2 level learners' writing production through Cooperative learning approach among 10th grade students at General Santander School.

Specific Objectives

- To identify students' weaknesses in writing production at General Santander School
- To strengthen writing production using magazine articles as a tool at General Santander School
- To determine the instruments to gather the data at General Santander School.
- To identify, plan and carry out activities applying cooperative learning.
- To design schedule to apply the activities at General Santander School
- To develop a research project in order to solve the problems in writing production in tenth (10th) at General Santander School.

CHAPTER 1: PEDAGOGICAL COMPONENT

This chapter is focused on presenting a pedagogical proposal which explains four activities based on cooperative learning approach using magazine articles as a tool. In addition it presents the theories which support the development of the activities.

1.1 Introduction of Pedagogical Component

Current Studies published by Education First, an international organization which presented the English Proficiency Index (EPI), put Colombia in the 49 place from 70 countries assessed. It is also demonstrated in some studies presented by the National Ministry of Education (MEN), due to the international relation and the process of

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globalization speaking another foreign language is essential, that one of the goal of the current Governors, such as: the presidents, the education minister, among others, is to reach the bilingualism in Colombia, that is the reason why foreign languages are important in the development of the country, to be precise, English level improvement. MEN has been working in developing some programs in teaching and learning English, one of them is the National Bilingualism Program, which was established in 2004 to promote English and also the way to teach it, based on the Common European Framework (CEFR). The main goal of this National Bilingualism Program is to foster the domain of English in whole country. So far, more than six thousand (6.000) teachers have been trained in English as a Foreign Language (EFL).

There are studies which show that the level of English in Colombia is low. According to Education First Colombia has a really low level in English. In fact Colombia is ranked 41 in the list of the countries which have low level. That is to say that even professionals have low language proficiency in English. Otherwise, Sanchez (2012) conclude in his study that Colombia has a low language proficiency. The secondary students' performance in the different tests have been low as well as in learners in high education just the 10% of the students reach over A2 level.

Based on students' needs this research project is focused on writing production process using magazine articles through cooperative learning approach as a method for improving the writing skill. This project is presented to the foreign languages program at the University of Pamplona. It is expected that this research is developed in tenth (10th) grade students at General Santander School.

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It is necessary to take into consideration some authors' definition about writing production and cooperative learning approach.

First, writing is define as a communicative skill that can help people to express their ideas, feelings, thoughts, emotions etc... in their particular way (Kamehameha Schools, 2007). To put it differently, all the students have the ability to communicate their ideas, in a speaking or in a writing way, in this case, writing is the skill that allows them to transmit without gesticulation or all the elements that speaking has. One of the four skill in communication process is writing, and taking into account Kamehameha Schools (2007), writing can be understood as a tool that every person can use to express what they think about something, everyone has a different way to express their thinking's in a written way, that's the reason why it is imperative to have a method to express their thinking's in an academic form.

One of the method, in this case approach that can be used for improving writing is Cooperative learning approach, indeed, it is one of the most recommended because learners have to work together. Felder and Brent (n.d.), estate that cooperative learning approach is where students should work together as a group to achieve a common goal proposed before, and guided by some specific requirements.

1.2 Justification of Pedagogical Component

This research paper was carried out at General Santander School in Villa del Rosario, Colombia. This action research is based on the observed need; in which Cooperative Language Teaching was implemented in the teaching-learning process of writing where magazines articles are the principal tool to help students of tenth grade. First of all, it was imperative to apply some classroom observations in order to identify the needs, besides, the researcher could identify that the main question that is producing students to effort when facing a pedagogical activity in the classroom is lack of writing activities.

The implementation of the method is based on the English class observation that was done during a week by the teacher-practitioner according to the integral practice schedule. During the observation week the teacher-practitioner observed that the writing skill in the students had weaknesses. It was necessary to discuss with the teacher in charge of the course what kind of proposal should the researcher implement in the English class to try to strength writing process during the implementation of the integral practice

Based on the needs of the students it was decided to focus in the students writing process and then try to improve one of their skill in English, the decision was taken with the help of the supervisor due to the methodology implemented at school.

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1.3 Objectives of Pedagogical Component

1.3.1 General Objective

To strengthen A2 writing production process using magazine articles through cooperative learning approach among 10th grade students at General Santander School.

1.3.2 Specific Objectives

- To apply cooperative principles such as: teamwork, to improve students' weaknesses in writing skill.
- To implement magazine articles based on students' needs, level and interests.
- To identify and to implement writing activities according to the approach and students' needs.
- To guide students in writing production process using cooperative learning teaching
- To design a schedule of activities to apply and test the writing process.

1.4 Theoretical Framework

The theoretical framework of this chapter is focused on explaining the definition, process and theories of the two variables, cooperative learning approach and writing skill. On the one hand, it explain the definition on the writing process which is the skill taken in order to carry out the research project. On the other hand, it explain in detail the processes that have taken by the teachers in order to guide the activities.

1.4.1 Common European Framework

A big mount of countries and institutions take the CEFR as a reference to create the curriculums and to develop the activities. The CEFR (n.d) is the reference taken by countries and institutes in order to form syllabuses and curriculum guidelines in a clear

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way, due to the fact that the framework is an explanation about what the person who wants to learn another language needs to follow to well do the process, to put it in another way, the CEFR has the advices which have to be follow by learners, as an illustrations how students should use the target languages. The CEFR also presents some levels which allow the learners to be classified according to their knowledge.

Table 1: Common Reference Levels: global scale

	C2	Can understand with ease virtually everything heard or read. Can summary information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Proficient User	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

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B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
<hr/>	
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Basic User	
<hr/>	
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

This research paper is leaded by the Common European Framework (CEFR) that is the one that set the main characteristics and terms that the students should achieve in the different categories already established in the CEFR.

General Santander School follows the English learning levels proposed by the Common European Framework which is adapted by the MEN in Colombia, the grade

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chosen by the researcher in this case to apply this research is 10th C, where they were supposed to be in a B1 level based on the standards already established by the CEFR and the Colombian Ministry, it was applied an activity of writing about writing a letter where the students answer some question through the writing paragraph, this text was in order to categorize them, where based on the result of the written text it is possible to say that the pedagogical activities and procedures should be developed under the A2 level.

Taking into account the characteristics mentioned above, tenth grade students are capable to write short paragraphs where they express simple ideas and also using some types of greetings and simple personal information following the structures leaded by a Basic English level.

Table 2 Common European Framework: *Creative Writing*

A2	
Writing	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.
	Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.
	Can write short, simple imaginary biographies and simple poems about people

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1.4.2 Writing

On the one hand, language is an ability that just human has in order to communicate each other, which also differentiate from animals. Writing, as part of communication, plays an important role, due to the fact that readers and writers can strike up a conversation between them. That is why, writing as a way of communication inherent in humans' daily process allows to the participants; first, author/writer reinforce other part of the language such as: grammar, idioms, vocabulary etc; second, participants explore the language used while he/she reads about the topic they are interested in; third, in this part participants make an effort which is reflected in the explanation students make, (Raimes, 1985).

Learning or acquiring a language learners not only develop vocabulary activities or words that students translate into the target language. To illustrate, in this process and also in the activities which are applied the student are allowed to improve all related to the writing skill, from the structure until the lexicon used by the learners.

On the other hand, writing is one of the four communicative skill that are outlined by the CEFR, which is also one of the most challenging process for second language learners. According to Shaughnessey, (1977) it is defined as an ability possessed by a person who records an idea that can be expressed (as cited in Chapter II, n.d). In addition, Ahlsén & Lundh (2007) defines writing as an ability which is used in order to express what the writer thinks and feels in any time and moment. To put it in other words, writing skill is taken as a way of communication that can be used for any person for giving messages. Also Brown (2001) supports the idea that writing is more than just draw the symbols inherent to the written language, that is to say that writing is also the skill which can be used for interact in a community. People need to express ideas, feelings, thoughts, among others.

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In this same line Hedge (2005) states that writing is more than produce written text in an accurate way, and complete sentences and phrases. In other words, writing skill covers as well as the producing of whole parts of communication, where it is important the form people link their own ideas, feeling and arguments that are send it to particular reader or group of readers. Moreover, writing is an activity where writing have a strong relationship with the reader as well as with the word expressed at the moment of producing the texts (Kamehameha Schools, 2007).

At this stage, it is necessary to mention that all the activities created for this project were carefully designed taking into consideration, first, what it is said at the CEFR which expresses that learners at this level “can write very short stories, basic description of events in past etc”. Also, it is important to say that the type of writing is descriptive, that is to say texts are completed which start with a topic sentence which has the ideas and other sentences which have the details.

1.4.5 Process of Writing

Besides, Bunett (1989) establishes that writing is a complex process that are taken by writers in order to give a message. In this case teacher have to see the process of writing more as a process of drafting, where writers should do several processes such as: prewriting, writing and rewriting, (as cited in Chapter II, n.d). Kroll (2003) claims that there are some stages which have to be followed by any writer, in a Second Language (L2) classes; a clear example of those stages are prewriting, drafting and revisions.

Prewriting

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In writing there is an important part called prewriting in which writers, first, choose the topic and start reading. According to Elbow (1973), prewriting stage covers some activities that have to be done by the participant of the process, in this case the students who are part of the process. The activities which are carried out by the writers are brainstorming, words clustering and free writing. These activities help students to discover the ideas they have and how they can organize the information.

Furthermore, Peacock (1986) claims that planning the topic is in many ways another important activity developed by students for organizing and starting to write (as cited in Albeshier, 2012). In this same line, Flower and Hayes (1981) state that planning is a mental strategy that is followed by the participant, so that they return to them at any moment. To point out, students are completely free to choose the topics they want to work. To illustrate, at the beginning of the process the researcher presents the idea about writing, and students choose the topics. The unique criteria taken into account is that the topics have to be related to the municipality of Villa del Rosario. In other words, the topics are focused on students' interests.

Drafting

The second stage of writing is drafting where learners start writing. In this case, students should pay attention to what they are doing. According to Williams (2003), drafting is the second stage that is followed when learners complete the prewriting activities, in this stage, students specify the topic they want to work with, also students collect the data and make some outline. Moreover, King and Chapman (2003) claim that

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writers have to be focused on what they are doing, due to the fact, learners should check grammatical and spelling mistakes.

Revising and Editing

On the one hand, revising activities allow students to make a fast reading where they can be focused on checking grammatical mistakes, punctuation, and spelling, (Hedge, 1988). Tribble (2003) establishes that the main purpose of revising activities is to complete the content of the writing.

1.4.6 Cooperative learning Approach

Cooperative learning Approach it's the process which involve the students to work together in small groups with the purpose to achieve the same aims. (Gillies, R., 2003). Working on Cooperative Learning Approach is not just students sitting in small groups and at the end they write their name on the final product, this approach has the characteristic that students have to work together at the same time, where they have to show their abilities.

Teachers as the learder of the process have to take into consideration some elements which arare going to help learners to develop the activities. Gillies, R. (2003) states five key elements to take into account for the students, and then be able to achieve the goal proposed. Those five elements are the following ones:

Positive interdependence

This element refers to the fact that students realize that they must work with each one of the members of the group to be able to succeed, if one of the member of the group

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does not cooperate or do its job, the group won't be able to succeed. All of them must give the best from each one in order to achieve the goal proposed.

Individual Accountability

This element include all the members of the group, each member must be in charge of developing a part of the task proposed, each member must to describe the progress on its part of the task, any of the members must be capable to describe their process to the whole class, and also each member of the group is able to get any reward for developing its part in the task.

Promotive Interaction

In this element the members of the group must support and make easy the hardworking of their classmates to achieve the goal proposed, the members of the group will implement their own resources, or knowledge that can be helpful to have better result for the whole group.

Interpersonal and Small-group Skills

This element refers to the interpersonal skills and the small group skills, where the interpersonal skills it's about ability for the student to listen actively, share their own ideas, engage with the goal of the group, give a useful judgment.

The small-group skills refers to the process that a small group must develop or follow to achieve their goal, such as : divide the task in between all the members of the group, taking decisions based on the opinions of all the members of the group, and explain between them any possible difference related with the task proposed.

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Group Processing

This element takes place at the end of developing the task, the members of the group describe the process done and which of the actions were useful for the development of the task and also making decisions about which actions the group should keep implementing and which one they should change.

1.4.7 Activities

1 First Activity, brainstorming.

Due to the fact that in the last two periods at the school the teacher in tenth and eleventh grade are free to work on none specific topics, the teacher practitioner establish some possible topics to start writing about then which are consulted with the students. This activity was divided into two parts which had a length of three hours.

In the first part of the activity the teacher in training explains in details what the activity is about, he gave some guide and established the possible topics that can be used in order to start writing the articles. According to Elbow, (1973), the first part of writing, the prewriting, learners states their lines and plans. In this case students use more than one strategy, such as: brainstorming, word clustering among other. Before starting with the brainstorming, the students and the teacher practitioner establish a possible topic list which can be used by the learners to write the magazine article.

In the second part of the activity, once the topics were already chosen by the students, the teacher gave students the explanation about what brainstorming is and the different ways to do it. That is to say, teacher practitioner started talking about the definition of the brainstorming. Then, the teacher gave the example in order to clarify their

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doubts. After the explanation of the topic and taking into consideration that at this stage students already chose the topic, they must present a brainstorming about the topic they have. All this explanation was in the target language.

Once the teacher finish with all the explanation, the students stated in group creating their own brainstorming about the topic that they chose as a group. In this activity there were some principles worked such as: face to face work, because the students work together and discussing in order to arrange the brainstorming; interpersonal and small-group work, the group are created by three members.

Objectives of the activity

- To introduce writing process to students
- To guide students in writing process
- To give students guidelines about the writing process and brainstorming

2 Second activity: Hello Cucuta Magazine articles.

This activity was developed at the end of the third term. When the students were focused on doing some activities in order to prepare the third term exam. In this case there was not any specific grammar topic to work on. However, as main part of the exam is reading comprehension, it was included in the activity.

Once the pre-writing is done the next step is drafting, Williams (2003) establishes that drafting is the second stage that a writer has to follow The drafting stage comes after the completion of pre-writing activities such as specifying the writing topic, collecting data and making an outline (Williams, 2003

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At the very beginning of the class the teacher practitioner gave some guidelines about the common structures that are used for writing a magazine article, that part was taken as the warm-up, where before starting giving the information, the teacher practitioner asked the student about the magazine they used to read in that moment. Once the learners answer that question the teacher practitioner asked another question about the magazine the used to read, what is the structure that is used by the writer of the editor in the magazines? What they answer that in the magazine they read the common structure is headline, byline, lead paragraph, explanation, conclusion and images.

In the next section the teacher trainee gave explanation in detail about each part of the magazine article structure. After that, the whole group was divided in to seven small groups which had to read the magazine *Hello Cucuta* and then identify the structure that was used by the writers and also the editors to publish the magazine.

In the second part of the activities the students had to present one of the articles already chosen by them and then presented in front of the other students, but also they had to answer some question about the articles that the other students asked them. Moreover, some grammar topics what explained, due to the fact that some students had doubt about them, an example of it is the passive voice.

In the final, part of the activity the students started writing their own articles about the topic they already chosen, using the structure that was explained by the teacher in training or the one they identified in *Hello Cucuta* magazine.

Objectives of the activity

- To present magazine articles structure

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- To make students start the first draft of the magazine article
- To identify and classify the main and second ideas of the articles.

3 Third Activity: First draft revising

This activity was also developed taking into account the syllabus of the school which is flexible at the end of the year. This activity was applied at the middle of the fourth term since there were several activities scheduled by the principle, the coordinator and people related to the school, such as the parents association.

According to Tribble (2003) states that revising is an important part of the writing in which writers can correct the mistakes they have in the writings. To put it other words revising the writing in that stage of the writing process in which authors check not only the structure they used for writing the article but also to check the grammar, lexicon and the spelling of the words.

To start the class the teacher practitioner presented an information about the criteria that was going to take into consideration for revising the magazine articles. For the activity, every group exchanged the magazine articles. Once all the group exchanged their magazine articles, every group read it and checked the structure, punctuation, spelling and grammar of the article. 30 minutes was needed to read, and reread the articles. After that, each group wrote and highlighted every mistake that was found in the articles and gave the advises to improve it.

Objectives of the activity

- To work in group taking into consideration another opinion about the article that it was written by the students

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- To improve the magazine articles since grammar, punctuation, and spelling.

4 fourth Activity: Editing the Magazine article on computer programs

The final activity done at General Santander School was editing magazine articles on computer programs, in order to do this activity was necessary to change the classrooms that used to be used by the teachers.

According to King and Chapman (2003), the editing stage is one of the last one in which students can work in group in order to correct the mistakes related to grammar spelling and also to create that last version of the writing. To do this process the students employ several strategies, such as use any available resources like: textbooks, dictionaries and computers. These strategies allow them to make the last version of the article in which learners not only correct the mistakes in the articles but also include the images and all that is needed to publish the articles.

As the last activated proposed by the teacher practitioner, the activity start at the end of the third activity, when the teacher in training asked students to look for the images that are related to the topics that learners were using. In this cases, established a criteria in order to use the picture in the articles, first, the pictures had to be their own, to put it in other way learners were not allowed to use images from the internet to avoid plagiarism.

In the second part, the teacher and students went to the system classroom, called “Punto Vive Digital”. First, the teacher practitioner asked students to type the information they had about the article in a Microsoft Word document. Once students had transcribed the article on the computer, students began the discussion to choose the images they were

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going to use in the articles. Moreover, students should paid attention to the common structure for magazine article that was already established by the group.

Objectives of the activity

- To work in group taking into consideration another opinion about the article that it was written by the students
- To improve the magazine articles since grammar, punctuation, and spelling.

The result of these four activities was the magazine created by the students, at the school, entitle “Magazine Colgesal”, also the article that will be publish on a local magazine “Hello Cucuta”.

1.5 Schedule

It was necessary to establish a schedule to carry out all the activities in order to develop the main purpose of the pedagogic component, the schedule was established based on the English classes schedule. Moreover, the teacher practitioner asked to the teacher in charge of the class for the availability of the hours. To state this schedule it was also necessary to take into account the ordinary schedule to be able to know the exactly schedule of the English classes.

The following table shows the English schedule for the group chosen to develop the activities of this integral project

General Santander School					
10th 03 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes

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6:15 – 7:10					Ingles
7:10 - 8:05	Ingles				Ingles
8:05 – 9:00					
9:00 – 9:30		DES	CAN	SO	
9:30 – 10:25					
10:25 - 11:20					
11:20 – 12:15					

CHAPTER 2: RESEARCH COMPONENT

In this component it is explained in details the type of research chosen by the researcher in order to carry out. It is also explained the feature that characterized the type of research, such as: method, data collection, data analysis among others.

2.1 Introduction of the research component

This component centered on, first, action research which is the research design that is used by the researcher. Action research is define as a

This components also is composed by some other elements such: the method used by the researcher, the data collection and the data analysis. Moreover, it includes the instruments that were used like observation, questionnaire and Likert Scale.

In this integral practice, the first instrument applied in the process of gathering the data, was the observations which was conducted at the beginning of the process and also

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when each activity was carried out. The second and the third ones were applied at the end of the process.

Finally, it is necessary to say that in this component, the data will be explained in details. In addition, the results will be explained at the end of the process.

2.2 Justification of the research component

Based on the observation done at the beginning of the integral practice, an educational problem was identified related to written skills. That is reason why that in this project is allowed to apply action research. “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”, (Ferrance, 2000). In this case, action research is the most suitable type of research due to the fact that is to solve educational problems.

Consequently, this action research seeks to analyze the influence of magazine articles in writing production through cooperative learning approach. All the activities planned were focused on writing process using local magazine that are related to the region, and also which were totally in English, this classes were developed using cooperative approach, first to catch students’ attention and second to create a good environment in where the activities can be applied.

It is important to say that this project tends to show the influence of cooperative learning approach in writing process, to do so, it is necessary to take into account all the theories mention in the theoretical to carry out all the activities, also the data collection and the results of all the integral practice.

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2.3 Objectives of the Researcher Component

2.3.1 Grand Tour Question

- How does magazine articles influence in A2 level learners' writing process through cooperative learning approach among 11 grade?

2.3.2 Specifics Questions

- ✓ Which benefits do 11 grade students obtain from the use of the magazine articles to improve writing process?
- ✓ What type of strategies are the more suitable for the students of 11 grade?
- ✓ What advantages are presented when the cooperative learning is applied?

2.4 Type of Research

Considering the nature of the project, and the goal established at its start, Action Research is the suitable candidate to be used as the main instrument and element.

Different devices, methods and techniques exist in the teaching and learning process which might be used by a teacher to successfully carry out his/her task and fulfill his/her objectives. One of these is the research where teachers are not only people who transmit knowledge; rather, they are in continuous observation of their students, gathering data and adapting their practices to maximize student learning, and change the classroom's and the school's environment for the better, (Miller, 2007). Normally, action research is undertaken in a school context, because this is perceived as a reflective process that allows the educator to look into components and facets of the research in great detail. In addition to this, it is quite important to note that action research is a sustained, collaborative activity, which will involve colleagues from different areas in search of solutions every day. (Ferrance, 2000).

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Hargreaves (1996) posits that the relevance of professional growth for raising the quality of practice is present every day; thus, through observation both as non-participant and participant, the researcher becomes an indirect or direct member of the group of study. At that point, that person establishes a contact or connecting link, something significant and conducive towards the identification of a problem while developing a possible solution.

At the moment to analyze all the information and data collected during the research process, it is needful to make allowances for the most consistent method to perform the analysis of the data gathered.

Action research plays an important role in learning and teaching processes because this is the type of resource designed for the solution of problems, and improvement of classroom environments. According to Lingard (2008) it is an approach commonly used for improving conditions and practices in a range of healthcare environments because it involves practitioners conducting systematic enquiries with the aim of helping them to improve their own practices.

2.5 Research Method

As in this research is necessary to collect as qualitative as qualitative. The method used is mixed method defined on first place by Brannen (1992) defines as a method in which the researcher need to gather as qualitative as quantitative data. On second place, Creswell (2003) states that mixed method is when the researcher tends to base the knowledge claims ground, that is to say, investigators apply strategies to gather numerical and textual.

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The propose of this research component is to identify the influence of magazine articles in writing process through cooperative learning, the appropriated method is mixed one which is that where researchers can solve problems where the data collected is not clear, so that to use qualitative and quantitative designs, it allows to detail information gathered about the topic that is being studied.

2.6 Sample

According to Webster (1985) A sample is a part of the big one population, which is selected with a goal, to provide information from the all group about the phenomenon. In other words, sample could be defined as set of responders selected from a large group.

For carrying out this research, it is selected a pre-intermediate-level English course taught in the 10c grade students of General Santander School. This course hosts 42 students, their ages ranged from 14 to 18 years old. The reason why this course is chosen, is because according to the objectives of the program it is expected that they have already acquired knowledge in L2. After one week of non-participant observation, 16 learners are chosen as key informants. They are men and women.

2.6.1 Sampling technique

Simple random sampling consists on select the sample using games or another game of chance, in this way all the participants have the same chance to be selected, (Latham, 2007). In this case, it is important that another people help the researcher, in order to avoid bias at the end of collecting data process, the teacher in charge of the class was the person who randomly chose the sample. Henry (2007) establishes that all the participants have to

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be presented or listed, and the random is applied when the number of the key informant are already established.

In front of the whole class, the researcher and also the teacher in charge of the English class put all the name from the list in plastic bag, then the teacher picked all the 16 names up.

2.7 Research Context

This research is conducted in a Colombian public school. The study is focused on the language, specifically in the fifth academic year at a school, where students have a b1 level according to the Common European framework and the MEN with the guide 22, where learners are also supposed an advanced mastery of English. In order to obtain the objectives for this course it has three hours which are divided into speaking, writing, listening and reading practice per week. The students attend classes in their classroom.

2.8 Data Collection

Rowley (n.d) distinguishes that data collection is a process when researchers need to be clear in what they want to gather, study, and analyze. In addition, it is important to take into account the protocol conducted. Rowley (n.d) states the following steps to gather the information: first, an over view about the action research project; second, investigators need to establish a field procedure in which they what the different sources and an arrangement with the sources; and finally, to keep in mind the question, not to be asked to the participants but to know what their goals.

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In Action research they are used several instruments such as; observation, interviews questionnaires among other.

2.8.1 Observation

Creswell (2007) defines observation as a process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. It seems there are four type of observation, participants, non-participant, structured and unstructured observation, (Holly. Anubhav.& Patrick, n.d)

Observation is the first instrument that is imperative to be used, due to the fact that, one of the goals of this research is to know the influence of magazine articles in writing production in students A2-level. It is necessary to conduct several classroom observations at the beginning of the process, in the time that is given by the rules, a week, and during the application of the four activities.

2.8.2 Questionnaire

The purpose for this collecting data instrument is to identify the benefits obtained by the students when they use magazine articles in order to improve writing production. Key (1997) state that the questionnaire is a data collection instrument, which can be used in order to obtain feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals, in an individual way. McClure (2002) also says that questionnaire is an instrument that can be used in order to measure facts, belief, behavior, attitudes, etc.

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For this research project the questionnaire was designed, at the beginning demographic questions about the participants, then ranking and opened-ended questions also were used.

2.9 Data collection procedure

The procedure followed by the researcher was, first of all made the first contact with the sample, he presented the project to the people and then ask for permission to the students to observe what they do in the activities. After that, during one week, the researcher was observing the students and also the classes, what they do, how they do it, how long they doing and so on.

The other two instrument were also applied in the last week of the process, first the questionnaire the sample received the photocopies and they had to read the different questions, in Spanish, and then answered them according to their thoughts, perceptions and knowledge they have about the topic. After having finished with the questionnaire, the sample continues with the Likert scale which had twelve statements related to issue.

2.10 Data Analysis

In research there are many processes that researchers have to conduct in order to answer the question and/or understand the phenomenon. Some researchers define the data analysis as a process in which the investigator not only answer the research question but also gives to the researchers the way they have to follow to conclude, (Bala, 2005). In other words, data analysis is all the activities the researchers do on order to achieve the conclusion.

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It is necessary to understand that the procedures conducted by the researchers include not only coding and categorizing the data, but this process also includes documentation and validating the data. As the purpose of data analysis is to provide information that can be used, that is to say, usable and useful data. Data analysis has many benefits. The first one is categorizing, that allows researcher to become a general problem into specifics. Other benefit is that researcher can connect the finding form different sources. In other words, researchers have different instruments to gather the information, such as: questionnaires, interviews observation, among others. Other benefit is that researchers keep human's bias away when they conclude.

In this project the data analysis is composed by two main aspects, like qualitative data and quantitative data. In order to analyze them it is necessary to guide a process. First of all, gather all the documents the researchers need. Second, categorize the data. Finally, authenticate all the conclusion to avoid researcher bias and to provide the veracity of the information.

2.10.1 Qualitative data analyses

Documentation

Generally speaking, documentation is all the authentic documents taken by the researchers in order to gather and collect the information. That is to say, all the words which conform the fields (Diamond, 1997). Also this documentation helps the researchers to know what line to follow in order to analyze the data provided by the participant. In this process, it is necessary to keep all the documents (oral or written) saved because they can provide information, or they can connect to other information.

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Documentation is an important process for researchers, due to the fact, they first need to design what instrument they need to use for gathering the information. Some instruments are needed more than one, because of they need to extract the data. Then, they have to apply those instruments in the sample. Those instruments have information that can be used by the researchers, that is why, they have to keep all they do and participant say, because of any information may be usable or useful.

This project is composed by three main instruments, which are classroom observation, Likert Scale and questionnaire. In regard to observation there are other documents that the investigator provide in order to organize the data collected. These documents are the observation charts, observation matrix and the observation notes that the researcher took while he was conducting the observations. For guiding all about the observation process, the investigator had to establish three objectives. In this way, the investigator knew what information was or not relevant for the investigation. Moreover, related to the Likert Scale, there is one document which is the photocopy. And finally, the questionnaire which also has just the photocopy.

Conceptualization, Coding, and Categorizing.

Once the documentation is ready, it is followed by another step, called by some researchers as conceptualization, coding, and categorizing. In this step the researchers have to develop a three steps process. First, the investigators need to clarify the words and also the goals they want to achieve to the documentation did before. That is to say, the researchers need to establish the objectives or the key words that measure the information provided. According to Saldana (2009) established that coding is the process in which the

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researcher gives an attribute (a value) to some data taken in documents such as: field notes, interview, or participant observation. That is to say that the information provided by the participants need a code in order to be organized. It is imperative to conduct this process in order to analyze the data, because the investigator needs to find patters, similarities or differences. (see Appendix)

Examining Relationships and Displaying Data

The center of analytic process is the relation that exist among the data provide by the participants. That relationship allows to the investigator to explain what happen around the participants and the phenomenon. In other words, it is the relationship among the data what allows investigator states the pattern. (Schutt, R. 2011).

Authenticating Conclusions

1. How credible was the informant? The participants demonstrated that the information provided is credible because they were sure about what they were saying. Even when in some occasion the participant hesitated, their responds were clear and precise.

2. Were statements made in response to the researcher's questions, or were they spontaneous? The statements were made in response to the researcher's questions, because the all the instruments were based on the two variable.

3. How does the presence or absence of the researcher or the researcher's informant influence the actions and statements of other group members? As the researcher was not part of the class at the very beginning it was necessary to ask for permission to observe what they did. The researcher presence influence a lot when they acted and give the data even when the researcher tried to be invisible.

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2.10.2 Quantitative data analyses

As the method used for this research is mixed method, one of the data collected is related to numbers. That is why the researcher used some technique in order to analyze the data, for instant tables of frequency, bar charts, and grouped chars.

Table of frequency

Jackson (n.d.) states that a table of frequency is a type of chart, which shows the frequency of the categorical variable. To put it another way it shows the frequency of a number of time that an event happens in a specific scenario. Cherry (2016) argues that a table of frequency is a summary of events that happen in a frequently way. In other words, it is shown the mode and also the popularity.

In this case the table of frequency is worth because there are a valuable data related to the main topic of this paper. This technique is also important, due to the fact it is used to organize and categorize the data provided in the questionnaire. The procedure followed to analyze the data was divided into some steps. The first one was applied the instruments, in this case the questionnaire. The second one was to put all the information together. And finally, the researcher used the frequency table in order to know what frequency was for the events that the researcher was carried out.

Bar chart

Other technique that the researcher used to categorize and show the data in an organizational way. In the web page statistic how to states “A bar chart is a graph with rectangular bars. Each bar’s length or height is proportional to the bars’ represented values”. As an illustration the graph shows data well-structured and organized using the

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bars that represent most of the time the category already asked for. Moreover, the other side, you can find the frequency that the events happened (statistics how to, n.d.). It is important to mention that the bar chart is a graph that shows the categories alone in a horizontal axis and the frequency in vertical one.

The principal chart used is the table of frequency, because the data need to be organize. Once the table of frequency is ready the researcher can provide the bar chart. In a way of summary, the bar chart is provided when the whole data is organized in a frequency chart.

Grouped chart

To define “grouped chart” it is necessary to define bar chart as that graph, which the categories are organized and represent in a horizontal axis. The vertical axis represent the requency. “A separate bar represents each sub-group” (statistics how to, n.d.). that is to say, the bar chart shows the sub-groups which are established. This chart is used to present the data collected in questions, such as: Likert scale, ranking question and so on.

2.11 Results

This results section is divided into three main aspects: Observation results, questionnaire results and Likert Scale results. All the results are explained in its own section

2.11.1 Results of observation

In this section, it is presented the results of the observation don at the beginning of the integral practice and also, the observation done during the application of the four

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activities. It is presented taking into account the specific question stated in the research component.

Benefits of using magazine articles to improve writing process.

The observations provide that the students show some patterns that demonstrate magazine articles can be used as a tool to increase the English level. To begin, students show a high level of interest when teachers use magazine articles in class, more exactly whether the magazine is related to the context or the city pupils are living in. Students feel inspired when they have to write about something that they know and they also feel it is theirs, even when students present a lack of interest in writing process, pupils develop, with a great attitude, writing activities about topics that concern to them such as: the history of the city they are living in, the tales that oldest people tell, and so on.

In regard to the use of magazine article, the students accepted the local magazine called *Hello Cucuta* which was used as an inspiration in order to write the articles. One of the article, written at the school, was chosen by the person in charge of the magazine, which will be published in the next edition of *Hello Cucuta magazine*.

Suitable strategies for learners

There are several activities that can be suitable for learners. Since the first observation done at the beginning of the integral practice, the teacher practitioner observed that the teacher used movies, oral presentations among other activities. In writing, activities related to competition and team work are the most suitable.

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In regard to competitions, students take an active role in which pupils want to show that they have some ability or to demonstrate who is better. Moreover, with competition learners always tend to finish the task given, to put it differently, it does not matter whether the turn they finish the task, for them it is more important to present the task.

Talking about team work, students tend to work in group when they have to present the writing activities. In the observation, the teacher in training could realize that as each students have different abilities, they tend to look for those who have the ability to be creative and also for those who have a good level in English.

The advantages of cooperative learning in writing process.

First of all, it is important to mention that students were interested in writing, because they were working in group, it does not matter whether the group was big or small. Even when others teacher used the grouping as a strategy of guiding classes, it is possible to say that students were motivated when they work in group due to the fact that they put their abilities and ideas to create something.

It is possible to say that one of the advantage of the cooperative learning is that students even when they are working in group can learn as an individual, that is to say that when they are working cooperatively, each student can learn from the other when they share knowledge. Another advantage of the cooperative learning is that students mostly socialize what they do, so that, pupils pay attention what other students are saying to learn and correct if they have a mistake.

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2.11.2 Results of questionnaire

The questionnaire was compound by twelve (12) questions, it was applied to the sample which was chosen randomly. The students answered the different question that the questionnaire had based on the experience they had in the process.

Demographic questions

In order to gather the demographic data, it was necessary to established two questions. This data allows to classify the students in their ages and genders.

1. How old are you?

Intervals: 15 16 17 Other

Table 4: Sample's Age

Items	
15	6
16	5
17	3
others	2

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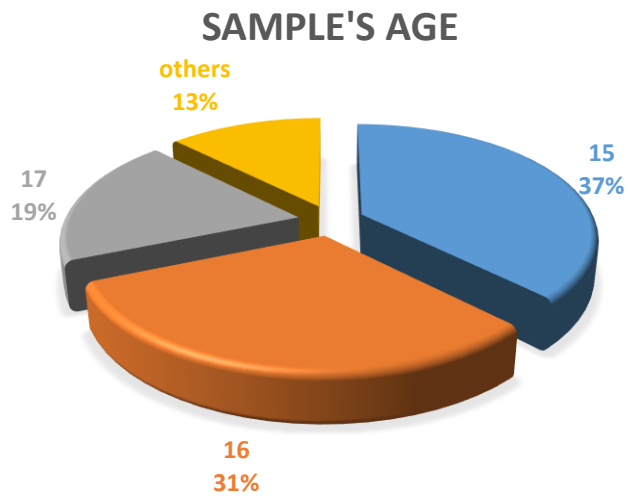


Figure 1 Sample's Age

According to the data gathered, and the graphic shown it is possible to say that 37% of the sample is in the age of 15 years old, 31% of the sample is in the age of 16 years old, 19% of the sample is in the age of 17 and just a 13% of the sample compound the other.

2. What is your gender?

Intervals: Male Female

Table 5 Sample's Gender

Items	
Male	6
Female	10

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GENDER OF THE SAMPLE

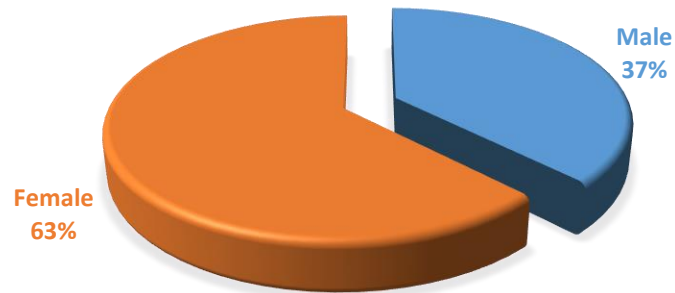


Figure 2 Sample's Gender

The previous graphic shows that the 63% of the sample was female, and the 37% was male. In this case, it is conceivable to say that the sample was mostly compound by females.

Results of the variables studied

In this section, all the question are explained one by one in order to be clear and also to show the analysis done in each question.

3. Which of the following activities do I perform well?

Table 6 Activity Performance

	<i>Items</i>	<i>Mode</i>
<i>Speaking</i>	1,1,1,2,2,2,2,2,2,2,2,3,3,3,3,4	2
<i>Reading</i>	1,1,1,1,1,1,2,2,2,3,3,3,3,3,4,4	1
<i>Writing</i>	1,1,1,1,2,2,2,3,3,3,3,3,3,3,4,4,4	3

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Listening 1,1,1,2,2,2,3,3,4,4,4,4,4,4,4

4

Based on the table above, it clearly show that the students prefer activities where they can read, that is to say that pupils like activities about reading comprehension, or simply activities where they can write from a reading activity. Moreover, students prefer activities where they can speak.

4. Ordering Statement according to importance given by the students

Table 7 Ordering Statements

	Items	Mode
I like the English classes where I can work with my classmates	1,1,1,1,1,1,1,1,2,2,2,3,3,3,5,5	1
I like the English classes where I work alone	1,1,1,2,4,4,4,5,5,5,5,5,5,5,5,5	5
When I have to write about a topic even when it is in another language	1,2,2,2,3,3,3,3,4,4,4,4,4,5,5,5,	4
I like writing	1,2,2,2,2,2,2,3,3,3,3,3,4,4,4,5	2
I think the English is easy to learn when it is with my classmates	1,1,1,1,2,2,3,3,3,3,3,3,4,4,4,4	3

Taking in to account the table shown before, it can say that students like the activities where they can work in group with their classmates. That is to say that learners do not like work alone in English classes, more when the activities are about writing.

5. Do I benefit to work in a cooperative way, in English?

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Intervals: Yes Not

Table 8 Cooperative Learning Advantage

Items	
Yes	15
Not	1

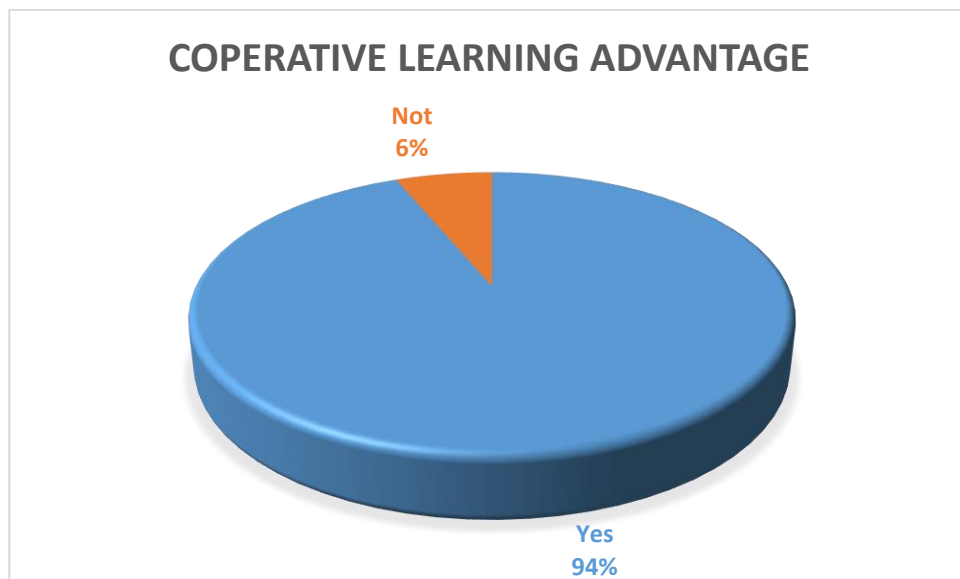


Figure 3 Cooperative Learning Advantage

Based on the graphic above, it is conceivable to say that a big part of the students think that work in a cooperative way is beneficial for the learning teaching process of writing in English. Just a small part of the students say that is not beneficial for the process.

6. Does it benefit to me work in English in a cooperative way?

Table 9 Cooperative Learning Advantage

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Items	
I learn new things from my classmates	12
I can produce short text	1
I am taken into account	
I apply my abilities and skills	2

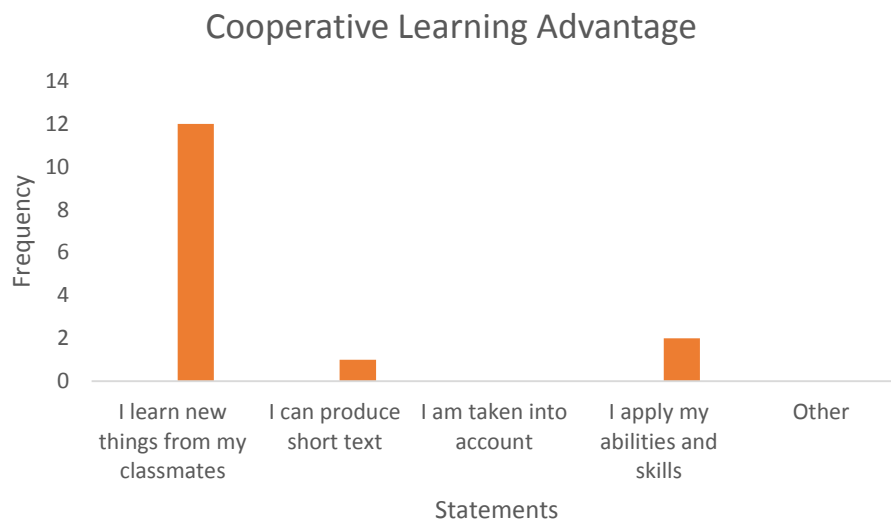


Figure 4 Cooperative Learning Advantage

It is clearly demonstrated on the table and also in the graphic that students say that when they work in group pupils can learn new thing for each other. In addition learners can apply their abilities and skills in the process of writing. It is evidenced that cooperative learning approach allows students share knowledge.

7. Does it not benefit to me to work in English in a cooperative way?

Table 10 Cooperative Learning Disadvantage

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Items	
I never arrange with my classmates	0
I am not taken into account	0
we always talk about everything less to the activity	0
I do not focus	1
other	0



Figure 5 Cooperative Learning Disadvantage

In this case, as one of the students says that work in a cooperative way is not beneficial for the English writing process, supporting that idea explaining that when he/she works in group he/she cannot be focused on the activity. In other words, when that student is working with other classmates they do other thing which have no connection with the task they are doing.

8. Do you thing that is good to work with magazine articles?

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Intervals: Yes Not

Table 11 Magazine Article Usage

Items	
si	14
no	2

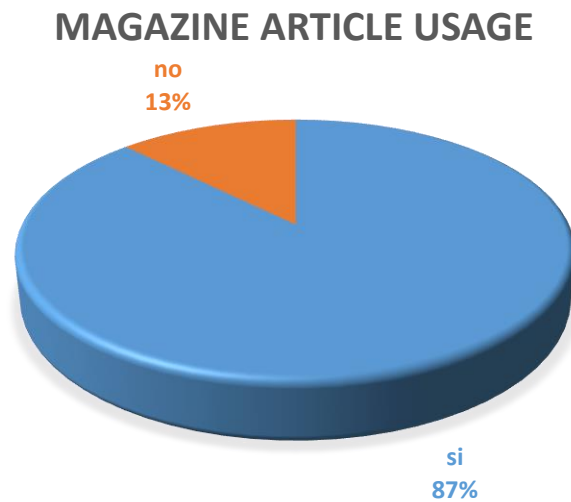


Figure 6 Magazine Article Usage

The question eight was asked to the students with the aim of knowing about the usage of magazine articles in writing process. Based on the graphic which represents the data gathered, learners say that it is good to work with magazine articles in writing production process, this is possible to say it because 87% of the students say yes, the other 13% denied that magazine article is good for writing process.

9. It is good to work with magazine articles because:

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Table 12 Advantage of Using Magazine Articles

Items	
it provides real vocabulary that allows us to write	9
it is known the global structure for a text	1
it gets acquire in a conscious and unconscious way the article structure	1
it can use articles as inspiration to produce other.	2
other	1

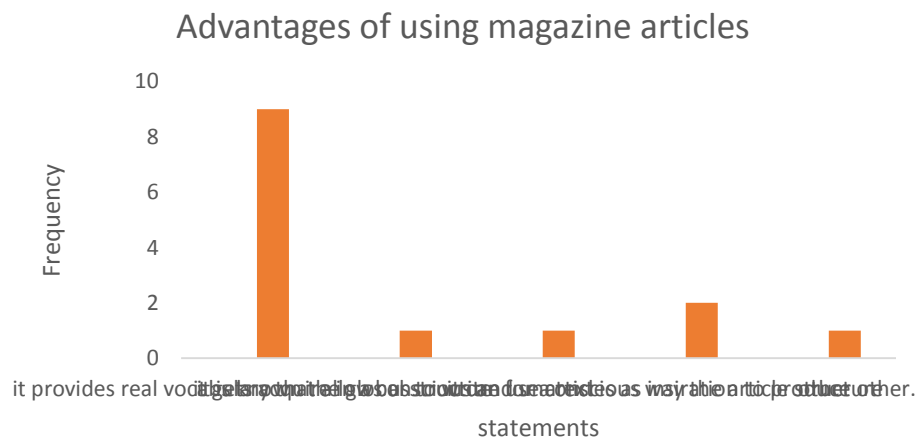


Figure 7 Advantage of Using Magazine articles

This question was planned in order to support the answer of the question 8 where it was asked about the usage of magazine articles. Taking into consideration the explanation before given and the graphic above, when it is used the magazine article in classes students can learn vocabulary which is also used in the writing they planned to do.

10. I do not consider that it is good to work with magazine articles because:

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Table 13 Disadvantage of Magazine articles

Items	
I do not understand the language	
as I cannot understand the language I cannot understand the structure	1
I have little knowledge about the topics to write my own article	
it does not generate inspiration to me	1

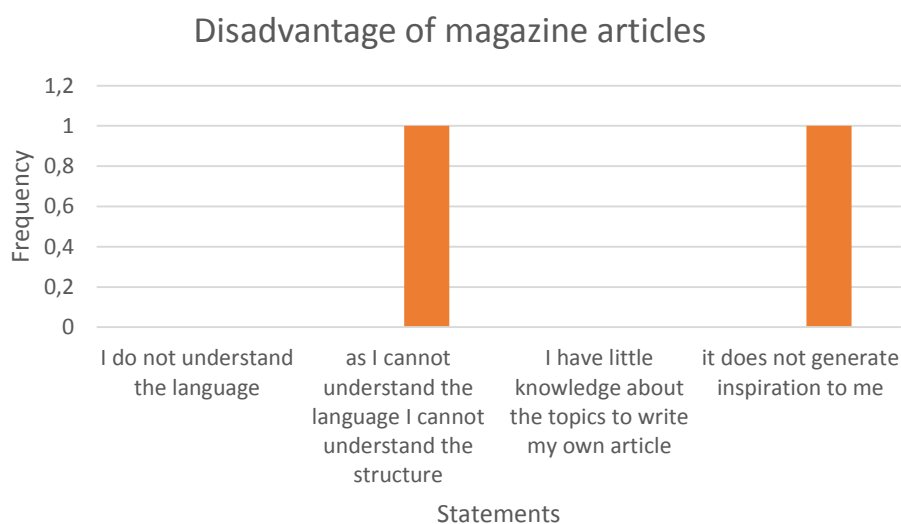


Figure 8 Disadvantage of Magazine articles.

Based on the graphic it is possible to say that the few percentage of students who think that magazine article are no good for the writing process because, first, they cannot understand the language and as they cannot understand it they also cannot understand the structure, second, magazine articles do not inspire pupils to write.

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11. Do you consider that writing process can be improved through cooperative activities?

Intervals: Yes Not

Table 14 writing process improvement through cooperative activities

Items	
si	16
no	0

WRITING PROCESS THROUGH COOPERATIVE



Figure 9 Writing Process through Cooperative

To the question “Do you consider that writing process can be improved through cooperative activities?” 100% of the students say that writing process can be improved through cooperative activities, due to the fact that cooperative activities help them to be better in the foreign language, that is to say that some of learners make mistakes or errors other can correct them, also, the can improve the communicative process in English.

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12. Do you consider that you have improved in your writing process?

Intervals: Yes Not

Table 15 Writing Process Improvement

Items	
si	14
no	2



Figure 10 Writing Improvement

The question twelve (12) was asked to the students in order to know the consideration they have about the process they were doing during the application of the integral practice. Thanks to the information gathered it is possible to say that a considerable percentage of students say that they have improved the writing process, due a different reasons such as: when pupils write articles they transmit that makes them to write better, in

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addition students have acquired vocabulary. Meanwhile, the rest of them have not improved it.

2.11.3 Results of Likert Scale

This section presents the result of the Likert Scale which was applied to the sample that was compound by 16 students. The Likert Scale was composed by 12 statements which are related to the variables. All the statements have five options to be chosen by the participants according to their opinion, such as: “Strongly Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”.

Table 16 Results of the Likert Scale

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	7	8	0	0	1
2	10	4	1	0	1
3	3	8	4	1	0
4	4	7	4	0	1
5	7	6	2	0	1
6	7	5	3	0	1
7	5	7	3	0	1
8	7	1	7	0	1
9	4	6	3	2	1
10	3	8	4	0	1
11	5	6	4	0	1

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12

5

6

3

1

1

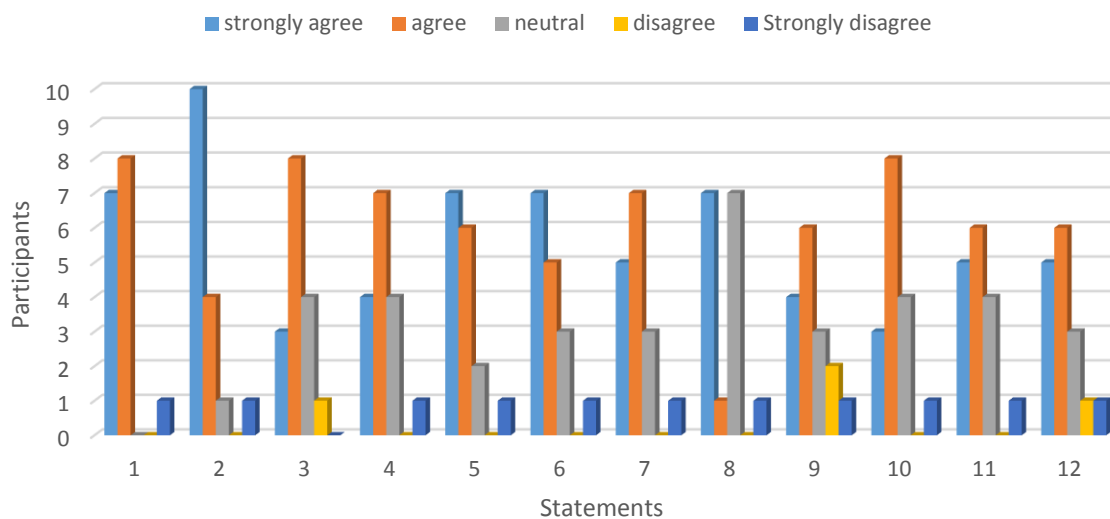


Figure 11 Result of Likert Scale

Taking into consideration the data gathered in the Likert Scale which was applied to the participants, it is possible to give some interpretation:

Statements 1: The first Statement in the Likert Scale was: “*Al trabajar con mis compañeros de clases construyo conocimientos en ingles*”. Based on the data gathered it can say that most of the participants are agree with the cooperative activities in writing process, even more in the second place it can see that students strongly agree too.

Statements 2: the result from this statement which is “*Al trabajar con artículos de revista reales, me permite extraer el vocabulario desconocido*”. In this statement most of the participants chose the option “Strongly Agree”, that is to say that in the in English classes where participants use real magazine articles they can extract vocabulary from the articles.

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Statements 3: Analyzing the results of this statement which is “*He desarrollado habilidades de escritura gracias a que he trabajado con artículos reales de revistas*”. It is possible to say that most of the participant developed some skills and abilities due to the fact that they have worked with real magazine articles. Also, participants expressed their interest in write articles like the ones they were using during the application of the integral practice.

Statements 4: Based on the results from this statement which is “*Desarrollo habilidades de escrituras mientras trabajo de manera cooperativa*”. It is conceivable to say that most of the participants agree with the development of the written skills and abilities while they are working in group, in a cooperative way.

Statements 5: The results for this statement which is “*He aprendido no solo la estructura de un texto sino también el proceso de escritura*”. It is possible to say that most of the students chose the option “Strongly Agree”. That is to say that participants have learned the structure and also the process that they have to follow to write.

Statements 6: taking into consideration the results from this statement which is “*Son las actividades grupales buenas para el fortalecimiento de las mis habilidades y de mis conocimientos*”. It is possible to say that even when the group was divided in the different options, most of the students stated in the option “Strongly Agree”

Statements 7: Analyzing the results from this statement which is “*Las actividades enfocadas a hablar sobre temas cotidianos y de interés común permiten la comunicación y el trabajo cooperativo entre compañeros además de la adquisición de la lengua inglés*”. Based on the data collected, it is possible to say that the interaction between participants

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allows them to communicate their ideas and also acquire the foreign language worked, due to the topics which are related to the daily life and common interest.

Statements 8: Taking into consideration the results of this statement which is *“Lidero actividades y escritos cuando debo hablar sobre tema que me competen, tales como hablar sobre el lugar donde habito”*. It is possible to say that, in the one hand a big number of participants are neutral in the leadership of activities where the topics are related to them. On the other hand, another big number of participants lead speaking and writing.

Statements 9: The results for this statement which is *“Mejoro mi escritura al realizar actividades de discusión donde se exponen temas de mi interés”*. It is possible to say that participants improve their writing process when they take an active role in activities where students have to discuss the topic which they are interested in.

Statements 10: Based on the results from this statement which is *“Mejoro en la producción escrita al realizar los procesos de escritura ya establecidos”*. It is possible to say that participant positively improve the writing production when they follow the stages already established.

Statements 11: Analyzing the results of the statement which is *“Realizo bueno escritos cuando me guían en el proceso de producción escrita ya sea un compañero o un supervisor, además de mejorar en la estructura delos escritos”*. It is possible to sat that the results are positive due to the fact that a big number of participants chose the option “agree”, followed by “strongly agree”.

Statements 12: Taking into account the results of this statement which is *“Mejoro la cohesión y la coherencia cuando leo artículos de revista de mi interés y escribo artículos*

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inspirado de ellos". It is possible to say that most of the participants chose the option "Agree" and "Strongly Agree", it can be interpreted from this results that when students read magazine articles they improve also the coherence and cohesion.

2.12 Conclusion and suggestion for further studies.

After the application of the instruments and also the analysis of the data gathered. It is possible to say that the question of the research component were successfully answered in a positive way, so that it is possible to give son conclusion.

As a general conclusion, it can be said that based on the results, it can be determined that cooperative activities influence in a positive way the English writing process, this can be demonstrated by first the results of the instruments applied, second, by the text and article made by them during the application of the integral practice.

Moreover, in this integral practice students took an active role in the development of the activities, classes and assessment that the teacher practitioner developed every time when they had English class. Also, all the objective of each class and activity were reached by the students and also by the teacher trainee.

To gather all the data it was necessary to apply more than one instrument, in this integral practice, three instruments were applied, first, the classroom observation at the beginning of the integral practice and during the application of the activities; second, the questioner compound by 12 question related to the variables; finally, the Likert Scale which is composed by 12 statements which every statement has five options. All the instruments shows positive data that allows to say that participants had a positive perspective in front of the variables studied.

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In regard to the recommendation for further researches, it is necessary that time was the unique limitation and biggest one. It is suggested for other researchers who want to work in the same issue that organize the time in order to apply more than four activities. It is founded on the writing stages proposed by some academics. Also, it is recommended to work deeply in this level.

It is recommended to the teachers can include more activities about writing production to make the students conscious in the writing process, in that way student can produce simple and short text that allow them to be able to write bigger text. It is possible to say that those activities are better carried out when it is used an approach like cooperative.

Finally, whether other researchers want to work in the same issue with the same variables, it is suggested that different types of cooperative learning activities can be developed, however, it is important to know what activities are the suitable for the group in order to encourage students in the process.

CHAPTER 3: OUT REACH COMPONENT

In this component it will be explain in details some extra activities focused on the whole community, those activities were applied by the teacher practitioner to help students not only to see learn English but also to help them to learn more about music and the history of the country they are living in.

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3.1 Introduction of the out-reach component

The out-reach component activities were focused on developing several activities that include the whole educative community which is part of the General Santander School. The two main activities that were developed by the teacher in training were French classes for 11c grade and Music classes in English for all the students who were part of the contest called *La Voz Colgesan*.

This out-reach component was planned by the teacher practitioner with the intention of involving the whole community, such as: parents, students, teachers, and administrative, into extra scholar activities different from the academic ones. However, the activities were center on the students.

3.2 Justification to the out-reach component

“French Classes” is a class activity created in order to give students the opportunity to know another language different from English and Spanish, also because students suggested to the teacher practitioner. This type of activity is proposed as a way to involve students into the foreign cultures.

The reason why this type of activity was suggested was because first the students suggested and also tenth and eleventh grades students, in the fourth term, were completed free due to the fact that the teacher in charge uses movies as a technique in that last term. As General Santander School had a double journey it was impossible to carry out the activities in the afternoon.

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The idea of developing an French Classes was because in that way students were going to an active role in learning foreign languages, that is to say, pupils were not only going to be focused on English but also in another language like French.

3.3 Objectives of the out-reach component

3.3.1 General objective

To carry out extra scholar activities such as: “French classes”, “Music Classes” and “Flag raising” that involves students’ participation.

3.3.2 Specific objectives

To select the topics for French classes

To arrange the schedule with the students and the teacher in charge for French classes

To measure student in music in audition

To choose the music exercise for each student.

To train students before the event *La Voz Colgesan*

To organize the Flag Raising.

To decide the dancing for students’ participation in the Flag Raising

3.4 Methodology

The methodology of this component is focused on explaining in detail the events that were carried out at the General Santander School by the teacher trainee. Moreover, it explains how and when the activities were developed.

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As in the last semester there was a national strike where almost all the teachers were stopped all the academic activities, the school had no activities schedule, so that administrative and teachers organized the most important ones. In addition to this, the activities were fastened to any change.

3.5 French Classes

At General Santander School there are in tenth and eleventh grades three groups, two of them are technical ones, that is to say, students focus on a specific course guided by *El SENA*, in this case the school offers two courses, such as: System and Entertainment. The other grade is academic. The last one group as is academic, students have more English hour than the other one.

One of the three hours, which are established by the school for this group, is used by the teacher in training to guide the French classes. The topics guided by the teacher practitioner were, the greeting and farewell in French, the important sound in French and the two principle verbs.

3.6 Flag Raising in Honor to Cartagena

The second extra scholar activity where the teacher practitioner were involved as an organizer was the Flag Raising. The event was scheduled to be carried out on November 10th but due to the fact one of the English teachers in charge of the event was not going to be there in that date, it was necessary to change it, finally, the event was performed on November 14th. In this event all the teacher practitioner were involved. In this case, the teacher practitioner was in charge of the decoration and also one point about dancing.

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The main purpose of this event was to establish some important historical fact about Cartagena, in other words, the event presented a complete information about what happened in Cartagena and why Cartagena was so important. Moreover, this event tended to highlight the historical fact that helped Colombia to be a free country.

It was presented all the historical characters related to Cartagena, and at the same time what their role were in the history. Also, in this same section students presented the explanation of the history, why Cartagena was important, because there are not other places that history talks about the slave and colonization.

After the presentation of the principal character and the explanation of the history, students performed dancing shows related to Cartagena, such as : *Mapale*, *Champeta* etc... also other rhythms like folkloric carnival of Barranquilla dancing. Finally, some musical interventions were carried out during the entire development of the event. The foundation *Batuta* were in charge of that.

3.7 La Voz Colgesan

In this activity the teacher practitioner started as a judge where some students were going to perform a song in front of him/her and the other two judges. All the students in the morning who wanted to sing and showed their talent filled a format in and then waited for their turn. Once the auditions were over, the teacher practitioner that also was a judge started with the training, that is to say that the teacher trainee became into a vocal coach. Three were taken by the vocal coach to help all the sixteen students that were selected in the audition. For the next part of the event all the sixteen students prepared a song in order to be recorded and then uploaded on YouTube. Where all the school and also any people

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can watch the video and click on like. Six students were chosen by the public who had to prepare another song and sang in front of the judges again to choose only one winner. The winner was going to record the anthem of the school.

CHAPTER 4: ADMINISTRATIVE COMPONENT

In this chapter the researcher seeks to presents some information about the school and also the aspect to take into account to plan the cases.

4.1 Introduction of the Administrative Component

As it was mention in other components this research project was applied in the school called General Santander. This chapter seeks to present information in details about the school previously mentioned, that is to say, this chapter is focused on the philosophy, ideology, rules that is used in order to manage the school an all concerned to the school.

One of the first steps of this project was the implementation of an institutional observation during the first week where the researcher recognizes the location, vision, mission, coordinators, teacher, symbols, historical guideline of the school. Furthermore, this administrative component mention the list of the groups who this project worked with. Most of this information is contained in the PEI “Proyecto Educativo Institucional” which not only have the information mention before but also all the policies of the Ministry of Education.

Finally, it is necessary to take into consideration that the teacher practitioner was directly involve just with the high school, as the school has three branches called, Francisco de Paula Santander y Pedro Fortul, those two branches are in charge of kinder garden and

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primary school. Also, it is important to point out that the school has a chronogram for this year which is not over yet, academic schedule for the school and the group schedule.

4.2 Justification of the Administrative component

At the very beginning of this process of researching the teacher practitioner guided an observational process where it was necessary to know some important aspects about the institution, for instant, the educational community such as the principle, coordinators, teachers, students, parents and the ones who are part of the administrative. Due to the fact that the teacher trainee needed to know how the school worked and the people who were part of the educational community.

Nonetheless, it was also important to remark the schedule and the list of the courses in the administrative component before the teacher started planning the activities for the learners. In this case the researcher needed to clarify the doubts about the profile of the students, philosophy, and the pedagogical approach used in it, all them posted on the PEI.

4.3 Objectives of administrative Component

4.3.1 General Objective

To identify the main aspects of the Proyecto Educativo Institucional (PEI) at General Santander School.

4.3.2 Specific Objectives

- To identify the government structure of the institution as the philosophy, the mission and the vision.

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- To examine the calendar established by the school, the students list and the members of the institution.
- To have a more detailed information about the conformation of the institution.

4.4 Institutional observation

4.4.1 Topographic location of the school

General Santander School is a public school, located on 8-14, 6th street in Gramalote Neighborhood, Villa del Rosario, Norte de Santander, Colombia. The educational institution General Santander is a public school legally approved by the secretariat of Education, it provides formal education in the levels of preschool, basic education, primary and secondary, academic media and technic media in accordance with the requirements of the General Education law No: 115

The school operates from 6:15 a.m. to 12:15p.m. Regarding to the physical resources, the school General Santander has (2) patios. In the first patio there are administrative spaces, they are two rooms of warehouse, (2) secretary office, (1) principal office, (2) coordinator office, (1) teachers room with television, (1) office for typing and note processing, (1) orientation office. Besides, this school has general service spaces, (1) teachers bathroom, (1) school store, (1) physical education materials room, (16) rooms for students, (1) biology and chemistry laboratory, (1) physic laboratory, (2)) system office, (1) library, (1) classroom for investigation (Enjambre project), (1) bilingual classroom, (1) classroom called ``Punto vive digital Plus``.

Table 16 Institucional Secondary Schedule

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1 HOUR	6:15 a.m. to 7:10 a.m.
2 HOUR	7:10 a.m. to 8: 05 a.m.
3 HOUR	8:05 a.m. to 9:00 a.m.
BREAK	9:00 a.m. to 9:30 a.m.
4 HOUR	9:30 a.m. to 10:25 a.m.
5 HOUR	10:25 a.m. to 11:20 a.m.
6 HOUR	11:20 a.m. to 12:15 a.m.

4.4.2 Identification of the authorities

At the General Santander School there are two main coordinators, one in the morning and one in the afternoon, due to the fact that the school has two journeys. In the morning, is Arturo Ortiz, and in the afternoon is Israel Arias.

This school has some level of authorities. In the first places, the direct authority is the teacher in charge of the classes. In the second place the holder teacher who controls the discipline in the group. In the third places, the coordinators who control almost everything related to the academic and discipline in the school. In the fourth places, the principle, who is also the legal representative. Finally, the Direct Council.

4.5 P E I

To give academic formation, intellectual formation, research formation, the Watchword of this institution is Virtue, God and Science.

Mission

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The school General Santander is an official School that offers and guarantees the social educational service in the levels preschool, basic education, primary and secondary, academic media and technic media through integral programs based on forming students in labor competences developing the aims and foundations of Colombian education.

Vision

The school General Santander from the municipality of Villa del Rosario is going to be recognized in 2019 for its leadership in providing educational service with quality in the border area. Promoting the research as Pedagogical strategy supported by IEP in the TICs, values of integral formation, respecting the principles of diversity and vulnerability, forming students with humanistic and technological knowledge, students develop the capacity of improving their quality of life and their social environment.

4.6 Legal Situation

This Student Handbook is based on the following laws:

- The Constitution, which directs the life and actions of people.
- The Universal Declaration of Human Rights.
- Disciplinary Procedures Law 734
- Law 115 or General Education Act of 1994 and Regulatory Decrees Ongoing.
- Law 715 of December 21, 2001. - Resolution 3055 December 12, 2002. - Decree 1860 of 1994.
- Act January 12, 1991. 22 Conventions on the Rights of the Child.

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- Decree 1108 of May 1994 in the 3rd chapter for educational purposes, prohibited in all educational institutions of the country the possession and consumption of narcotic drugs and psychotropic substances.
- New juvenile code.
- Decree 1278 of 2002.
- Decree 1850 of 2002.
- School and working hours are regulated - Decree 0230, 2002-evaluation and promotion of pupils.
- Statements of the Honorable Cortes.
- Act 1620 of April 2013.
- Law 30 of 1992. - Act 749, 2002
- Decree 2216 2003.
- Regulatory Decree 1965 law 1620

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4.7 Students' Schedules

General Santander School					
10th 01 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:15 – 7:10	Química	Informática	Edu. Física	Ingles	Técnica
7:10 - 8:05	Sociales	Informática	Edu. Física	Ingles	Técnica
8:05 – 9:00	Religión	Lengua Castellana	Filosofía	Biologia	Técnica
9:00 – 9:30		DES	CAN	SO	Técnica
9:30 – 10:25	Ética	Lengua Castellana	Química	Lengua Castellana	Técnica
10:25 - 11:20	Física	Matemáticas	Artística	Matemáticas	Técnica
11:20 – 12:15	Filosofía	Matemáticas	Física	Matemáticas	Técnica

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10th 02 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:15 – 7:10	Sociales	Matemáticas	Lengua Castellana	Técnica	Matemáticas
7:10 - 8:05	Química	Matemáticas	Lengua Castellana	Técnica	Matemáticas
8:05 – 9:00	Informática	Ingles	Biología	Técnica	Quimica
9:00 – 9:30		DES	CAN	SO	
9:30 – 10:25	Informática	Ingles	Religión	Técnica	Filosofía
10:25 - 11:20	Ética	Edu. Física	Física	Técnica	Fisica
11:20 – 12:15	Lengua Castellana	Edu. Física	Filosofía	Técnica	Artistica

General Santander School					
10th 03 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:15 – 7:10	Lengua Castellana	Edu. Física	Química	Religión	Ingles

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7:10 - 8:05	Ingles	Edu. Física	Química	Ética	Ingles
8:05 - 9:00	Química	Matemáticas	Física	Matemática	Lengua Castellana
9:00 - 9:30		DES	CAN	SO	
9:30 - 10:25	Artística	Matemáticas	Física	Matemática	Lengua Castellana
10:25 - 11:20	Física	Biología	Ciencias Políticas	Informática	Filosofía
11:20 - 12:15	Ciencias Políticas	Filosofía	Sociales	Informática	Biología

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General Santander School					
11th 01 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:15 – 7:10	Técnica	Filosofía	Matemática	Física	Química
7:10 - 8:05	Técnica	Religión	Matemática	Filosofía	Lengua Castellana
8:05 – 9:00	Técnica	Informática	Ingles	Edu. Física	Matemática
9:00 – 9:30		DES	CAN	SO	
9:30 – 10:25	Técnica	Informática	Ingles	Edu. Física	Matemática
10:25 - 11:20	Técnica	Química	Lengua Castellana	Biología	Ética
11:20 – 12:15	Técnica	Física	Lengua Castellana	Artística	Sociales

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

General Santander School					
11th 02 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:15 – 7:10	Ética	Técnica	Biología	Filosofía	Física
7:10 - 8:05	Matemáticas	Técnica	Física	Religión	Artística
8:05 – 9:00	Matemáticas	Técnica	Química	Informática	Ingles
9:00 – 9:30		DES	CAN	SO	
9:30 – 10:25	Lengua Castellana	Técnica	Sociales	Informática	Ingles
10:25 - 11:20	Filosofía	Técnica	Matemática	Edu. Física	Lengua Castellana
11:20 – 12:15	Química	Técnica	Matemática	Edu. Física	Lengua Castellana

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

11th 02 Grade Schedule					
Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:15 – 7:10	Informática	Ingles	Biología	Lengua Castellana	Edu. Física
7:10 - 8:05	Informática	Ingles	Ética	Lengua Castellana	Edu. Física
8:05 – 9:00	Lengua Castellana	Física	Matemática	Ingles	Artística
9:00 – 9:30		DES	CAN	SO	
9:30 – 10:25	Matemática	Religión	Matemática	Física	Química
10:25 - 11:20	Matemática	Ciencias Políticas	Filosofía	Física	Química
11:20 – 12:15	Biología	Química	Sociales	Ciencias Políticas	Filosofía

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4.8 Students List**10th 01 Grade Students' lists**

No	STUDENTS NAMES
1	ACUÑA CARRILLO DARLY YALITZA
2	AFANADOR REYES BRENDA GABRIELA
3	BARRERA PRADA ANGELA SOFIA
4	BENITEZ PORTILLA JHON STIVEN
5	BLANCO MARTINEZ JEAN PABLO
6	CONTRERAS REYES LUISA FERNANDA
7	CUEVAS CARDENAS MARIA FERNANDA
8	DELGADO ORTEGA DULFAY YORGELYS
9	DURAN BAUTISTA ROBERTH EDINSON
10	FERREIRA ZAMBRANO TANIA MICHELL
11	FLOREZ FLOREZ DANIELA VALENTINA
12	GARCIA URBINA BRAYAN JESUS
13	GUALDRON HURTADO YESID ROMARIO
14	LINDARTE SALAZAR SHARON NATHALIA
15	MANZANO FORERO NATALIA
16	MEJIA ROJAS DEIVY ADRIAN
17	MESA NUÑEZ KAREN DAYANA
18	MISSE MARTINEZ MARWEL MICHEL
19	MODERA OMAÑA DANNA MICHELLE

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20	MUÑOZ MONTOYA KARLA DANITZA
21	PARDO MENDOZA MARIAJOSE
22	PEÑA MEDRANO JOHAN URIEL
23	PINEDA GALEANO JUAN CARLOS
24	POSSO CASTELLANOS DANIEL ANDRES
25	QUINTERO JAIMES LEON EDUARDO
26	RESTREPO CLARO ANGEL ESTEBAN
27	RINCON RAMIREZ JAMMES SEBASTIAN
28	SANCHEZ BONILLA ANDREA LISETH
29	SANCHEZ GONZALEZ JHON SEBASTIAN
30	SANTIAGO GUTIERREZ BREYNI NAIBETH
31	SOTO GOMEZ ANGIE TATIANA
32	TRUJILLO CONTRERAS TATIANA MARIA
33	VILLAMIZAR GUIO LUIS ANGEL

10th 02 Grade Students' lists

No	STUDENTS' NAMES
1	ALMEIDA VALDERRAMA KAROL ANDREA
2	ALVAREZ BARAJAS EMERSON
3	BAUTISTA SEPULVEDA NEYKER YUSLEBERSHON
4	BONILLA LOPEZ CRISTIAN JESUS
5	CAPACHO BALSECA ARNOLD SNEIDER

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6 CARDENAS GUERRERO MARYIT LEONOR

7 CARREÑO LOPEZ YENNY PAOLA

8 CARREÑO MOJICA SANDRA EUSMENIA

9 CASTRO VELASCO PRISCILA ELIZABETH

10 CORZO MARTINEZ YADISA ALEXANDRA

11 CHACON HERNANDEZ YIRLY ANYELY

12 DA SILVA GONZALEZ CARLOS ALEJANDRO

13 DIAZ CAÑAS JUANA DANIELA

14 GARCIA PRIETO JHOINER ANDRES

15 GARZA ARDILA EMILY MARIA

16 GARZA SANDOVAL LIZETH YULIETH

17 HERRERA NAVAS DIANA CAROLINA

18 JAIMES LEAL ADRIANA LUCIA

19 MONSALVE MARTINEZ ANDREA PATRICIA

20 OCHOA SARMIENTO SHIRLEY YULIETH

21 OLARTE MARQUEZ ADRIANA CAROLINA

10th

22 QUINTERO SOTO JUAN PABLO

03

23 MENDOZA JAIMES ANGIE DANIELA

24 QUIROZ SUAREZ DANNA ALEXANDRA

25 RAMOS GONZALEZ SIDNEY YULIANA

26 RIVADENEIRA MENDOZA JERLY JHOSSANY

27 RINCON CARDENAS PAULA GABRIELA

Grade Students' lists

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

28 RIVERA HERNANDEZ DALY TATIANA

29 RODRIGUEZ CARDOZO ANGELY TATIANA

30 RODRIGUEZ RAMIREZ CARLOS ANDRES

31 RODRIGUEZ RIAÑO JULIANA PATRICIA

32 RODRIGUEZ QUINTERO WENDY JHULITZA

33 ROMERO ROJAS JHAROLD EMILIO

34 SANCHEZ MACHADO SHARID ALEJANDRA

35 URBINA MENDOZA ANGIE NATALIA

36 VALERO LEON CRISTIAN ARLEY

37 SANCHEZ VERA BREYDA GISET

38 SANCHEZ PANQUEVA LISSETT MARIANA

No STUDENTS' NAMES

1 ACEVEDO VILA MICHELL ALEXANDRA

2 ACEVEDO VILA YULIANA ESTEFANIA

3 ACUÑA GALVIS JAVIER ANTONIO

4 ARREDONDO BAUTISTA MARIA FERNANDA

5 CARVAJAL HERNANDEZ YARITZA

6 CASTELLANOS DIAZ TIBIZAY

7 CHACON GUERRERO VANESSA ALEXANDRA

8 CORREA VARGAS GREICY ALEJANDRA

9 CUADROS ALVARAN MANUEL ALEJANDRO

10 CUADROS HERNANDEZ KAROLAY CATALINA

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

11 CUELLAR PEREZ YOHAN GERARDO

12 DELGADO SALAZAR STEFANNY DAYANA

13 GALLEGO LOAIZA MARIA ISABELLA

14 GONZALEZ PEÑARANDA JHONATAN CAMILO

15 GUZMAN DELGADO SAMUEL DAVID

16 HERNANDEZ FUENTES DARLIN MELISA

17 LAGUADO DUARTE RONALD RIVALDO

18 LIZCANO PRADA OLDY THAYLIN

19 LIZCANO RUEDA JOEL ALBERTO

20 LOPEZ ACEVEDO ENGELBERT SEBASTIAN

21 MANRIQUE JAIMES NAYHELY JARITZA

22 MANRIQUE JAIMES JOSE JULIAN

23 MANRIQUE SEPULVEDA MILLER JESUS

24 MENDEZ GALVIS MARIA CAMILA

25 MENDOZA JAIMES YAINER GABRIELA

26 NUÑEZ CARO KAREN DAYANA

27 PARRA MOJICA JULIET VALENTINA

28 PEÑA ESTEVEZ NATALY YULIETH SELENA

29 PERALTA DIAZ LAURA LUCIANA

30 REYES SIERRA BRITNEY SARAY

31 RONDON RIVERA ZARETH JHULIANA

32 RUBIO FERRER GISELL DANIELA

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

33 SABINO CASTRO ANGEL GABRIEL

34 SABOGAL ESTUPIÑAN JUAN CARLOS

35 SAYAGO GONZALEZ ALBA ROCIO

36 TARAZONA CHAPARRO BRAYAN SEBASTIAN

37 TELLEZ IBAÑEZ LAURA MERCEDES

38 VEGA MORALES JOSE MANUEL

39 VELANDIA RAVELO JULIANA VALENTINA

40 VERA GARZON JAVIER HUMBERTO

41 VILLALBA ORTIZ ALVARO ANDRES

42 VILLAMIZAR VILLANUEVA DANIEL FERNANDO

43 VIVIESCAS LOPEZ JORGE LUIS

11th 01 Grade Students' lists

No	STUDENTS' NAMES
----	-----------------

1	ARIAS TOSCANO MIGUEL ANGEL
---	----------------------------

2	BOTELLO BETANCOURT LIZETH KARINA
---	----------------------------------

3	BOTHIA DURAN ROGEIRO ALDAIR
---	-----------------------------

4	CASTRO DIAZ MARIETT ORIANA
---	----------------------------

5	CORREA SANCHEZ DAILYN ASTRID
---	------------------------------

6	FESTER DIAZ PAULA ANDREA
---	--------------------------

7	GONZALE BECERRA ANGIE PAOLA
---	-----------------------------

8	GUTIERREZ BLANCO CRISTIAN ADRIAN
---	----------------------------------

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

9	ISCALA RODRIGUEZ SHARLEY DIMARAY
10	LIZARAZO GODOY JOSE DANIEL
11	LOPEZ SALAMANCA SEBASTIAN FELIPE
12	MARQUEZ MEDINA JAVIER ALONSO
13	MEDINA ESPINEL JESUS MANUELLE
14	MELGAREJO CRISPIN DELTON ORALDO
15	MOJICA ALONSO KAREN LISETH
16	MOLINA ALVAREZ JHONY BARNEY
17	MOLINA ALVAREZ JULIAN ENRIQUE
18	MONTOYA DIAZ NATALIA ALEXANDRA
19	ORTIZ ROJAS ROSA OMAIRA
20	PEREZ DIAZ ANGIE DANIELA
21	PINTO MOGOLLON MARIA FERNANDA
22	QUIROS HERNANDEZ KARIME LORENA
23	ROJAS MOJICA DIVIER ANDRES
24	SAAVEDRA ORTIZ DANNA VALENTINA
25	SOLANO PRIETO JOSE ENRIQUE
26	WILCHES PEREZ SERGIO VLADIMIR

11th 02 Grade Students' lists

No	STUDENTS' NAMES
----	-----------------

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

1 ALDANA CHINCHILLA BREYNER ENOC

2 AMAYA MALDONADO RAY STEVENSON

3 AMAYA OBREGON LESLIE KATHERINE

4 ANTOLINEZ SUAREZ ANDERSON DAVID

5 ARAQUE SANDOVAL MILDRETH YARITZA

6 ARIAS LARGO LESLY YAJAIRA

7 BAEZ RUEDA JUAN SEBASTIAN

8 BARRERA SEPULVEDA ANGELY NAILY

9 DIAZ ORTIZ VALERIA ALEXANDRA

10 GARCIA BUSTOS DIANA YELITZA

11 GARZA MOJICA MICHELL KATERIN

12 JIMENEZ VERA VICTOR MANUEL

13 LUNA HERNANDEZ CAMILA ANDREA

14 NIÑO RAMIREZ KAROL VANESSA

15 PABON CERQUERA KEN NICOLAS

16 PATIÑO RAMOS MARYELLI

17 PEÑARANDA EUSSE CAREN MARIAN

18 PEDRAZA SARABIA VANLLY NATALY

19 SALAZAR MENDOZA JUAN DAVID

20 SANDOVAL ROJAS JHOCELYN JOHANNA

21 SEQUEDA VILLARRAGA FRANCY LIZETH

22 SOTO NIÑO HAROLD STEVEN

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

23 ACTUALIZADA

11th 02 Grade Students' lists

No	STUDENTS' NAMES
1	ACOSTA RIVERA SHARON GABRIELA
2	BALCARCEL QUINTERO DANNA MARCELA
3	BLANCO DALLOS JOSE ROSARIO
4	CARRILLO LASSO FABIAN ALBERTO
5	CUEVAS MORENO JONNATHAN MOISES
6	FLOREZ RAMOS CAMILO ANDRES
7	GELVEZ MIRANDA SIMON DAVID
8	HERNANDEZ VILLAMIZAR ROSA DANIELA
9	HORTUA HERNANDEZ YERSON ALEXANDER
10	MONSALVE ALMEIDA CRISTIAN JOSE

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

11 MONTAGUTH VERGEL MARIA DEL ROSARIO

12 MORA CAMERO WILMER ARLEY

13 PARRA GUEDEZ ZOLANGHER GENEZARET

14 PEÑARANDA FLOREZ BREINER ARTURO

15 PRADA RODRIGUEZ ANA JAHAIRA

16 PINTO CHALARCA JENNIFER ANDREINA

17 RIVERA MORA DAYRON GABRIEL

18 SUAREZ MORALES MICHEL ALEXANDRA

19 TARAZONA MONCADA CRISTIAN ESTEVEN

20 TOSCANO HUERTAS STEPHANNY

21 VACA SANTIAGO LUNA CRISLEY

Teacher List

LUZ ESTELLA DELPINO ROMERO

FABIOLA ACEVEDO RODRIGEZ

ROSA DELIA ALVAREZ MENDOZA

MIRIAM CHAUSTRE

ELIZABETH BARBOSA BLANCO

PREDO JESUS BOTIA VERA

JULIO RUBIO

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

ALVARO EDISON MARTINEZ

JOSE ANTONIO CHIA JAIMES

SONIA AMPARO DUARTE

ANA JOSEFA FLOREZ FUENTES

ALBERTO DIAZ

ELKIN HENRRY TAVAREZ

ROSA MONICA ESCALA TOBITO

EDGAR ARTHURO PARADA LEAL

ALEJANDRA PEÑALOZA BARRERA

CARMEN CECILIA PEÑARANDA

DORIS CECILIA ALVAREZ

ALEJANDRO PATIÑO CAMARGO

ALVARO RIOS OVALLOS

FREDY JESUS SOLANO GAMBOA

GLORIA AIDE ZAPATA PARADA

LEDDY ESPERANZA VALENCIA GOMEZ

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

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Appendices

Appendix A: Letter of presentation

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

Appendix B: Teacher Practitioner' Attendance

INSTITUCIÓN EDUCATIVA GENERAL SANTANDER
MUNICIPIO DE VILLA DEL ROSARIO

FA00901
Fecha: 12-07-2010

874

Código


Registro de Asistencia

Página

Estudiante Practicante: Alfonso A. Varela Carrillo

Fecha	Hora de entrada	Horas de Salida	Firma Estudiantes Practicante	Firma del Docente Supervisor
27/Sept	6:10 am	12:10 pm	[Signature]	[Signature]
28/Sept	6:10 am	12:11 pm	[Signature]	[Signature]
29/Sept	6:10 am	12:10 pm	[Signature]	[Signature]
2/oct	6:10 am	12:10 pm	[Signature]	[Signature]
3/oct	6:10 am	12:10 pm	[Signature]	[Signature]
4/oct	6:10 am	12:10 pm	[Signature]	[Signature]
5/oct	6:10 am	12:10 pm	[Signature]	[Signature]
6/oct	6:10 am	12:10 pm	[Signature]	[Signature]
7/oct	6:10 am	12:10 pm	[Signature]	[Signature]
10/oct	6:10 am	12:10 pm	[Signature]	[Signature]
11/oct	6:10 am	12:10 pm	[Signature]	[Signature]
12/oct	6:10 am	12:10 pm	[Signature]	[Signature]
13/oct	6:10 am	12:10 pm	[Signature]	[Signature]
16/oct	6:10 am	12:10 pm	[Signature]	[Signature]
17/oct	6:10 am	12:10 pm	[Signature]	[Signature]
18/oct	6:10 am	12:10 pm	[Signature]	[Signature]
19/oct	6:10 am	12:10 pm	[Signature]	[Signature]
20/oct	6:10 am	12:10 pm	[Signature]	[Signature]
23/oct	6:10 am	12:10 pm	[Signature]	[Signature]
24/oct	6:10 am	12:10 pm	[Signature]	[Signature]

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

		Código	
Registro de Asistencia			
		Página	

Estudiante Practicante: Wilman A. Varada Canillo.

Fecha	Hora de entrada	Horas de Salida	Firma Estudiantes Practicante	Firma del Docente Supervisor
28/August	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
29/August	6:20 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
31/August	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
1/Sept	6:20 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
4/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
5 th /Sept	6:20 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
6 th /Sept	6:20 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
7 th /Sept	6:20 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
8 th /Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
11 th /Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
12 th /Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
14/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
15/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
18/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
19/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
20/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
21/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
22/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
25/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>
26/Sept	6:10 am	12:10 pm	<i>Wilman A. Varada Canillo</i>	<i>Fabiola J. Pedro R</i>

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

INSTITUCIÓN EDUCATIVA GENERAL SANTANDER
MUNICIPIO DE VILLA DEL ROSARIO

Código:
 FAnnos:

DAN

Registro de Asistencia

Código

Página


Estudiante Practicante: Alfelman A. Varada Camilo

Fecha	Hora de entrada	Horas de Salida	Firma Estudiantes Practicante	Firma del Docente Supervisor
25/Oct	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
26/Oct	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
27/Oct	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
30/Oct	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
31/Oct	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
1/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
2/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
3/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
6/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
10/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
14/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
15/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
16/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
17/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
20/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
21/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
22/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
23/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>
24/Nov	6:10 am	12:10 pm	<i>[Signature]</i>	<i>[Signature]</i>

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

Appendix C: Observation Format

PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS EXTRANJERAS
UNIVERSIDAD DE PAMPLONA



OBSERVACIÓN DE CLASE

Profesor: Wilman A. Varela Cañillo Fecha: _____ Hora: _____
 Observador (s): _____ Grado: _____

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

COMPONENTE METODOLÓGICO					
El profesor...		N	AV	CS	S
1	Sigue el plan de clase				✓
2	Explica claramente los objetivos de la clase				✓
3	Desarrolla actividades de acuerdo con los objetivos del plan de clase				✓
4	Privilegia la integración de las competencias comunicativas				✓
5	Privilegia los diferentes estilos de aprendizaje (visual, receptivo, auditivo, motor, etc)				✓
6	Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				✓
7	Utiliza variedad de material didáctico y/o auténtico				✓
8	Tiene en cuenta los diferentes estilos de aprendizaje				✓
9	Centra el desarrollo de la clase en si mismo	✓			✓
10	Centra el desarrollo de la clase en los estudiantes				✓
Comentarios _____					

COMPONENTE DE INTERACCIÓN					
El profesor ...		N	AV	CS	S
1	Facilita la participación de todos los estudiantes				✓
2	Da instrucciones precisas a los estudiantes				✓
3	Da tiempo suficiente a los estudiantes para que respondan				✓
4	Propicia actividades que involucran el trabajo en grupo				✓
5	Orienta el trabajo de los estudiantes (individual y grupal)				✓
6	Corrige los errores de los estudiantes				✓
7	Refuerza continuamente el aprendizaje de los estudiantes				✓
8	Circula por el aula atendiendo las necesidades de los estudiantes				✓
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				✓
Comentarios _____					

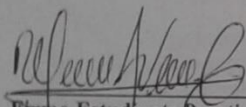
COMPETENCIAS COMUNICATIVAS					
El profesor ...		N	AV	CS	S
1	Privilegia una auténtica interacción comunicativa				✓
2	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)				✓
3	Domina los contenidos trabajados durante la clase				✓
4	Se expresa correctamente en forma oral en la lengua extranjera				✓
5	Se expresa correctamente en forma escrita en la lengua extranjera				✓
6	Se hace entender en la lengua extranjera				✓
7	Alterna el uso de la lengua materna y la extranjera				✓

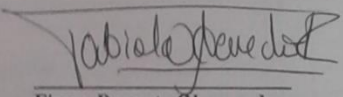
WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

Comentarios El profesor practicante se destacó por su gran dinamismo y dominio de grupo. Su sentido de identidad con el colegio y su participación en el evento La Voz Coloboma

EL ESTUDIANTE					
		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase				✓
2	Participa grupalmente de forma activa durante la clase				✓
3	Participa activamente en actividades orales				✓
4	Participa activamente en actividades escritas				✓
5	Sigue las instrucciones del profesor				✓
6	Muestra respeto y disciplina hacia el profesor y sus compañeros				✓

Comentarios _____


 Firma Estudiante Practicante


 Firma Docente Observador

Appendix D: Observation Format Used By the Teacher Trainee

Date: September 1st, 2017 **Hour:** From 6:15 am to 8:05 am
Course: English Class **Professor:** Fabiola Acevedo
Observation No: 2 **No of Students:** 42

Objective:

1. To identify the benefits of using magazine articles in writing production.
2. To classify the suitable activities in cooperative learning.
3. To recognize the advantages of cooperative learning in writing production.

Observer: Wilman A. Varaola Carrillo

Main goal of the class:

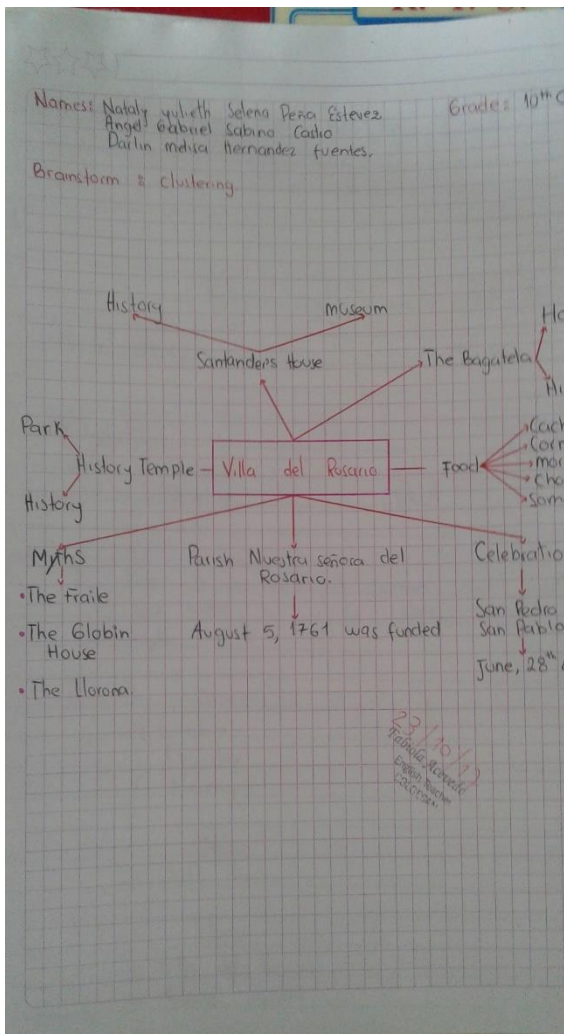
1. To make an oral presentation about the use of free time.

Description of the setting:

The class is guided in a classroom which is called bilingual room. That classroom is provided with all what a teacher needs, such as: a TV, a video-bean, 50 chairs, two bookcase, the sound, a computer, a white board, among other furniture.

Time	Factors	Description	Reflective Notes
	Benefits	Students work faster. They prepare in group the activity to be presented. An also they pay attention in the process to help others with their task.	When students work together, they have the ability to show their own skills.
	Suitable activities	Work in group where they have to support each other. Also, activities where student assess others. Finally, competitions made them awake and be attentive	Work in group the results are positive, because each one in the group is in charge of one part of the work
	Advantages of Cooperative	The quality of the tasks is highly positive. Students made good job because they help each other.	Students do not need much explanation from the teacher.

Appendix E: Activities



Names: Gabriel Sabino - Nataly Peza - Melissa Hernandez Grades: 10th C

Brainstorming

1st

Religious Myth white dress

Mortal dance

Ritual The nun of the flags square Dance Colombian Folk-l

Secretive Skull

2nd

I She is a beautiful woman and look young, she wear a white dress, It is a good myths.

II

Dance

A Cumbia
B Corrido
C Merengue

Wear



A white dress

Place

A Villa del Rosario
B Flags square

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

Appendix F: Likert Scale

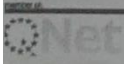


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¡Estoy comprometido!

Este proyecto investigativo se enfoca en la producción escrita utilizando un enfoque cooperativo, por esta razón se hace importante analizar y determinar la influencia tanto del enfoque cooperativo como en los estudiantes en la producción escrita. Recuerde que en este cuestionario usted encontrará diversas preguntas relacionadas con el área de inglés. Cabe aclarar que en este cuestionario no se le pregunta sobre sus nombres, grado o cualquier otra información que diga quién es, por lo tanto esta información es totalmente anónimo. Además no existen preguntas correctas o incorrectas sus respuestas en este cuestionario son completamente anónimas. No hay respuestas correctas o incorrectas, así que siéntase libre de responder. Gracias.

Califique las siguientes declaraciones, de 1 a 5, donde 1 es estar totalmente de acuerdo y 5 es totalmente en desacuerdo. Como lo muestra el cuadro de abajo.

Totalmente de acuerdo	1	En Acuerdo	2	Neutral	3	Desacuerdo	4	Completamente en desacuerdo	5
Al trabajar con mis compañeros de clases construyo conocimiento en ingles								X	2 3 4 5
Al trabajar con artículos de revista reales, me permite extraer el vocabulario desconocido.								X	2 3 4 5
He desarrollado habilidades de escritura gracias a que he trabajado con artículos reales de revistas								1 2	X 4 5
Desarrollo habilidades de escrituras mientras trabajo de manera cooperativa								1	X 3 4 5
He aprendido no solo la estructura de un texto sino también el proceso de escritura								1	X 3 4 5
Son las actividades grupales buenas para el fortalecimiento de las mis habilidades y de mis conocimientos.								X	2 3 4 5
Las actividades enfocadas a hablar sobre temas cotidianos y de interés común permiten la comunicación y el trabajo cooperativo entre compañeros además de la adquisición de la lengua inglés.								X	2 3 4 5
Lidero actividades y escritos cuando debo hablar sobre tema que me competen, tales como hablar sobre el lugar donde habito								1 2	X 4 5
Mejoro mi escritura al realizar actividades de discusión donde se exponen temas de mi interés								1	X 3 4 5
Mejoro en la producción escrita al realizar los procesos de escritura ya establecidos.								1 2	X 4 5
Realizo bueno escritos cuando me guían en el proceso de producción escrita ya sea un compañero o un supervisor, además de mejorar en la estructura delos escritos.								1 2	X 4 5
Mejoro la cohesión y la coherencia cuando leo artículos de revista de mi interés y escribo artículos inspirado de ellos.									X







Formando líderes para la construcción de un futuro más en paz

4

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

Appendix G: Questionnaire



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(Cabeys acompañada)

Cuando debo escribir sobre un tema que conozco aun cuando es en otro idioma se me facilita más. (3)
 me gusta escribir. (3)
 pienso que el inglés es fácil de aprender, cuando es con mis compañeros. (4)

Responda a la siguiente pregunta si o no, dibujando una X sobre la respuesta que usted cree.

5. me beneficia trabajar de forma cooperativa, en inglés.

Sí
 No

**Si respondiste "Sí", pasa a la pregunta número 5 y NO respondas la pregunta número 6*
**Si respondiste "No", pasa a la pregunta número 6 y NO respondas a la pregunta número 5*

6. Me beneficia trabajar en inglés de forma cooperativa porque:

Aprendo cosas nuevas de mis compañeros con quien trabajo.
 Puedo producir textos cortos con la cooperativa de mis compañeros
 Soy tenido en cuenta a la hora de realizar cada texto.
 Aplico mis habilidades y destrezas propias guiadas por mis profesores para producir de manera escrita.
 Otra. ¿Cuál? _____




7. No me beneficio trabajar de manera cooperativa porque:



No me puedo poner nunca de acuerdo con mis compañeros
 No se me tiene en cuenta para realizar los textos.
 Siempre hablamos de todo menos de la actividad
 Me desconcentro mucho
 Otra. ¿Cuál? _____

8. ¿cree usted que es bueno trabajar con artículos de revista?

Sí
 No

**Si respondiste "Sí", pasa a la pregunta número 8 y NO respondas la pregunta número 9*
**Si respondiste "No", pasa a la pregunta número 9 y NO respondas a la pregunta número 8.*




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(Cabeys acompañada)

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1. ¿Cuántos años tengo?

a. 15
 b. 16
 c. 17
 d. Otra ¿Cuál? _____

2. Soy de género:




Femenino (Niña)
 Masculino (Niño)

3. Enumere las respuestas dependiendo su nivel de importancia, siendo 1 la más importante o en la que mejor se siente y 4 la menos importante o en la que menos mejor se siente al trabajar, respondiendo a la pregunta ¿En cuál de las siguientes actividades me desempeño mejor?

3 Hablar en inglés
 4 Leer en inglés
 2 Escribir en inglés
 2 Entender cuando me hablan en inglés


4. Por favor ordene los siguientes enunciados, teniendo en cuenta el nivel de importancia, siendo 1 el más importante y 5 el menos importante:

Me gustan las clases de inglés donde puedo trabajar con mis otros compañeros. (3)
 Me gustan las clases de inglés cuando trabajo solo. (5)




 Formando líderes para la construcción de un nuevo país en paz

WRITING PRODUCTION THROUGH COOPERATIVE LEARNING

Appendix I: Test for Classifying The Writing Level

	INSTITUCIÓN EDUCATIVA GENERAL SANTANDER MUNICIPIO DE VILLA DEL ROSARIO	Código: FABR0015
EVALUACIÓN		Fecha de anotación: 14/05/2011
Salón Central Devenir: Fabiola Acevedo R.	Jornada: Mañana Período:	Área: Humanidades Tema: Asignatura: Inglés Escala:

Nombre del Estudiante: Samuel Pineda Gutiérrez Grado: 10^o

THE FUNNY NOISE

Irregular Verbs in the Past Simple Tense (gap-fill)

1. Complete the gaps with an irregular verb in the past simple tense. Choose from:

Be (was/were), break (Broke), buy (Bought), come (Came), drive (Drove), eat (Ate), feel (Felt), find (Found), get (Got), give (Gave), go (Went), have (Had), hear (heard), hold (Held), know (knew), let (let), lose (Lost), make (Made), put (Put), read (Read), ring (Rang), run (Ran), say (Said), sleep (Slept), take (Took), think (Thought), tell (Told), write (Write)

Note: you will need to use some verbs more than once:

Dear Oséias
I'm writing to tell you about something that happened yesterday. I wrote up at the usual time - about 10 am - went a shower and Ate breakfast. I took a big bowl of cereal and some toast and watched TV for a while. Then I went into the kitchen where I put a funny noise. I ran it from behind the cooker. I took my tool box and moved the cooker out of the way.
The noise got louder but I couldn't see anything. I Told my uncle to ask his advice. He Thought that he held it could be a gas leak. When I found this I just panicked! I Came the phone down, outside, think in my car and here to the local police station. I run them about my gas leak but the constable lose his patience with me. He think that I should have phoned the gas company. He be his report, then buy the gas company for me.
Then I remembered that my house doesn't have gas - only electricity! I Bought really stupid and Drive that the constable would be angry with me for wasting his time, so I lost out of the police station while he stayed still on the phone. I hold home to try to find out what the noise was. On the way I got a newspaper and I know about an escaped llama that _____ out of the city safari park last Wednesday.

1. T Glenna told Jim about her dream book before they got married.
 2. F She left her job.

a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____
 g. _____
 h. _____
 i. _____

Write a short letter to your best friend talking about the last time you went on holiday.

- When did you go?
- Where did you go?
- Who did you go with?
- How did you travel?
- Where did you stay?
- How long did you stay?
- What did you do there?
- Did you enjoy it?

GOOD LUCK MY DEARS