



ESPE
UNIVERSIDAD DE LAS FUERZAS ARMADAS
INNOVACIÓN PARA LA EXCELENCIA

**DEPARTAMENTO DE CIENCIAS HUMANAS Y
SOCIALES**

CARRERA DE LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

**TRABAJO DE TITULACIÓN PREVIO LA OBTENCIÓN DEL
TÍTULO DE LICENCIADO EN LINGÜÍSTICA APLICADA AL
IDIOMA INGLÉS**

**THEME: INFLUENCE OF COLLABORATIVE LEARNING ON
THE DEVELOPMENT OF WRITING SKILLS WITH SOLDIERS
FROM THE FIRST YEAR CANDIDATES' COURSE,
CLASSROOM "I" AT ESFORSE DURING THE FIRST
SEMESTER 2015.**

AUTOR: CUNALATA CHANGO, MIGUEL EDMUNDO

DIRECTORA: DRA. LLUMIQUINGA, MARÍA, MG

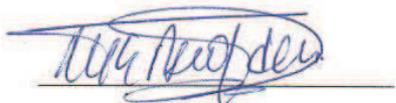
CODIRECTOR: MG. ESPÍN, CARLOS

SANGOLQUÍ

2015

CERTIFICATION

We, Dr. María Llumiquinga, Director, and Mg. Carlos M. Espín, Co-Director, are pleased to certify that the Research Project titled “Influence of Collaborative Learning on the development of writing skills with soldiers from the first year candidates’ course, classroom “I”, at ESFORSE during the first semester 2015”, written by Miguel Edmundo Cunalata Chango, having finished his studies in Applied Linguistics to the English Language, distance mode, at Universidad de las Fuerzas Armadas ESPE, and after having studied and verified all its chapters, the dissertation is then presented in front of the correspondent university authorities.



Dr. María T. Llumiquinga, Mg.

Director



Mg. Carlos M. Espín

Co-director

DECLARACION DE RESPONSABILIDAD

Miguel Edmundo Cunalata Chango

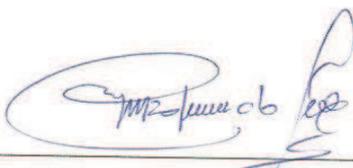
DECLARO QUE:

El Proyecto de grado denominado "INFLUENCE OF COLLABORATIVE LEARNING ON THE DEVELOPMENT OF WRITING SKILLS WITH SOLDIERS FROM THE FIRST YEAR CANDIDATES' COURSE, CLASSROOM "I", AT ESFORSE DURING THE FIRST SEMESTER 2015", ha sido desarrollado en base a una investigación exhaustiva, respetando derechos intelectuales de terceros, conforme las citas que constan de las páginas correspondientes, cuyas fuentes se incorporan en la bibliografía.

Consecuentemente este trabajo es de mi autoría.

En virtud de esta declaración me responsabilizo del contenido, veracidad, y alcance científico del proyecto de grado en mención.

Sangolquí, diciembre de 2015



Miguel Edmundo Cunalata Chango

AUTORIZACIÓN

Yo, Miguel Edmundo Cunalata Chango autorizo a la Universidad de las Fuerzas Armadas ESPE la publicación en la biblioteca virtual de la Institución del trabajo “INFLUENCE OF COLLABORATIVE LEARNING ON THE DEVELOPMENT OF WRITING SKILLS WITH SOLDIERS FROM THE FIRST YEAR CANDIDATES’ COURSE, CLASSROOM “I”, AT ESFORSE DURING THE FIRST SEMESTER 2015”, cuyo contenido, ideas y criterios son de mi exclusiva responsabilidad y autoría.

Sangolquí, diciembre de 2015



Miguel Edmundo Cunalata Chango

ACKNOWLEDGEMENTS

This research project is dedicated firstly to God, for giving me health and life to be able to get my degree and my eternal gratitude for all His blessings.

To my parents Catalina and Clemente, who are my guides, I give thanks for all that they have done for me. Thanks for everything.

To my wife Lisbeth for trusting me, for giving me words of encouragement to continue and get my dreams become true.

To my children, for supporting me and being one of the main reasons to continue with this.

My profound gratitude to my thesis director, and co-director whose experience and patience has ensured my goal to be successfully achieved and fulfilled.

This project is for God who has always enlightened my life, filling it with strength and wisdom to overcome obstacles and allowing me to finish my course. This is for my mother, who has been a blessing in my life, for my father, now in heaven, whose blessings have been ever present in my life. This is also for my wife, who is the fundamental pillar in my life, for believing in what I do and for helping me achieve my goals and for my children, my pride and joy, I thank you for your words of encouragement that have allowed me to keep going.

TABLE OF CONTENTS

CERTIFICATION	ii
DECLARACION DE RESPONSABILIDAD	iii
AUTORIZACIÓN	iv
ACKNOWLEDGEMENTS	v
INDEX OF TABLES	xi
INDEX OF FIGURES	xii
ABSTRACT	xiii
INTRODUCTION	xiv
PART ONE	1
1. THE RESEARCH PROBLEM	1
1.1. Problem identification	2
1.2. Problem – formulation	3
1.3. Variables Matrix	4
1.4. Objectives	5
1.4.1. General Objectives	5
1.4.2. Specific objectives	5
1.5. Justification	6
PART TWO	7
2. THEORETICAL FRAMEWORK	7
2.1. CHAPTER ONE: GENERAL INFORMATION	8

2.2. CHAPTER TWO: USE OF COLLABORATIVE LEARNING APPROACH	9
2.2.1. What is Collaborative Learning?	9
2.2.2. Collaborative Learning foundation	11
2.2.3. Group formation process.....	13
2.2.4. Techniques to work in groups	16
2.3. CHAPTER THREE: WRITING SKILL.....	18
2.3.1. What is a Writing Skill?.....	18
2.3.2. History of Writing.....	18
2.3.3. Areas Which Writing Works With.....	19
2.3.4. The writing process	20
2.3.5. Linking Words	21
2.3.6. How is a paragraph structured?.....	21
2.3.7. What is the five-paragraph essay?.....	24
2.4. CHAPTER FOUR: COLLABORATIVE LEARNING ON THE DEVELOPMENT OF WRITING SKILLS	27
2.4.1. Languaging and Writing Skill: The Effect of Collaborative Writing on EFL Students' Writing Performance (Meihami, 2015).....	27
2.4.2. A Collaborative Writing Approach: Methodology and Student Assessment (Mulligan & Garofalo, 2011).	28
2.4.3. The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skill among Saudi University Students (Montasser, 2014).	29
2.4.4. Collaborative Writing in Summary Writing: Student Perceptions and Problems (Nooreiny Maarof, 2012).	30
2.5. Hypothesis formulation.....	31
Working hypothesis	31

Null hypothesis	31
Alternative Hypothesis.....	31
PART THREE.....	32
3. THE METHODOLOGICAL DESIGN.....	32
3.1. Research Type and Design.....	33
3.2. Population and Sample Size.....	33
3.3. Field Work	34
3.3.1. Instruments for data collection.....	34
3.3.2. Processing and analysis.....	36
PART FOUR.....	37
4. ANALYSIS OF RESULTS	37
Analysis and interpretation of results.....	38
4.1. Results	38
4.1.1. Pre-test results	38
4.2. Writing activities with the use of collaborative learning	39
4.3. Post-test results	45
4.3.1. Control Group	45
4.3.2. Experimental Group	47
4.3.3. Control Group vs. Experimental Group	48
4.4. Hypothesis testing	51
4.5. CONCLUSIONS.....	56
4.6. RECOMMENDATIONS	57
PART FIVE.....	58
5. PROPOSAL	58

5.1.	PARTICIPATION ANALYSIS.....	61
5.2.	PROBLEM ANALYSIS	62
5.3.	OBJECTIVES ANALYSIS	63
5.4.	ALTERNATIVES ANALYSIS	64
5.5.	DEFINING THE MAIN PROJECT ELEMENTS.....	65
5.6.	DETERMINING THE ASSUMPTION.....	66
5.7.	ESTABLISHING THE INDICATORS	67
	BIBLIOGRAPHY	68
	GLOSSARY.....	72

INDEX OF TABLES

Table 1. Variables Matrix	4
Table 2. Writing areas	20
Table 3. Linking words	21
Table 4. Sample.....	33
Table 5. Scoring Rubric	34
Table 6. Experimental group activities	35
Table 7. Pre-test results of Control group	38
Table 8. Pre-test results of Experimental group.....	38
Table 9. Arithmetic means for activities	40
Table 10. Post-test results of Control group.....	49
Table 11. Post-test results of Experimental group	49
Table 12. Square deviation of the Pre-test in the Experimental group	52
Table 13. Square deviation of the Post-test in the Experimental group.....	53
Table 14. Analysis 1.....	61
Table 15. Analysis 2.....	61
Table 16. Alternative Analysis.....	65
Table 17. Elements.....	65
Table 18. Assumptions.....	66
Table 19. Indicators.....	67

INDEX OF FIGURES

Figure 1. Identification of the problem	2
Figure 2. Dotted horse from Peche Merle Palaeolithic cave site in France	19
Figure 3. Five-paragraph essay	25
Figure 4. Means of the Pre-test in both groups	39
Figure 5. Percentages achieved in Activity 1	40
Figure 6. Percentages achieved in Activity 2	41
Figure 7. Percentages achieved in Activity 3	42
Figure 8. Percentages achieved in Activity 4	43
Figure 9 Arithmetic means for activities applied in the experimental group	44
Figure 10. Means of the issues in the Pre-test and Post-test of the Control group ...	45
Figure 11. Means of the Pre-test and Post-test of the Control Group	46
Figure 12. Means of the issues in the Pre-test and Post-test of the Experimental group	47
Figure 13. Means of the pre-test and Post-test of the Experimental Group	48
Figure 14. Means of the issues in the Post-test in both groups	49
Figure 15. Means of the Post-test in both groups	51
Figure 16. T-Student test result	54
Figure 17. Problem analysis	62
Figure 18. Objectives analysis	63
Figure 19. Alternatives analysis	64

ABSTRACT

This research project is based on an analysis of test scores from previous levels of English language soldier candidates attending ESFORSE, whereby poor performance especially in the writing skills was established. In order to solve this issue, a problem tree was designed for identification of causes and effects that in turn resulted in the setting of the independent (Collaborative Learning) and dependent (Writing skill) variables. Afterwards, a variables matrix was defined to establish the relationship between both variables and then the general and specific objectives of this research were set up; in this sense, the Theoretical Framework describes on Collaborative Learning and writing skills in detail. At the end of this element, the hypotheses were formulated. This research used a descriptive, of field and quasi-experimental design; at the beginning of this study, a pre-test was applied to two groups; the experimental group comprised 32 candidates, and the control group comprised also 32, they were evaluated on writing skills in a real situation before the application of the Collaborative Learning Approach. Throughout the execution of this project, 4 activities were carried out with the experimental group. After that, a post-test was applied to both groups at the end of the research, and then the writing skill was scored by using a holistic rating procedure that included content, organization, grammar, vocabulary, and mechanics for their assessment. Then, the statistical procedure T-student was used to prove the hypotheses. The analysis of the post-test results with respect to the experimental group showed an improvement not only in sense of responsibility towards tasks, but also in improving motivation and interest about the process of learning the English language, especially the writing skill. Finally, as a result of this study, a proposal was formulated in order to share this experience with ESFORSE's teachers.

KEY WORDS:

- **COLLABORATIVE LEARNING**
- **COLLABORATIVE WRITING**
- **LANGUAGE DEVELOPMENT**
- **WRITING IMPROVEMENT**
- **WRITING QUALITY**

INTRODUCTION

In the last few decades, we have seen a growth in the role of the English language around the world as the lingua franca for economic, scientific, and political exchange, though we live in an era when print media is faltering, and people handwrite and email letters out of novelty rather than necessity. Even the writing skill is very important, students do not like to practice writing that much, so the present study deals with the application of the Collaborative Learning Approach to improve English writing skills with soldiers from the first year candidates' course, classroom "I", at ESFORSE during the first semester 2015. This work contains the following five parts.

In Part One, causes and effects are identified by means of graphing a problem tree, then the problem has been identified and acknowledged; the variable matrices were designed by means of a chart where dependent and independent variables had to be analyzed in their different dimensions and derived general and specific objectives. After that, the justification for the application of this research work has been explained.

Part Two deals with the Theoretical Framework and its structure with the hypotheses at the end. Its structure was organized in 4 chapters: Chapter I contains information about foundation and Curricular Model at ESFORSE; Chapter II includes data about the Collaborative Learning Approach (independent variable) with different definitions by some relevant authors as well as CL theories, group formation, and the main group formation techniques. Chapter III outlines writing skills (the dependent variable) writing definitions, history, components, process, paragraph structure, and a five-essay structure. Chapter IV presents previous works related to Collaborative Learning on the development of writing skills (incidence of the independent variable on the dependent variable) in order to understand the principal problems that students show when they write paragraphs.

Part Three describes the Methodological Design which details the type and design of this descriptive, of field, and quasi-experimental work. Besides, a description of the pre-test and post-test with the corresponding data analysis and computing procedure.

Part Four contains the graphical exposition and analysis of results, the hypotheses test by using Excel statistical functions and determine if the pattern of frequency observed corresponded or fitted the prospective or expected pattern, and conclusions and recommendations.

Finally, based on the experiences found in this study, Part Five presents a Proposal created through the Logical Framework Methodology to conduct a workshop with English teachers at ESFORSE, who are expected to apply this technique with their English language learners.

PART ONE

1. THE RESEARCH PROBLEM

1.1. Problem identification

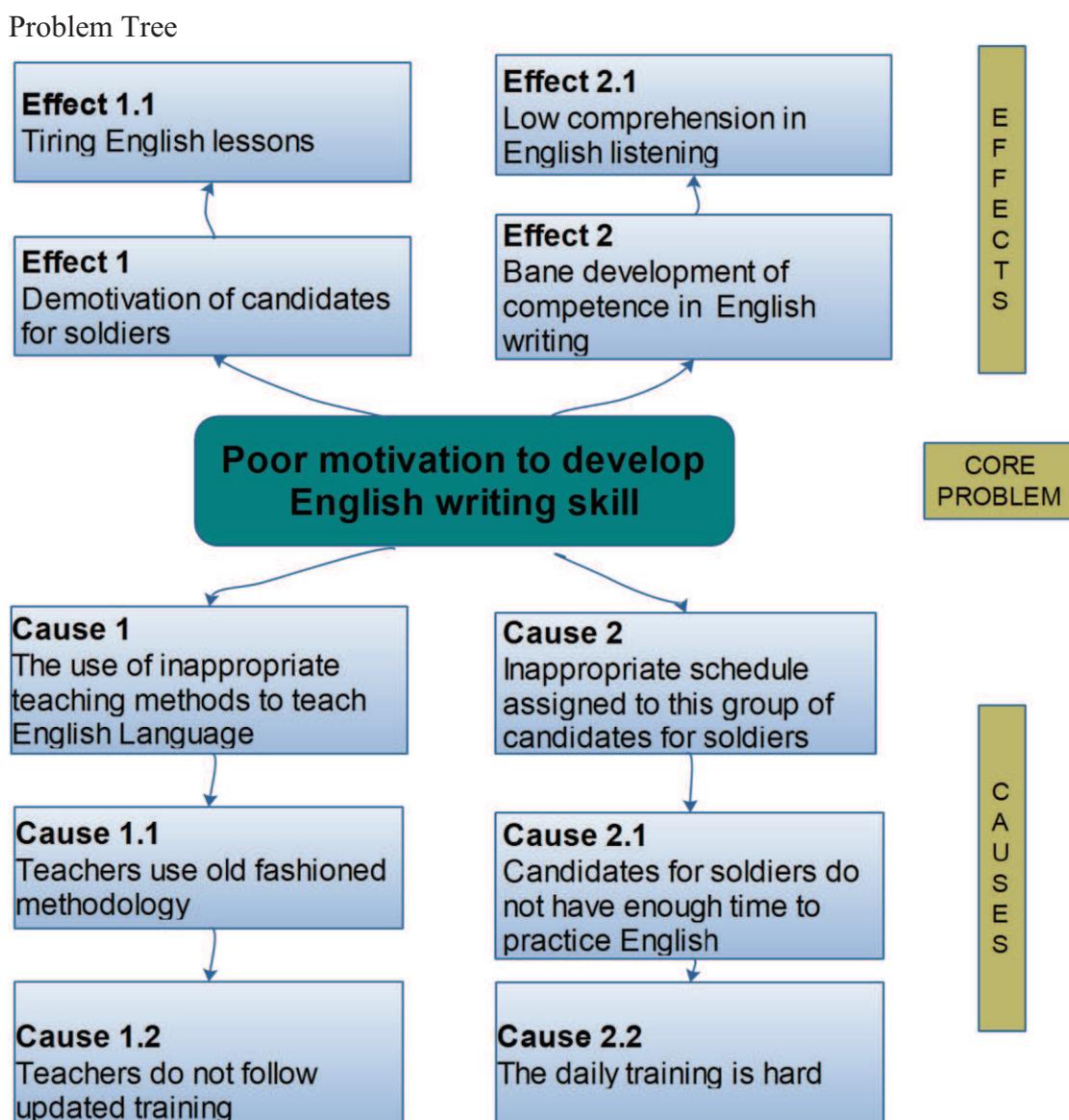


Figure 1. Identification of the problem

English is an international language, and it is spoken, learnt, and understood even in those countries where it is not the native language. On the other hand, students acquiring a new language are more inclined to focus on speaking, listening and reading skills and ignore writing. Nowadays, the development of information has shown that this skill is essential to facilitate students' learning, studying a career, and daily communication.

During the observation and practice carried out at ESFORSE, in the first period of 2015, it was evident that there was a low-level of competence with respect to the English language especially with writing, which consequently led to the inappropriate use of Collaborative Learning strategies employed by teachers.

Another contributing factor was the lack of interest shown by the students' part due to unsuitable schedules allotted for English classes which affected their performance since in the morning they carried out a strong physical training, and later they attended English classes. So, due to lack of understanding and comprehension, soldier candidates got bored or fell asleep in class.

All this has resulted in a low-level English learning, especially with respect to writing since the students are not even able to write a simple coherent paragraph; as a result and due to the short time and inappropriate methodologies used for teaching English, demotivation is high and a considerable number of soldier candidates have said they don't like English as a subject and they are just keen on becoming soldiers soon.

In conclusion, the application of a different dynamic way of learning English and the development of writing skill is extremely necessary and Collaborative learning is proposed with these soldiers at ESFORSE to not only improve and develop their writing skills but also increase their motivation for this school to produce professional soldiers with a high level of knowledge of English as a foreign language.

1.2. Problem – formulation

Will Collaborative Learning influence on the development of the writing skill with first year soldier candidates, classroom "I" at ESFORSE, during the first semester 2015?

1.3. Variables Matrix

Table 1
Variables Matrix

VARIABLES MATRIX			
VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
I.V. COLLABORATIVE LEARNING	Collaborative Learning Approach is a didactic method where two or more students work together to learn something, this method uses some techniques that help to work better and to obtain desired outcomes on the development of the target language. This Methodology is partially based on Jean Piaget's theory that children learn when they are cognitively ready, and on Lev Vygotsky's Zone Proximal Development theory (Blake & Pope, 2008).	Collaborative Learning Approach	The background of the Collaborative Learning method
		Collaborative Learning foundation	Jean Piaget's theory Lev Vygotsky's Zone Proximal Development Theory. Ausbel's Learning Theory
		Group formation process	Forming groups Training Students to be Effective Collaborators Leadership Conflict resolution Managing Collaborative Groups
		Techniques	Pair work Group work Brainstorming work Writing networks Jigsaw
D.V. WRITING SKILL	"Writing is defined as a set of symbolic objects, substitute (signifier), which represents and expresses something" (Ferreiro, 1985:82). On the other hand "writing is an important part of language learning, essentially being a reflective activity that	Writing Skill	Writing definitions
		Areas Which Writing Works With	Writing areas
		The writing process	Writing stages
		Linking Words	Linking words examples

CONTINUE 

	requires enough time to think about the specific topic and to analyze and to classify any background knowledge. It means that the writer needs suitable language to structure these ideas in the form of a coherence discourse. In this view, writing is not a product but an activity of a mental process” (Chakraverty & Gautum, 2000).	What is a paragraph?	Structured a paragraph Characteristics of a paragraph
		What is an essay?	Structured an essay Characteristics of an essay.

1.4. Objectives

1.4.1. General Objectives

- To determine the influence of the Collaborative Learning Approach on the development of English writing skills.
- To apply Collaborative Learning as an approach to develop English Writing skills.

1.4.2. Specific objectives

- To prove that soldier candidates at ESFORSE can improve their English Writing skills through Collaborative Learning.
- To encourage the soldiers at ESFORSE to use Collaborative Learning to improve their writing skills.
- To propose a workshop to train teachers about the use of the Collaborative Learning approach to improve writing skills.

1.5. Justification

Unlike old-fashioned methodology, modern methodology is much more student-centered; According to (Scrivener, 2011) the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, and do things, etc."

The modern world requires alliance to work together in community, looking for a single objective that is the community and the group; in this context, students work better when they work in pairs or groups; teaching and learning collaboratively is particularly helpful for any student who is learning a second language since the group interaction helps with language development and learning of concepts and content. It also helps to foster respect, friendship and the other values among the diverse groups of students.

However, this forms a significant contradiction in the students' attitude to the foreign language itself, writing in the target language is essential and it is highly appreciated. If one can write in the target language one is considered to have reached the goal, yet on the other hand, the same activity is used as a form of punishing students, so this activity can be highly demotivating and stressful.

This research tries to respond to the above serious difficulties by the use of Collaborative Learning for writing to help soldier candidates develop their English language writing skills, taking into consideration that this strategy emphasizes active participation and interaction of the students in different learning activities.

In conclusion, the application of collaborative learning is deemed essential since learning becomes more enjoyable and interactive and this technique allows discussion and critical thinking, so students learn more and remember it for a longer period of time because when they work in pairs or groups they learn more from each other and there is a better attitude towards learning and teaching.

PART TWO

2.THEORETICAL FRAMEWORK

2.1. CHAPTER ONE: GENERAL INFORMATION

Escuela de Formación de Soldados del Ejército -ESFORSE-“Vencedores del Cenepa”

History

Escuela de Formación de Soldados del Ejército -ESFORSE- “Vencedores del Cenepa” was founded on February 22, 1990 through Command order N° 910.

Location

ESFORSE “Vencedores del Cenepa” is located in Tungurahua Province, Ambato City, Izamba Parish in the North of the city.

The curricular, pedagogical and didactical model

The didactic model of the Armed Forces is a legal instrument that regulates the functioning of the military educational system and contributes to the institutional mission, protected by the Ecuadorian Constitution.

This document is structured in three parts, which in turn are formed into chapters:

First Part corresponds to the Theoretical Foundation and is the conceptual treatment of all subjects covered by the model in order to establish the scientific and technical principles upon which this thesis is founded. Its aim is to unify, lend coherence and consistency to the hypotheses and principles and give a viable solution to the educational model of the Armed Forces.

2.2. CHAPTER TWO: USE OF COLLABORATIVE LEARNING APPROACH

English is one of the most influential languages in the world, however, in the countries where it is not the native language, the problem begins at the moment of applying the four main skills: speaking, listening, reading and writing. When it is not possible to maintain flowing conversations writing takes its place. Writing, now more than ever, is imperative to success in academically and at work since it is used for multiple purposes like: letters, e-mails, memos, reports, essays, thesis, etc. What can be done to encourage and improve English writing skills?

One of the modern teaching approaches is Collaborative learning which permits students to learn or attempt to learn something together in pairs or groups to develop their competencies, share ideas and knowledge to reach common goals (Bruffee, 1993). Moreover, its application with respect to oral/aural contexts of use, group/pair work is used in modern writing pedagogy as well (Storch, Are two heads better than one? Pair work and grammatical accuracy, 1999).

Writing is definitely an important academic skill in any career field since all professions are required to produce documentation of various sorts. For example, doctors and nurses write medical reports on patients; accountants and business managers create financial reports; engineers and software technicians write instructional sheets and user manuals; military personnel write reports, memos and plans; nearly everyone in all business fields compose emails and other forms of written communication for customers, clients, and co-workers. In a few words, the number of job tasks that require writing is countless. Since writing is used in all fields and jobs, it is a skill that all students and workers must learn and excel at.

2.2.1. What is Collaborative Learning?

Two theories that support the use of Collaborative Learning Approach in improving students' performance are motivational models and cognitive models. A motivational model suggests that when students work together towards a common goal as they do when collaborative learning takes place, their efforts are directed towards

helping each other learn and succeed (Slavin, 1980). Similarly, a cognitive model argues that students must be active learners to enable them to elaborate and explain the material learned to other students in order to retain the information. Therefore, the importance of a collaborative learning approach on students' performance is plain.

Within educational literature, there are studies that have focused on the Collaborative Learning Approach and its impact on students' performance. Such as (Kung, 2002); (Kuiken & Vedder, 2002); (Cheah & Poon, 1998); (Yamarick, 2007); (Johnson & Johnson, 1987), and so on. These studies used an experimental setting in determining the influence of Collaborative Learning Approach on students' performance. These studies found that participants who were exposed to a Collaborative Learning Approach performed better than those participants who used a conventional approach.

According to Johnson and Johnson, collaboration benefits all members of the group because: a) all benefit from each other's work (your success helps me and mine yours); b) all share one goal (all survive together or fail); c) the behavior of each one is influenced by the rest (we cannot make it without you); d) all feel proud and they celebrate the success of their partners (Johnson & Johnson, 1987).

As Kung (2002) stated, collaborative writing is a method to deal with the low linguistic level of exchanges such as planning, negotiating meaning and reviewing which makes the task goal-directed and the students more reflective. Moreover, collaborative writing fosters the development of a second language writing through increasing engagement, confidence, and responsibility on the parts of the learners. Collaborative writing can be beneficial in different language domains. For instance, (Kowal & Swain, 1994) proposed the use of collaborative writing tasks to direct students' attention to grammatical accuracy (Kung, 2002).

In another study, conducted by (Kuiken & Vedder, 2002), it was found that there was a significantly strong relationship between interaction among writers on metalinguistic awareness and text quality in L2 since contemplating and discussing language forms, content, and the writing-rewriting process can work as consciousness-

raising mechanisms that lead writers to notice the existing gaps in their language repertoire.

In 2011, Shehadeh carried out a study on the effects and students' perceptions of collaborative writing in L2. Although he found that collaborative writing had an overall effect on students' performance, the results proved that this effect was not significant for grammar and mechanics (Shehadeh, Effects and students perceptions of collaborative writing in L2, 2011). His study also revealed that the experience had been enjoyable for the learners. Moreover, Dobao (2012) proved that collaboration resulted in greater grammatical and lexical accuracy of texts written by the learners (Dobao, 2012).

It can be argued that education poses new challenges in the teaching-learning process, mainly with respect to the English language, in which the main aspects are focused on teaching reading and speaking skills, and ignoring the writing skill. For that reason, the Collaborative Learning Approach is an essential tool in the classroom. This active group strategy to improve writing skills is preferable because it develops the skill for working together to solve a problem and motivates students to continue learning a second language.

2.2.2. Collaborative Learning foundation

The basis of collaborative learning is constructivism: knowledge is constructed, and transformed by students. The learning process must be understood as something a learner does by activating already existent cognitive structures or by constructing new cognitive structures that accommodate new input. Learners do not passively receive knowledge from the teacher; teaching becomes a transaction between all the stakeholders in learning process.

Jean Piaget's Theory

Piaget's theory of cognitive development is a comprehensive theory concerning the nature and development of human intelligence. Piaget believed that one's childhood plays a vital and active role in a person's development. Piaget's idea is primarily known as a developmental stage theory. The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. To

Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, and then adjust their ideas accordingly. Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development.

Lev Vygotsky's Zone Proximal Development Theory

The zone of proximal development, often abbreviated as ZPD, is the difference between what a learner can do without help and what he or she can do with help. It was a concept introduced, yet not fully developed, by Soviet psychologist Lev Vygotsky during the last ten years of his life. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believed that the role of education was to give children experiences that were within their zones of proximal development, thereby encouraging and advancing their individual learning (Vigotsky, 1978).

Ausubel's Learning Theory

Ausubel believed that the learning of new knowledge relied on what is already known. That is, construction of knowledge begins with our observation and recognition of events and objects through concepts we already have. We learn by constructing a network of concepts and adding to them. Concept mapping was developed by Joseph Novac and based on the cognitive theories of David Ausubel, This is an instructional tool to increase meaningful learning in the sciences and other subjects as well as to represent the expert knowledge of individuals and teams in education, government and business. It is a way of representing relationships between ideas, images, or words.

Ausubel also stressed the importance of reception rather than discovery learning, and meaningful rather than rote learning. He declared that his theory applied only to reception learning in school settings. He didn't say, however, that discovery learning didn't work; but rather that it was not efficient.

2.2.3. Group formation process

Forming Groups

There are different ways to set up groups. The teacher can set up groups or allow the groups to decide their members themselves. Some teachers may prefer to pre-select groups according to skills or past performances, although the size of the group depends, in part, on the type of writing assignment, including the amount of work the teacher expects the group to do.

Groups of various sizes, from two to twelve can be formed, e.g., (Forman, 1989); (Leverenz, 1994); (Meyers, 1986), but, again, the context for a group assignment must be taken into consideration when the number of students in a group is determined. Bosley and Jacobs, for instance, in discussing collaborative writing in philosophy classes, say that the ideal group size is three (Bosley & Jacobs, 1992).

Training Students to be Effective Collaborators

The fundamental instrument of collaborative learning is team work, because it fosters diversity in students without requiring individualized teaching. We should keep in mind that a team is not similar to a group: team members have been trained during a certain period to learn jointly, while group members are single students without any training or mutual knowledge that meet occasionally to solve an exercise.

Teachers need to give students guidance about how to work effectively in classroom collaborative writing groups. Does this mean that the teacher has to become versed in small-group dynamics? Although research on small-group dynamics can yield insights about group behavior, teachers can be successful in training and managing collaborative groups with a modest amount of insight into the problems groups might encounter and solutions students can use to address those problems. Also, it is advisable to nominate a group leader, whose functions can be changed according to necessity and tasks assigned.

According to Hulbert, each group member can fulfill a role. The value of group roles for everyone in the group is that everyone has a job to do. Ensuring that each

member does his or her job is another matter, but group roles can foster inclusion, commitment, and efficiency, thus helping to minimize negative conflict (Hulbert, 1994).

Three major problems can occur in collaborative writing groups. The first problem is leadership. Students may wonder who's in charge. The second problem is conflict resolution. Students may object especially if put into a group with people with whom they don't get along, or dislike or with whom they don't agree. The third problem is work ethics. Students may ask what to do if a group member is not contributing.

Leadership

The chief leader in the classroom is the teacher. Sometimes research on collaborative learning and collaborative writing may give the impression that the classroom would work just fine if the teacher stepped outside and let the students get their work done on their own. In fact, those who enthusiastically endorse the student-centered classroom can give the misimpression that teachers are peripheral to the classroom. Nothing could be farther from the truth.

Bailey and Dyck confirmed the necessity of the teacher's authoritative role in the collaborative classroom when they break down the teacher's responsibilities into four stages:

1. Preliminary decisions.
2. Setting the lesson
3. Monitoring and intervening, and
4. Evaluating and processing" (Bailey & Dyck, 1990).

Rushton, Murray, and Paunonen found that "the picture of the successful college teacher is of a person who is a dynamic, sociable, warm, emotionally stable, responsible leader" (Rushton, Murray, & Paunonen, 1983). Clearly, the teacher plays a major authority role in the classroom, and when teachers fail to use their authority properly, students can suffer.

Conflict Resolution

Another teacher responsibility is to alert groups to potential conflicts that may arise in the group, and (Jehn, 1997) provides a useful model for the types of intragroup conflict that can occur and divides these into three types: task, relationship, and process. Task conflict refers to disagreements about what needs to be done. Relationship conflict refers to problems group members have “with others’ personalities and dispositions” that do “not focus on task issues”. For example, one group member, for whatever reason, simply dislikes another group member. Process conflict refers to “conflict about how task accomplishment should proceed in the work unit, who’s responsible for what, and how things should be delegated”. In other words, groups can experience conflict about what needs to be done, who does what, and who grates on whom.

It is necessary to stress that teachers need to deal openly with students, that they avert the negative effects that groups could experience. Thus, the teacher should set the rules from the outset and set a positive tone for group behavior. On the other hand, the teacher also needs to provide students with techniques for dealing with intragroup conflict.

Managing Collaborative Groups

George in her paper “Working with peer groups in the composition classroom” makes an important point with respect to the teacher’s role in managing groups and concludes her discussion of collaborative writing groups by affirming that the teacher is in fact the classroom leader. In fact, George notes that group work increases, instead of diminishes, the teacher’s responsibility in the class. Group work, according to George, “forces teachers to constantly listen, constantly watch and constantly suggest. Teachers cannot come to class prepared with a neatly outlined talk or a planned discussion. They must, however, come prepared to work through problems that naturally arise within the context of such a class”. However, if teachers do the preliminary work necessary to acclimatize groups to collaborative writing tasks, the maintenance of groups becomes more manageable (George, 1984).

Making changes to the groups should be avoided. It is important to keep the groups together, even when things are not going well with the group. Even if a group member specifically asks to be re-assigned, teachers should resist. Changing groups may break the dynamics of all the groups. Furthermore, the members of the group will not learn to resolve problems, which is an essential part of collaborative learning. Giving into changes can also undermine the students' belief in the importance of collaboration.

2.2.4. Techniques to work in groups

Pair work

This is a simple and quick technique: the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them the opportunity to collect and organize their thoughts. "Pair" and "share" components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low-risk situation before going public in front of the whole class.

Group work

Students share their findings and answers to self-generated questions with their partners. Partners find another pair who is studying a similar topic and the four students can compare their discoveries. The teacher then selects a few students to very briefly present some of their findings to the class. Also, students share what questions are still unanswered after their research and encourage whoever might have the answers to these questions to share what they've found with the class.

Collaborative writing using brainstorming

It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases, or short answers. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating many ideas because all

students participate and discourages comments that interrupt or inhibit the flow of ideas. The ideas could be used to develop a good paragraph on a given topic.

Writing networks

The use of groups is advocated for information technology-based learning by several educators (Beauvois, 1998); (Braine, 1998); (Chang & Smith, 1991); (Johnson & Johnson, 1985); (warschauer, 1996-1997). Potential advantages of student collaboration during IT lessons include for example:

- Computers can isolate students -- think of the stereotype of the computer nerd, locked alone in a room all day staring at a computer screen, whereas collaborative learning brings a social element to information technology-based learning.
- Because computers offer a variety of engaging, multi-media ways for obtaining large amounts of information, e.g., CD-ROMs and web sites, students are now less dependent on teachers for information, and instead can work together to find and share knowledge. All the same benefits of collaborative learning presented above in the normal classroom apply equally in information technology -based lessons.
- Collaborative learning helps students learn with computers, and, at the same time, computers furnish students with new ways to collaborate with others, such as email, networked computers, and sharing of USBs.

Writing using the Jigsaw

Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The student representatives working on the same topic get together and discuss the important concepts and the ways to teach it to the whole class. After the practice in these “expert” groups the original groups get together and teach each other.

2.3.CHAPTER THREE: WRITING SKILL

2.3.1. What is a Writing Skill?

Writing is a form of communication that allows people to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. In the following paragraphs, some authors' thoughts on writing definitions are cited:

Aristotle is probably the most widely quoted definition of writing was stated by Aristotle. The second part of his propositional logic, "Peri Hermeneias", begins with some basic explanations about things, concepts and signs. Before discussing nouns and verbs as parts of sentences that can be true or false, Aristotle discussed how these linguistic entities relate to ideas and to things of the material world.

Another definition of writing is proposed by Nunan, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003). But then, writing is a person's ability to communicate information and ideas to someone. Also writing is not only an activity of arranging words into the formation of sentences, but also when people write, they should organize interesting ideas, which are experiences or ideas in written form.

2.3.2. History of Writing

Previous the development of writing, humans made images to communicate through art. Several of the images they created closely resembled authenticity, so early people knew what words or feelings the artist planned to communicate at first sight. Others were more abstract, like dots, hand prints, or wavy lines and may have been abstract symbols for ideas. We have models of those images on caves such as Pech Merle and Lascaux which are located in southwestern France dating from 30,000 and 17,000 years ago, respectively. Humans may have created these images as a way to

communicate with gods or to record knowledge for each other. The artists used materials found within the geographical area in which they lived to make these messages. Most images were made with perishable materials and so are lost to us now, but a small number of pictures and objects have survived many thousands of years such as those protected deep within the

2.3.3. Areas Which Writing Works With



Figure 2. Dotted horse from Peche Merle Palaeolithic cave (Alpert, 2013).
Source: Taken from (Alpert, 2013)

One way that societies have to communicate is writing, however this essential skill has been only taken importance when learners need to write text or survey. For this reason is very important the development of writing for its correct use, taking into account the following parameters according to (Shehadeh, 2011).

Table 2
Writing areas

Areas	Description
Content	Knowledge of the subject; development of thesis; coverage of topic; relevance of details; supporting details; substance; quantity of details.
Organization	Fluency of expression; clarity in the statement of ideas; support; organization of ideas and development of ideas; well-organized; use of linking words; logical sequence and cohesive.
Grammar	Use correct grammar; use of sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, negation.
Vocabulary	Range; accuracy of word/idiom choice and usage; mastery of word forms; appropriateness of register; effectiveness in the transmission of meaning.
Mechanics	Use correct English writing: demonstrating mastery of conventions, correct spelling punctuation, capitalization, paragraph indentation, etc.

Source: Adapted from (Shehadeh, 2011)

2.3.4. The writing process

Writing is a process, not merely a product. It is a process that involves at least four distinct steps: According to Harmer (2004) a writing process should have four main elements as follows:

- Planning. As the first stage, writers have to think about three main issues: the purpose of their writing, the audience they are writing for, and the content structure of the piece;
- Drafting. This is the first version of a piece of writing to be produced on the way to the final version;
- Editing (reflecting and revising). Once the writers have produced a draft they then usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. In this stage the writers need to reflect upon and revise their writing in some aspects such

as the order of the information, the way they write, dictions, grammatical accuracy, etc. in order to make their writing better;

- Final version. The final version can be produced after the writers edit the draft and make the changes they consider to be necessary. This is different from the first draft, because things have changed during the editing process.

2.3.5. Linking Words

It is important to remember that at the moment of writing, consistency is a key and an adequate transition from one idea to another, and proper organization of paragraphs. Therefore, certain words called linkers and connectors should be used. In the chart below, some of them are categorized:

Table 3

Linking words

Sequence	Result	Emphasis
First / firstly, second / secondly, third / thirdly, etc. Next, last, finally In addition, moreover Further / furthermore	So As a result As a consequence (of) Therefore Thus Consequently	Undoubtedly Indeed Obviously Generally Admittedly In fact
Addition	Reason	Example
And In addition / additionally / an additional Furthermore Also	For Because Since As Because of	For example For instance Such as Including Namely
Contrast	Comparison	Time
However Nevertheless Still Though But	Similarly Likewise Also Like Same as	While Immediately Never After Later, earlier

Source: Adapted from (Swan, 2000)

2.3.6. How is a paragraph structured?

According to Carvajal (2013), “The paragraph is considering a textual unit sentence. An article is composed by paragraphs; a paragraph is composed by sentences. Nevertheless, we cannot forget that a paragraph is itself an article” (Carvajal, 2013). It is very important to take into account both cohesion and coherence

for writing can be accessible for the readers. For this reasons, a paragraph must be structured with a topic sentence, controlling idea, supporting sentences, and concluding sentence. Next, the paragraph's parts are analyzed taking as example the following model.

People have some preferences as to when they write. Most people prefer to write in the warmth of their house, the peace of the fireplace, as it allows them to organize and to better plan their ideas. However, nowadays writers have forsaken writing by hand to that of a computer. The computer facilitates drafting and correcting errors easily and even making the task of writing more pleasant. On the other hand, night is perceived as the best time for writing and it appears, writers feel happier writing at nights and alone. *Taking into account these preferences, the best writing appears to takes place with the correct place, resources and at the appropriate time.*

In the above paragraph, the topic sentence appears in **bold** and the concluding sentence in *italics*. It should be noticed how the sentences between support and developing the topic sentence are formulated by giving specific examples and details.

Topic Sentence

A Topic Sentence is a sentence that tells the reader about what is a paragraph. The topic sentence can be written at the beginning, middle, or end of the paragraph and it might be easier to start the paragraph with a topic sentence and then develop it. From the previous paragraph, the topic sentence is:

People have some preferences at the moment of writing

Here it is made clear that people have different preferences at time of writing. So, the topic is "writing" and the controlling idea is "people have different preferences".

This formula should be borne in mind:

Topic Sentence= Topic + Controlling Idea

Controlling Idea

As the name suggests, a controlling idea regulates the thoughts and ideas. The controlling idea informs the reader on the specific aspect of the topic that it is going to be written about.

Example of a Topic Sentence and Controlling Idea

Let's analyze the following word: "Writing"

If one says "writing", nobody will know what will be written about referring to writing. It could be about its history, types of writing, academic writing, etc.

However, if we add a controlling idea what it are the preferences of the people, it is possible that this discussion can now be controlled.

Supporting Sentences

If the paragraph has five sentences, usually the three sentences after the Topic Sentence are called the Supporting Details (Sentences). These sentences give explanation, evidence, and reason for the claim.

Example of Supporting Sentences

With respect to the paragraph example about writing preferences. Three supporting sentences can be written introducing evidence to support the claim that writing can be written in different places and at different times.

The first supporting sentence is detailed below:

"The peace of the fireplace, as it allows them to organize and to better plan their ideas. However, nowadays writers have forsaken writing by hand to that of a computer."

Concluding Sentence

The Concluding Sentence is the last sentence in the paragraph and does not introduce anything new. It either summarizes what has already been discussed or paraphrases the Topic Sentence.

Example of a Concluding Sentence

“Taking into account these preferences, the best writing appears to takes place with the correct place, resources and at the appropriate time.”

Characteristics of a paragraph

Paragraphs are basic structural units linked by sentences. The ability to write a well-structured paragraph depends on the writer’s knowledge.

- When starting a paragraph, students should start with an indentation.
- A paragraph begins with a capital letter.
- At the end of a paragraph a separate period is placed. This is to show that the subject is changed.

2.3.7. What is the five-paragraph essay?

The five paragraph essay is a formal essay comprising exactly five paragraphs: an introduction, three paragraphs of body (or explanation), and a conclusion. The advantages of the five paragraph essay are that it provides structure for students and that it aids students in developing topics in sufficient depth (Livermore, 1997).

How is the five-paragraph essay structured?

The five-paragraph essay should contain an introductory paragraph, followed by 3 paragraphs of supporting details, and a concluding paragraph.

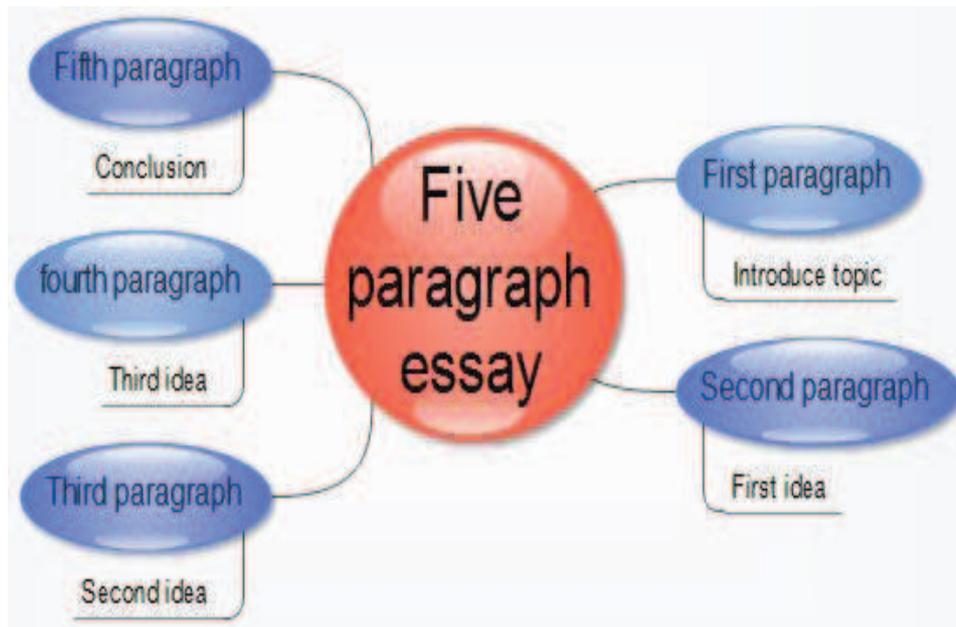


Figure 3. Five-paragraph essay

As it mentioned above, the paragraph has different parts that give cohesiveness and coherence when writing and transmitting a message. Similarly, an essay is a longer piece of writing that has several paragraphs that are organized at the same way that a paragraph to provide understanding and fluency to the statement. So, the Five-paragraph essay is planned with the following fragments. First, an introduction paragraph, in which the thesis statement is set. Second, the body paragraphs that consisting of three paragraphs the same that support the thesis statement established in introduction paragraph. And finally, conclusion paragraph that will be composed of a few sentences that will recap the main idea of the essay expressed in the introduction.

Characteristics of the five-paragraph essay

- The extension is free
- The thematic freedom is crucial.
- It might be called the "friendly style" of writing.
- Students may include some reference or quote.
- The essay aims to target a large audience.

In this chapter, different topics has been treated such as: the writing History where was analyzed how people started using different forms of signs and figures to express ideas and thoughts. Then, some writing definitions were cited by some authors for passing to describe the writing components like content, organization, grammar, vocabulary, and mechanics. After that, linking words were explained since them help to give cohesiveness and coherence to a statement. Lastly, the paragraph and essay were described and studied base on their structure and characteristics. In next chapter will look about survey that were applied using Collaborative Learning Approach on the development of writing skill.

2.4. CHAPTER FOUR: COLLABORATIVE LEARNING ON THE DEVELOPMENT OF WRITING SKILLS

2.4.1. Languaging and Writing Skill: The Effect of Collaborative Writing on EFL Students' Writing Performance (Meihami, 2015).

Research

A research was used in this quantitative study by using collaborative learning techniques. The participants were 35 low-intermediate EFL students in an institution of higher learning in Tehran. They were assigned into two groups: An experimental group (N=17) in which writing skill was accomplished through a collaborative writing program; and a control group (N=18) in which writing skill applied individually in the classroom. In this research a pretest/post-test was run, also a paragraph rating scale was used for obtaining students' overall writing performance and their performance on different aspects of writing such as content, organization, grammar, vocabulary, and mechanics. The results of this study shed light on the importance of using collaborative techniques and activities in L2 writing classrooms, which bears some implication for educators and curriculum planners.

Findings

Data gotten from diary entries, pre-test and post-test results and interviews were triangulated. The findings indicated that the students were generally satisfied with the collaborative writing techniques. The obtained data explained how advantageous the sessions were to the students in heightening their sense of responsibility towards the task, promoting the sharing of new information, allowing the sharing of expertise, helping narrow down information, and negotiating their point of view successfully by using collaborative strategies.

2.4.2. A Collaborative Writing Approach: Methodology and Student Assessment (Mulligan & Garofalo, 2011).

Research

This research reviewed collaborative writing techniques designed for the authors' EFL university classes in which learners worked in pairs to produce co-authored paragraphs and essays. Throughout the step-by-step procedure, students used the target language to plan, negotiate, draft, and revise their writing assignments, and thus make meaningful, task-oriented use of multiple skills at all stages of the process. At the end of the year-long course, the authors asked their students to submit written feedback about their experience in order to assess the effectiveness of the collaborative method.

Findings

Considering the advantages, in examining the positive comments provided by students, it was noticed that they could be placed clearly into five discrete categories. The types identified from their comments were:

1. Social skills development.
2. Stress reduction and time-saving benefits.
3. Motivational effects.
4. Improvement in the content of their writing; and
5. Gains in grammatical and structural proficiency.

Considering the disadvantages, in contrast, there were not as many negative comments made, but it was possible to place them into five distinct classes. The categories were:

1. Increased stress.
2. Logistical problems.
3. Target language usage; and
4. A conflict with personal learning style.

2.4.3. The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skill among Saudi University Students (Montasser, 2014).

Research

Collaborative learning strategies were used to encourage second-year university learners at the college of languages and translation, at Al-Imam University to learn from their peers so that they could develop their writing skills. Apprentices in CLL-based groups were trained to be more responsible for their learning through developing their personal interaction as well as their linguistic competence in a more relaxed social context. This treatment included sophomore students enrolled in EN 211 course in the second semester of 2013 academic year. Two instruments were used in this research, a pre-post writing test and an attitude questionnaire. The pre and post scores from the tests were calculated for descriptive statistics and compared using a Wilcoxon Test. The process of evaluating students' writing focused mainly on analyzing their errors with regard to spelling, using of vocabulary, grammar, punctuation as well as coherence.

Findings

The results of the project supported the use of the Collaborative Learning Approach to improve students' EFL writing skills. The reason why their score in the post-test increased was probably due to the opportunities provided by this method for learners of different levels to support, encourage, and give feedback to each other. The use of this approach created a more interesting, comfortable and fun learning environment in which students could share and exchange ideas to achieve their intended purposes. The significant progress on the students' EFL writing skills might have resulted from the process that students experience while working together in small groups.

2.4.4. Collaborative Writing in Summary Writing: Student Perceptions and Problems (Nooreiny Maarof, 2012).

Research

The participants were a group of 30 students enrolled in an Academic Writing class at a college in West Malaysia. The research employed a survey and an interview as methods of data collection. Collaborative summary writing tasks were implemented in the class over a two week period followed by the distribution of a 25-item 4-point Likert scale questionnaire for the students to complete in the classroom. A semi-structured interview was conducted with 10 randomly selected participants.

Findings

The data obtained from the survey and interview responses, the majority of participants experienced a positive perception towards the use of collaborative writing in the classroom in terms of a variety of aspects. In terms of motivation, learners felt that collaborative writing had enhanced their confidence to write in English. This result echoed the findings of past research such as Shehadeh (2012) whose subjects found collaborative writing to enhance their self-confidence, and Yong (2006) who proposed that collaboration fosters camaraderie and self-confidence. Two sociocultural constructs commonly identified in collaborative writing, the co-construction of knowledge and language, were also cited by students as being major benefits.

The profits of collaborative writing noted by the students may have stemmed from the fundamental tenets of sociocultural theory that underpins collaborative writing, in that external, social activities are the main basis for cognitive development. Shehadeh (2012) used sociocultural theory to explain that both cognitive development and language development occur on the inter-psychological plane and are eventually represented intra-psychologically, through the process of approximation and internalization. Hence, participants first collaboratively construct knowledge as a joint activity and then transform it into a mental activity through the two processes.

2.5. Hypothesis formulation

Working hypothesis

- The application of Collaborative Learning directly affects the development of writing skills with soldiers from the first year candidates' course, classroom "I" at ESFORSE.

Null hypothesis

- The application of Collaborative Learning does not affect the development of writing skills with soldiers from the first year candidates' course, classroom "I" at ESFORSE.

Alternative Hypothesis

- The use of Grammar Translation affects the development for improving writing skills with soldiers from the first year candidates' course, classroom "I" at ESFORSE.

PART THREE

3. THE METHODOLOGICAL DESIGN

3.1. Research Type and Design

This research is Descriptive, of Field and Quasi-experimental and its goal is the identification of the relationship between variables, which can describe and demonstrate the process of learning of the English language with soldiers from the first year candidates' course, classroom "I" at ESFORSE using the Collaborative Learning techniques as a didactic strategy.

This study is descriptive because it has been completed in several phases: examination of the characteristics of the chosen problem, setting on the variables, setting out the hypothesis, selecting the appropriate topics and sources, development of techniques for data collection, conducting objective and accurate observations, description, analyses and interpretation of data.

In the same way, this investigation is of Field since it was executed on-site which facilitated the obtaining of the precise information for the researcher. Furthermore, this study used a quasi-experimental design since it possesses the following characteristics:

1. This research comprises two variables: an independent (Collaborative Learning Approach) and a dependent one (writing skill).
2. The soldier candidates for both the control and experimental groups were selected and given both a pre-test and post-test to analyze the principal problem.

3.2. Population and Sample Size

The participants of the current study were 64 of first year soldiers from classrooms "I" and "K" at "ESFORSE"; their ages were between 18 and 22, and all of them were male.

Table 4.
Sample

Classroom	Men	Total
"K" Control group	32	32
"I" Experimental group	32	32
Total	64	64

3.3. Field Work

3.3.1. Instruments for data collection

Arithmetic means of scores from the last period were used to establish the diagnostic for this study. To set the objectives and test the hypotheses, a pre-test and a post-test were applied in both the experimental and control groups. Then, the test was scored according to a writing rubric, a 0-5 point scale was used to rate the content, organization, grammar, vocabulary and mechanics of writing.

Table 5
Scoring Rubric

Aspects of writing	Score	Criteria
Content	5 4	Provide complete element (goal, materials and steps) and easy to understand
	4 3,2	Provide almost complete element (goal, materials and steps) and easy to understand
	3 2,4	Provide fairly complete element (goal, materials and steps) and fairly easy to understand
	2 1,6	Provide a bit complete element (goal, materials and steps) and a bit difficult to understand
	1 0,8	Not complete and difficult to understand
Organization	5 4	Well organized and utilize effective use of transitional words/phrases
	4 3,2	Fairly well organize and utilize effective use of transitional words/phrases
	3 2,4	Loosely organized but main ideas clear, logical but incomplete transitional words/phrases
	2 1,6	Ideas disconnected, lack transitional words/phrases
	1 0,8	Lack organization, and does not utilize any transitional words/phrases
Grammar	5 4	No errors in the use of the grammar, well-structured sentences with variety;
	4 3,2	Almost no errors in the use of the grammar
	3 2,4	Some errors in the use of the grammar
	2 1,6	Many errors in the use of the grammar
	1 0,8	No mastery of the grammar, dominated by errors in the use of the tense in sentences
Vocabulary	5 4	Very effective choice of words and words form
	4 3,2	Effective choice of words and words forms
	3 2,4	Adequate choice of words but some misuse of vocabulary and words forms
	2 1,6	Limited range, confused use of words and words forms
	1 0,8	Very limited range, very poor knowledge of words and words forms
Mechanics	5 4	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.
	4 3,2	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks.
	3 2,4	Occasional errors of punctuation: periods, commas, semi colons, quotation, and marks.
	2 1,6	Frequent errors of punctuation: periods, commas, semi colons, quotation, and marks.
	1 0,8	No mastery of convention, dominated by errors of punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.

Source: Adapted from (Saputra, 2014)

After administration of the pre-test, four activities with the application of Collaborative Learning were developed with the experimental group. The below chart describes a summary of the four activities:

Table 6
Experimental group activities

Task	Technique	Development	Date
Activity 1	Brainstorming	Brainstorming techniques were used to write a paragraph in groups of five or six students. These techniques helped to generate many ideas because all soldier candidates participated.	April 24 th , 2015
Activity 2	Group work	Group work techniques were used to write paragraphs with groups of five or six, whereby they answered question on a given topic, shared ideas and responses.	May 15 th , 2015
Activity 3	Pair work	Pair work techniques were used to write a paragraph with the same groups. These techniques helped to generate many ideas because all soldier candidates participated	June 3 th , 2015
Activity 4	Jigsaw	The Jigsaw technique was used to write a paragraph with groups of five or six, with this technique each member was assigned something to learn and to teach to his group members. The representative of the students working on the same topic got together and discussed the important concepts and the ways to teach it to the whole class in order to write a paragraph.	June 8 th , 2015

3.3.2. Processing and analysis

Descriptive statistics was used to process and analyze the data results of both the pre-test and post-test for both groups control and experimental. The aspects to be considered were: content, organization, grammar, vocabulary, and mechanics. To evaluate the hypotheses was used a statistical method that correlated the variables before and after the experiment; and in a scientific way to confirm or deny whether the hypothesis was valid. Excel program was the chosen provider for the statistical functions adopted.

For this research the arithmetic mean and T-student were implemented for the hypothesis test in order to establish if the pattern of frequency observed in the first year soldier candidates, classroom "I" at ESFORSE corresponded or fitted the prospective or expected pattern.

PART FOUR
4.ANALYSIS OF RESULTS

Analysis and interpretation of results

Descriptive statistics were used to process and analyze the data results from the pre-test and post-test which were applied to both experimental and control groups based on the following issues: content, organization, grammar, vocabulary, and mechanics.

4.1. Results

4.1.1. Pre-test results

A pre-test was used in both experimental and control groups in order to obtain diagnostic information at the beginning of the study and the following scores were gotten:

Table 7
Pre-test results of Control group

PRE-TEST CONTROL GROUP									
CONTENT		ORGANIZATION		GRAMMAR		VOCABULARY		MECHANICS	
STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE
0	4	0	4	0	4	1	4	0	4
15	3,2	3	3,2	3	3,2	1	3,2	1	3,2
15	2,4	19	2,4	5	2,4	21	2,4	4	2,4
2	1,6	9	1,6	14	1,6	9	1,6	16	1,6
0	0,8	1	0,8	10	0,8	0	0,8	11	0,8
32		32		32		32		32	
2,73/4		2,2/4		1,63/4		2,25/4		1,48/4	
Arithmetic mean of the control group						10,28/20		10,28	

Table 8
Pre-test results of Experimental group

PRE-TEST EXPERIMENTAL GROUP									
CONTENT		ORGANIZATION		GRAMMAR		VOCABULARY		MECHANICS	
STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE
0	4	0	4	0	4	1	4	0	4
11	3,2	1	3,2	3	3,2	15	3,2	1	3,2
14	2,4	11	2,4	4	2,4	16	2,4	8	2,4
5	1,6	17	1,6	17	1,6	0	1,6	19	1,6
2	0,8	3	0,8	8	0,8	0	0,8	4	0,8
32		32		32		32		32	
2,45/4		1,72/4		1,42/4		1,93/4		1,60/4	
Arithmetic mean of the experimental group						9,73/20		9,73	

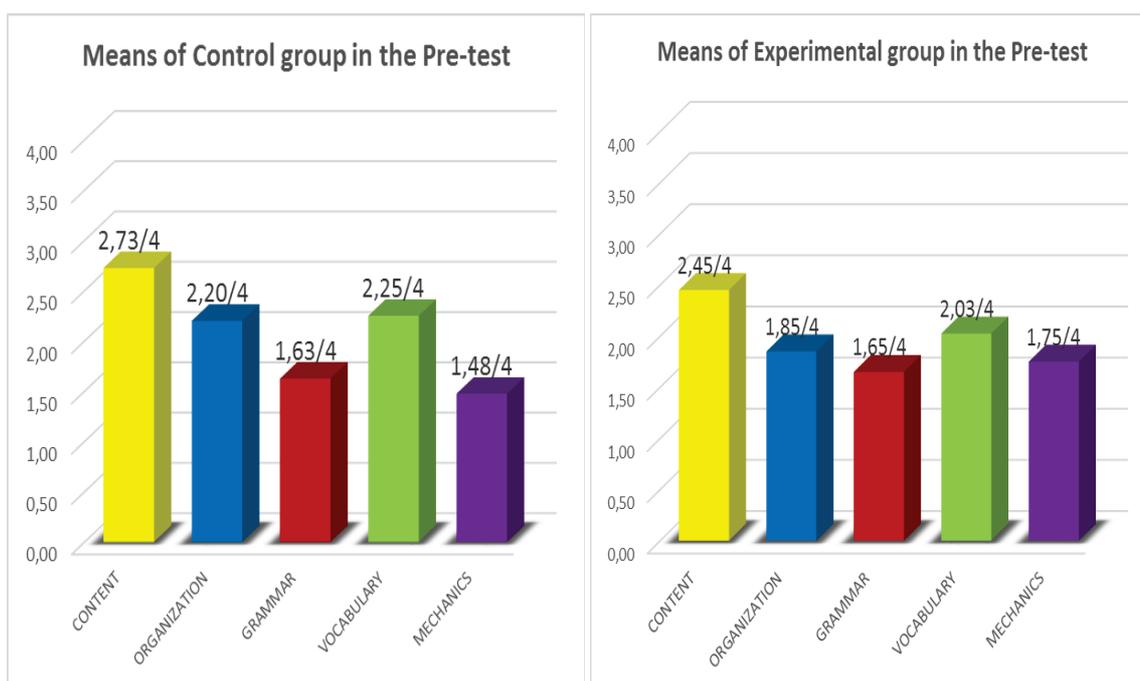


Figure 4. Means of the Pre-test in both groups

Analysis

As it can be seen, the results stated in these tables and graphs detail the scores and arithmetic means obtained on the pre-test of writing with both Control and Experimental groups. Although both groups reached low grades, the content of the paragraph was the best aspect developed considering the other parts evaluated. The lowest means were: *mechanics* in the control group and *grammar* in the experimental group. In sum, the analysis was a valuable source of information to demonstrate their competencies and weaknesses which was similar for both groups.

4.2. Writing activities with the use of collaborative learning

Before implementing collaborative learning in the classroom, the first step was to introduce this technique to the students. They were instructed to cooperate, by listening to comments of each participant of the group and be willing to reconsider their own judgments and opinions about the given topic. During the project, four activities were devised with the application of collaborative learning techniques, and the arithmetic means were:

Table 9
Arithmetic means for activities

ACTIVITIES	PARTICIPANTS	MEANS
ACTIVITY 1	32	12,9688
ACTIVITY 2	32	16,7031
ACTIVITY 3	32	17,3656
ACTIVITY 4	32	17,5687
TOTAL		16,15

Activities developed by the Experimental Group

Activity 1

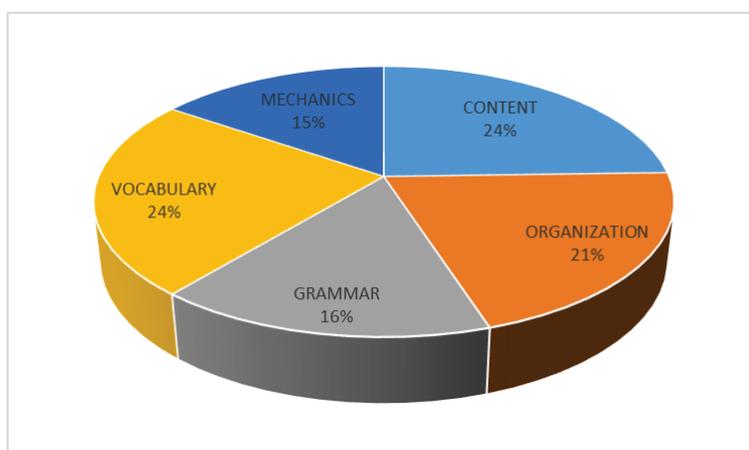


Figure 5. Percentages achieved in Activity 1

For this first task, the groups were structured by self- selection where learners chose their own group members conformed by five or six students. Each group was made up of a leader, a secretary and the rest of the group collaborated by giving ideas and opinions; it was mandatory that each member had an opportunity to contribute his ideas before the group would arrive at a conclusion. Learners were required to write a paragraph of one hundred to one hundred twenty words about “the characteristics of their house” using the brainstorming technique for which they had sixty minutes. For this activity, groups outlined, planned, and drew a first draft. The researcher helped with the outlines by giving pertinent comments and the secretary in each group wrote the first draft; after that, the whole group reviewed the process and edited the paragraph.

It is important to mention that after the application of collaborative learning strategies, participants improved their performance in *content* and *vocabulary* although with other aspects there was little progress. The arithmetic mean was 12.97/20. At the end of this task students were pleased to know they enhanced over the pre-test.

Activity 2

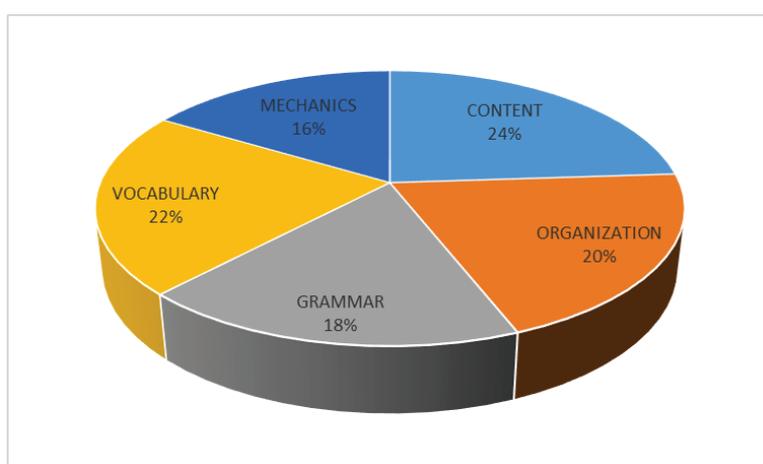


Figure 6. Percentages achieved in Activity 2

For this activity, groups were assigned at random, the researcher handed out pieces of paper with numbers from 1 to 4 to the whole class; and then students who got number 1 formed the first group, students who had number 2 formed group 2, etc. Each group was organized by: a leader, a secretary and the rest of the group cooperate with each other by giving recommendations about given topic. Pupils were asked to write three paragraphs of eighty to one hundred words about “How to give advice or suggestion to a friend that wants to enlist in the ESFORSE”, for which they had sixty minutes. Each group member contributed with advice and suggestions while the secretary took notes and wrote the draft, after that the writing was reviewed by the whole group and edited, then each group reporter shared their writings with the class.

Upon completion of this activity, it was observed that students continued improving in *content*, *vocabulary* and *organization* while in *grammar* and *mechanics* had a slow development, the arithmetic mean was 16.7/20, which again showed an

improvement over the pre-test and first activity, students were satisfied with the achievements.

Activity 3

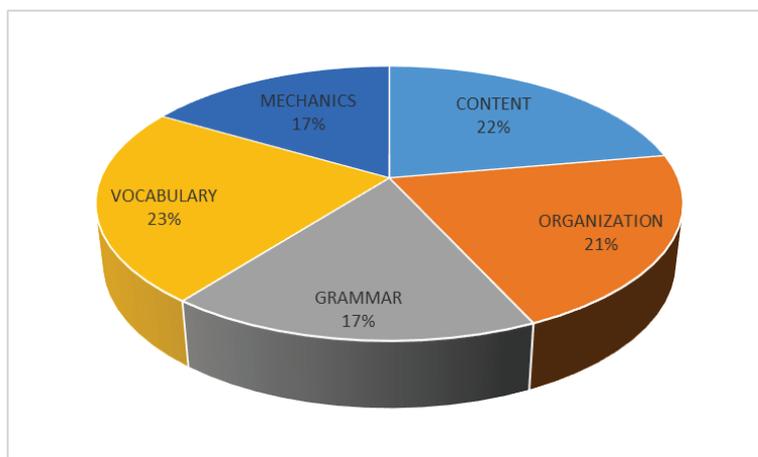


Figure 7. Percentages achieved in Activity 3

In the third activity, the researcher used a Pair Work by allowing students to choose their own partners to work with. They were required to write two paragraphs of one hundred to one hundred twenty words about “their future group plans” for which they had sixty minutes. The researcher developed questions about a given topic and gave students time to think independently before responding to prompts or answering questions and then students were asked to share their ideas with their partners. This task gave them the opportunity to collect and organize their thoughts, after that, they wrote the draft, reviewed, edited and delivered the task to the teacher.

At the end, it was possible to notice that *content*, *vocabulary* and *organization* aspects were improved while *grammar* and *mechanics* were still low. The arithmetic mean was 16.7/20, and it showed a significant improvement over previous activities, they felt encouraged and pleased to see their achievement.

Activity 4

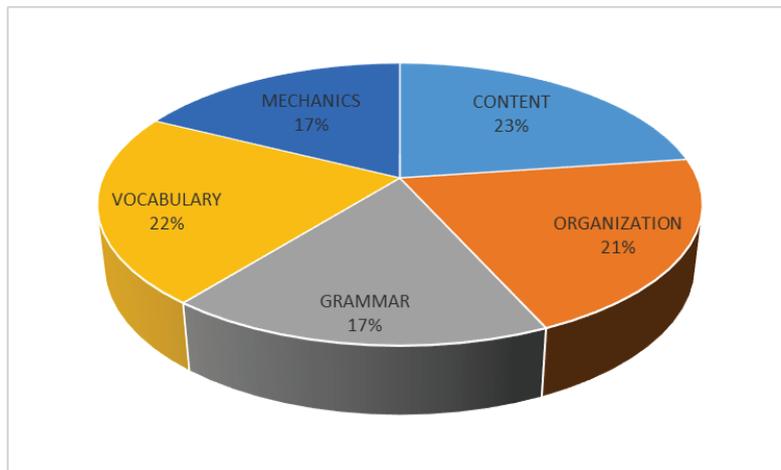


Figure 8. Percentages achieved in Activity 4

For the last activity, the same groups from activity 2 were used but their roles were switched. Jigsaw technique was used to write a paragraph of 100 to 120 words about “the best place for vacation”, they had 60 minutes. Each member was assigned the writing of a part of the paragraph; after that the secretary of each group joined the parts and wrote a draft, then the whole group reviewed and made the final edition.

Again the content, vocabulary and organization were the aspects of better performance while grammar and mechanics were the lowest areas. The arithmetic mean was $17.57/20$, which showed a notable increase towards previous activities and arithmetic means.

In the following graph a summary about the arithmetic mean gotten by the experimental group throughout the project is represented.

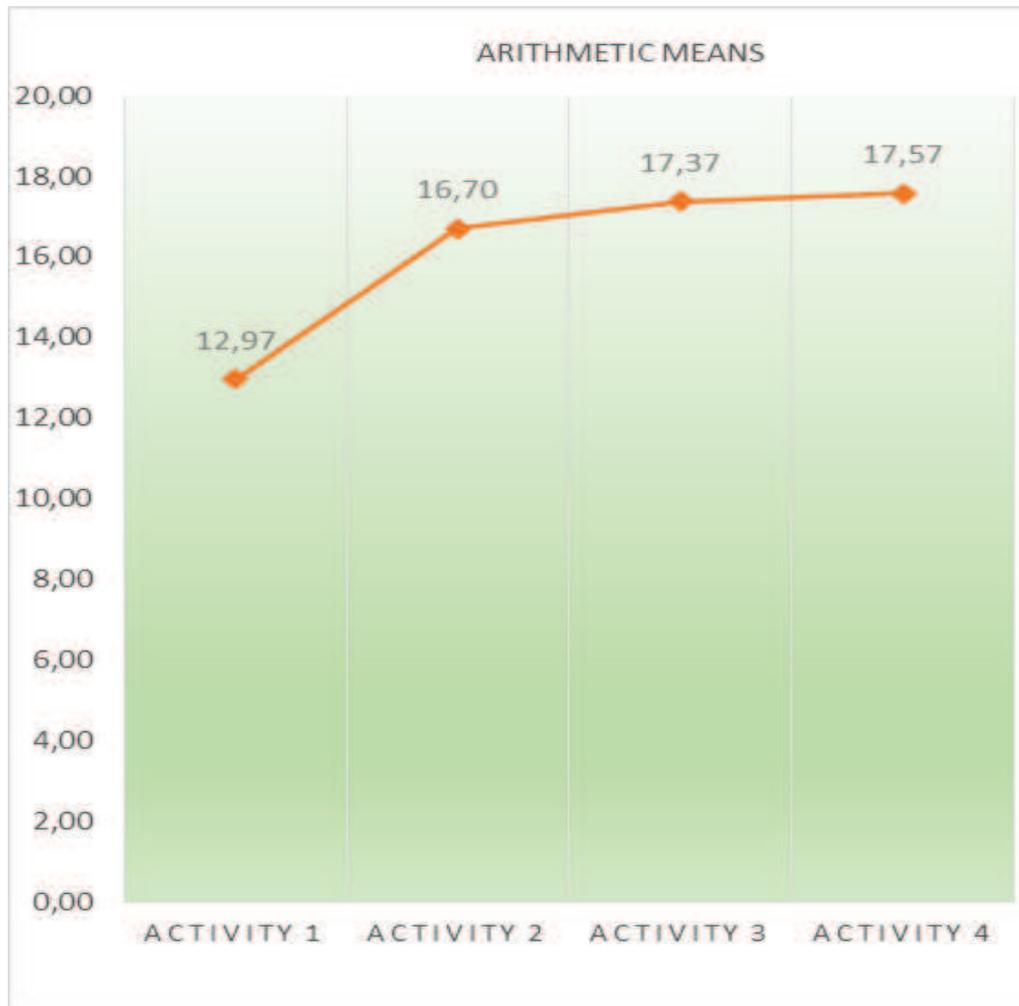


Figure 9. Arithmetic means for activities applied in the experimental group

In conclusion, the arithmetic mean over the four activities demonstrated soldier candidates improved their writing skill using collaborative learning techniques from one activity to another. They started with a low mean but reached a high performance.

4.3. Post-test results

At the end of study a post-test was applied again and the following data was calculated in both Experimental and Control groups.

4.3.1. Control Group

Pre-test vs. Post-test

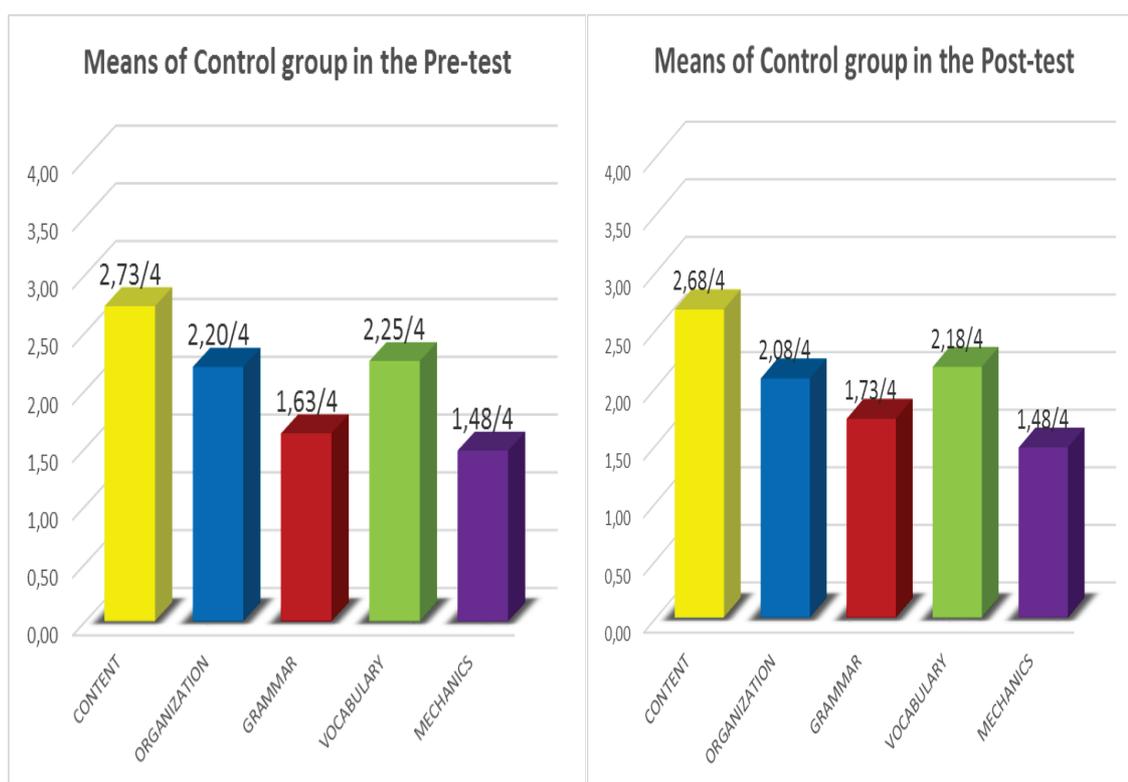


Figure 10. Means of the issues in the Pre-test and Post-test of the Control group

Analysis

The above graphs show the arithmetic mean results obtained by the Control group in the pre-test and post-test. Comparing the different issues, *content* of writing decreased in 0,05, their writings did not provide a logical development of ideas and did not have enough supporting details. In paragraph organization, it diminished 0,12 which means their writings did not have a logical sequence, their ideas were not well connected and the use of linking words was limited. With respect to the use of *grammar*, there was a slight increase of 0,10, the most common mistakes were about:

correct agreement tense, plural, word order, use of articles, pronouns, prepositions, etc. With regard to *vocabulary*, the arithmetic mean got down 0.07, they showed a limited use of words as synonyms, antonyms, idioms, many word repetition and the meaning was not effectively communicated. In the use of *mechanics* of writing, students maintained the same low mean of the pre-test, they had problems with the use of punctuations marks, inappropriate use of indention at beginning of paragraphs, unsuitable use of capital letters, incorrect spelling, etc. In sum, the control group had a slight decrease on the development of their writing skills from the pre-test to the post-test as it is shown in the figure below.

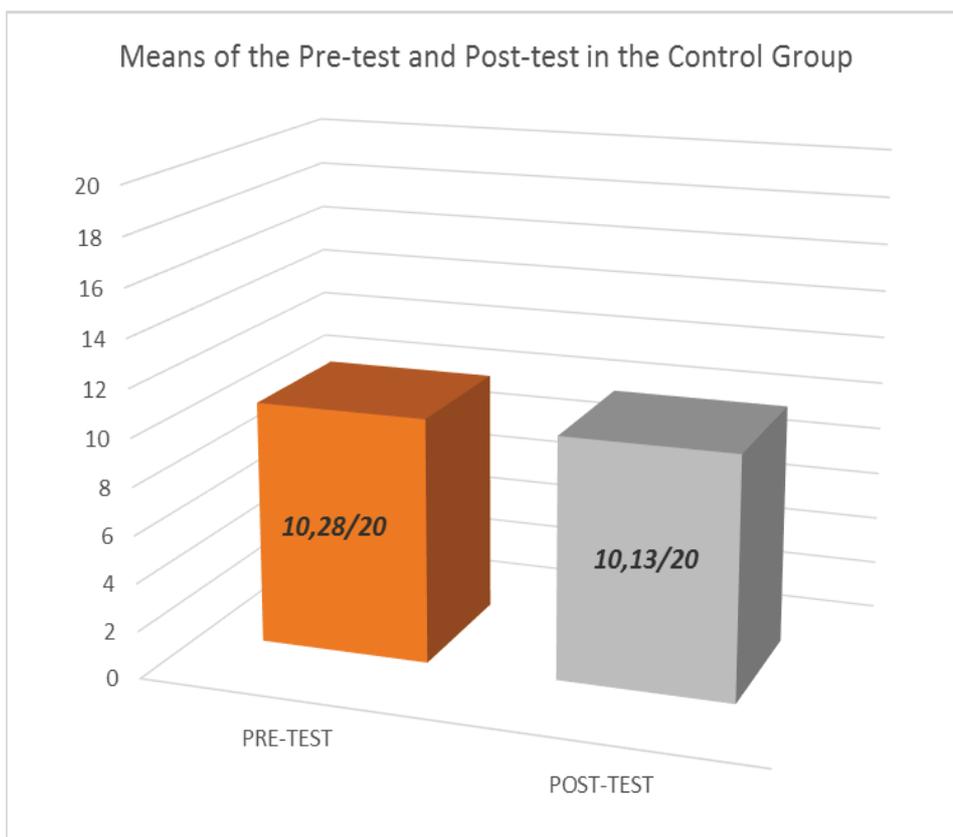


Figure 11. Means of the Pre-test and Post-test of the Control Group

4.3.2. Experimental Group

Pre-test vs. Post-test

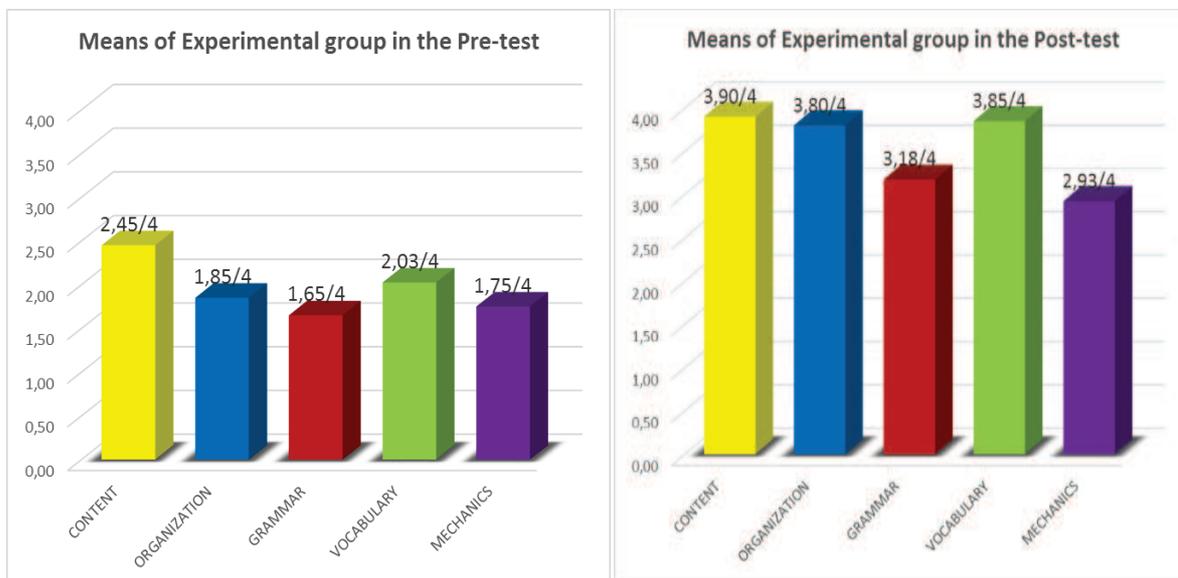


Figure 12. Means of the issues in the Pre-test and Post-test of the Experimental group

Analysis

The above graphs represent the experimental group results reached in the pre-test and the post-test. Analysing the different components of writing, *content* improved in 1.45, students showed knowledge of the subject, good ideas and provided supporting details along the development of the given topic. With respect to *organization*, it enhanced 1.95; so, their paragraphs provided logical and cohesive sequencing, fluent expression, and its distinct paragraph parts were well identified as the introduction, body and conclusion. Regarding *vocabulary*, their writing increased in 1.82 which means they used appropriateness of register, effectiveness in the transmission of meaning and use of an effective word choice and usage. The least developed aspects were *grammar* and *mechanics* although the mean attained was acceptable; in *grammar*, it increased 1.53 which means their writings improved in the use of correct structures, correct tenses, effective complex constructions, the suitable use of articles, pronouns, and prepositions. In *mechanics*, there was an enhancement of 1.18 from pre-test, their paragraphs used correct indentation at the beginning of paragraphs, suitable capital letter, punctuation marks, correct spelling, etc. In conclusion, with the application of

the collaborative techniques, the experimental group improved their writing skills from pre-test to post-test markedly.

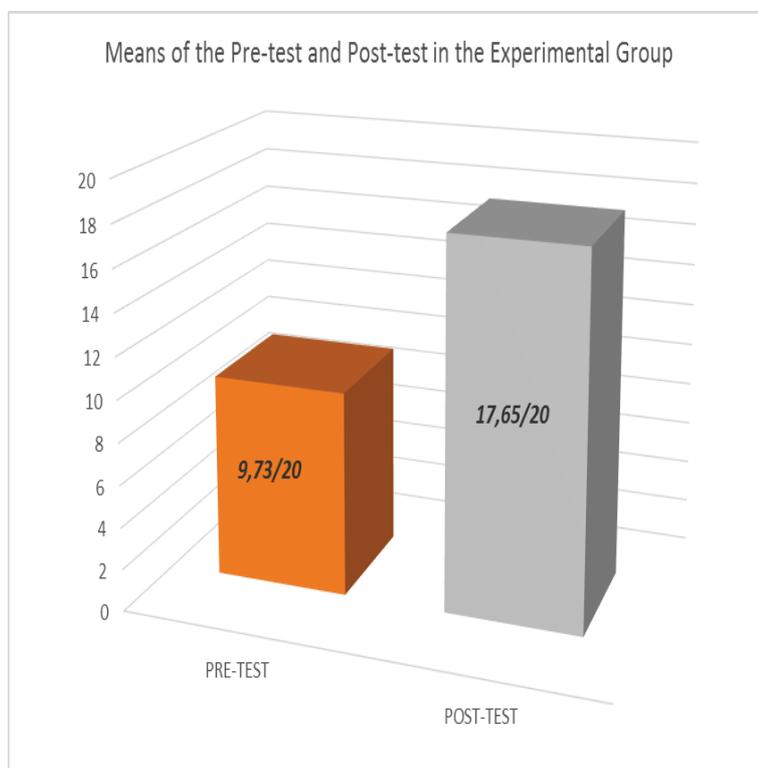


Figure 13. Means of the pre-test and Post-test of the Experimental Group

As can be seen in figure (13), comparing the total means of the pre-test and the post-test, the experimental group improved significantly with the use of collaborative learning techniques on writing skills.

4.3.3. Control Group vs. Experimental Group

Post-test

Table 10

Post-test results of Control group

POST-TEST CONTROL GROUP									
CONTENT		ORGANIZATION		GRAMMAR		VOCABULARY		MECHANICS	
STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE
0	4	0	4	0	4	1	4	0	4
15	3,2	3	3,2	3	3,2	1	3,2	1	3,2
15	2,4	19	2,4	5	2,4	21	2,4	4	2,4
2	1,6	9	1,6	14	1,6	9	1,6	16	1,6
0	0,8	1	0,8	10	0,8	0	0,8	11	0,8
32		32		32		32		32	
2,68/4		2,08/4		1,73/4		2,18/4		1,48/4	
Arithmetic mean of the control group 10,13/20									

Table 11

Post-test results of Experimental group

POST-TEST EXPERIMENTAL GROUP									
CONTENT		ORGANIZATION		GRAMMAR		VOCABULARY		MECHANICS	
STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE	STUDENTS	SCORE
28	4	24	4	9	4	26	4	4	4
4	3,2	8	3,2	13	3,2	6	3,2	13	3,2
0	2,4	0	2,4	10	2,4	0	2,4	15	2,4
0	1,6	0	1,6	0	1,6	0	1,6	0	1,6
0	0,8	0	0,8	0	0,8	0	0,8	0	0,8
32		32		32		32		32	
3,9/4		3,8/4		3,18/4		3,85/4		2,93/4	
Arithmetic mean of the experimental group 17,65/20									

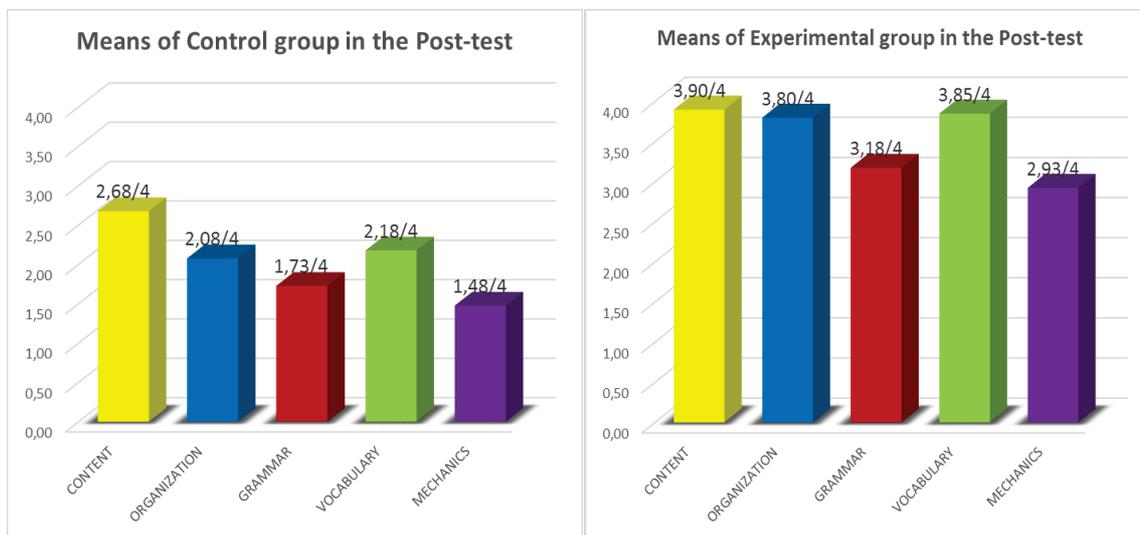


Figure 14. Means of the issues in the Post-test in both groups

Analysis

The detailed results in these tables and graphs indicate the scores and arithmetic means obtained in writing post-test with both Control and Experimental groups, and then an analysis is going to be done to check the level of improvement from the pre-test to the post-test in both groups. Regarding *content*, the control group decreased 0.5

while the experimental group improved 1.45, their paragraphs were easy to understand, had clear ideas and provided supporting details. With regard to *organization*, control group diminished 0.12, their texts did not have a logical sequence or cohesion, used incomplete transitional words, and their ideas were not clear, on the contrary, the experimental group improved 1.95, their writings showed fluency of expression, logical sequence and cohesion, used complete linking words, clear ideas, etc. In *grammar*, the control group got a slight increase of 0.10, their paragraphs had such mistakes as: third singular person, spelling, and inappropriate use of word order and function. On the other hand, the experimental group enhanced considerably in 1.53, their paragraphs had acceptable use of *grammar*, correct verb tense and number, suitable register, and appropriate use of the word order and function. With respect to *vocabulary*, the control group got down 0.07, these students did not use enough variety of words and idioms; they showed frequent word/form errors in the paragraph; word meaning did have not effective communication, while with the experimental group there was an increment of 1.82, so, their texts were much better with the use of synonyms, antonyms, appropriate register and very effective choice of words and forms. In *mechanics*, the control group kept the same low level in their texts; They had trouble with such punctuation marks as: commas, semi colons, and initial capital letters, while the experimental group improved 1.18, this means, they enriched the use of mechanics of writing, appropriate capital letters, correct indention, periods, etc. In conclusion, it was evident the effectiveness of the collaborative learning strategies in the experimental group.

At the end, the results obtained from all the tested parameters in the post test showed how the Collaborative Learning Approach was an effective tool with respect to the development of writing skills in: content, organization, grammar, vocabulary, and mechanics in the experimental group, meanwhile the Control group did not have

improvement in the development of writing skills since they did not receive any collaborative techniques as it is shown in the figure below.

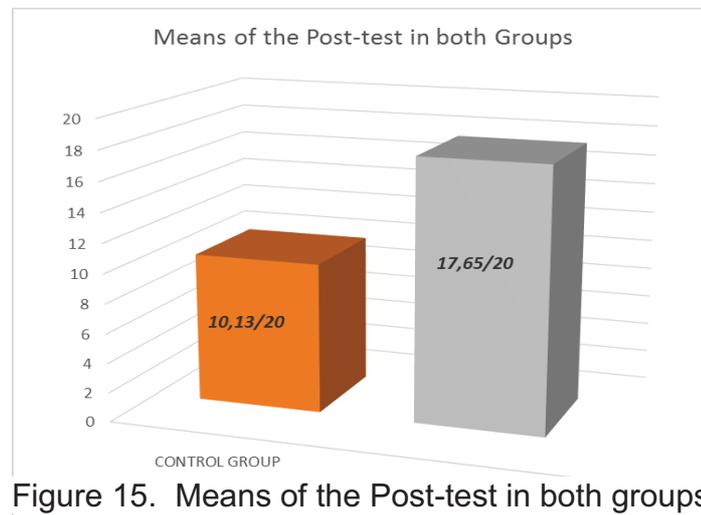


Figure 15. Means of the Post-test in both groups

4.4. Hypothesis testing

Statistical model and calculation of the "T-student"

Informative data

$N_1 = 32$ → Number of soldier candidates in the pre-test.

$N_2 = 32$ → Number of soldier candidates in the post-test.

$X_i =$ → Scores of soldier candidates.

$\bar{X} = (\sum X_i) / N_1$ → Arithmetic mean calculated.

$gl = N_1 - N_2 - 2$ → Degrees of freedom.

$S_1 = (X_i - \bar{X})^2$ → Square deviation calculated.

T-student = →
$$\sqrt{\frac{S_1 + S_2}{N_1 + N_2 - 2}}$$

Table 12
Square deviation of the Pre-test in the Experimental group

Pre-test experimental group			
ORD	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
1	6,4	-3,325	11,055625
2	6,4	-3,325	11,055625
3	7,2	-2,525	6,375625
4	7,2	-2,525	6,375625
5	7,2	-2,525	6,375625
6	7,2	-2,525	6,375625
7	7,2	-2,525	6,375625
8	8,8	-0,925	0,855625
9	8,8	-0,925	0,855625
10	8,8	-0,925	0,855625
11	8,8	-0,925	0,855625
12	8,8	-0,925	0,855625
13	8,8	-0,925	0,855625
14	8,8	-0,925	0,855625
15	8,8	-0,925	0,855625
16	8,8	-0,925	0,855625
17	9,6	-0,125	0,015625
18	9,6	-0,125	0,015625
19	9,6	-0,125	0,015625
20	9,6	-0,125	0,015625
21	10,4	0,675	0,455625
22	10,4	0,675	0,455625
23	10,4	0,675	0,455625
24	11,2	1,475	2,175625
25	11,2	1,475	2,175625
26	12	2,275	5,175625
27	12	2,275	5,175625
28	12	2,275	5,175625
29	12,8	3,075	9,455625
30	13,6	3,875	15,015625
31	13,6	3,875	15,015625
32	15,2	5,475	29,975625
	311,2	0	152,46
	\bar{X}	9,725	
	S1	152,46	

Table 13
Square deviation of the Post-test in the Experimental group

Post-test Experimental group			
ORD	Xi	Xi- \bar{X}	(Xi- \bar{X}) ²
1	16	-1,65	2,7225
2	16	-1,65	2,7225
3	16	-1,65	2,7225
4	16	-1,65	2,7225
5	16	-1,65	2,7225
6	16	-1,65	2,7225
7	16	-1,65	2,7225
8	16	-1,65	2,7225
9	16	-1,65	2,7225
10	16,8	-0,85	0,7225
11	16,8	-0,85	0,7225
12	16,8	-0,85	0,7225
13	17,6	-0,05	0,0025
14	17,6	-0,05	0,0025
15	17,6	-0,05	0,0025
16	17,6	-0,05	0,0025
17	18,4	0,75	0,5625
18	18,4	0,75	0,5625
19	18,4	0,75	0,5625
20	18,4	0,75	0,5625
21	18,4	0,75	0,5625
22	18,4	0,75	0,5625
23	18,4	0,75	0,5625
24	18,4	0,75	0,5625
25	18,4	0,75	0,5625
26	18,4	0,75	0,5625
27	19,2	1,55	2,4025
28	19,2	1,55	2,4025
29	19,2	1,55	2,4025
30	19,2	1,55	2,4025
31	19,2	1,55	2,4025
32	20	2,35	5,5225
	564,8	0	49,84

(MEAN) \bar{X}

17,65

S²

49,84

Data to calculate T-student:

$$\bar{X}_1 = 9.725$$

$$\bar{X}_2 = 17.65$$

$$N_1 = 32$$

$$N_2 = 32$$

$$S_1 = 152$$

$$S_2 = 49.84$$

$$T\text{-student} = \sqrt{\frac{S_1 + S_2}{N_1 + N_2 - 2}} = \sqrt{\frac{152 + 49,84}{32 + 32 - 2}} = \sqrt{\frac{201,84}{62}} = \sqrt{3,2554}$$

$$T\text{-student} = 1.80$$

Confidence level = 95% (0.05)

Determination of the technical and statistical test

gl = $N_1 + N_2 - 2$ → Degrees of freedom

$$gl = 32 + 32 - 2$$

$$gl = 62$$

Determination of critical values and rejection regions

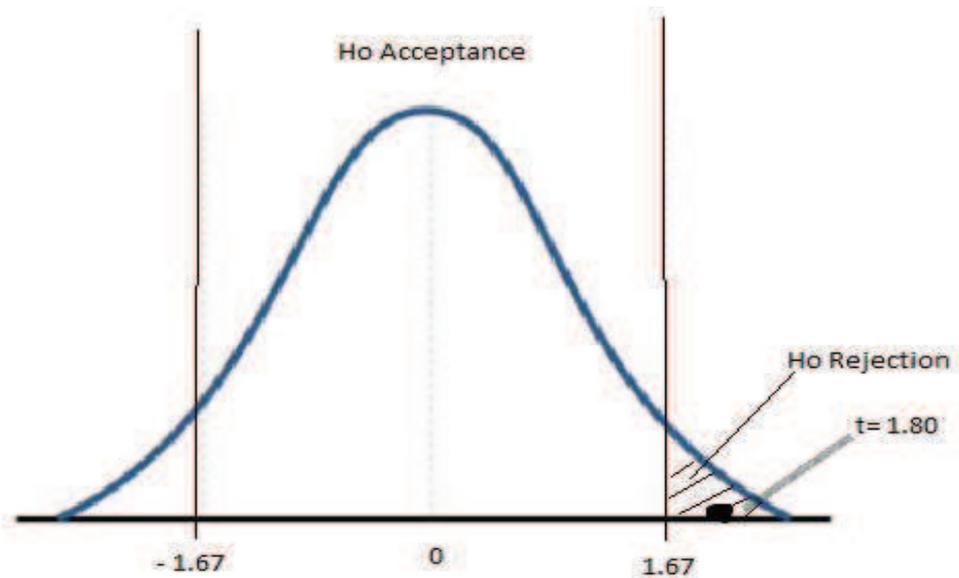


Figure 16. T-Student test result

Decision rule

T-student calculated at 1.80 is greater than T-student tabulated of 1.67 (see Annex No 6), which means it is outside the area of acceptance. Therefore, the null hypothesis is rejected: “The application of Collaborative Learning does not affect the development of writing skills with soldiers from the first year candidates’ course, classroom “I” at ESFORSE”, and the work hypothesis is accepted: “The application of Collaborative Learning directly affects the positive development of writing skills on the first year soldier candidates’ course, classroom “I” at ESFORSE” which means that the application of Collaborative Learning strategies were very useful on the development of writing skills with soldiers candidates.

4.5. CONCLUSIONS

- The results obtained in the pre-test in both groups: control (10.28/20) and experimental (9.73/20) were very low, but after implementing the collaborative learning techniques with the experimental group their performance in all the writing issues improved significantly (17.65/20) in their post-test. On the other hand, the control group did not receive the application of this technique and their performance in the post-test did not show any improvement; moreover, the arithmetic mean was lower than the pre-test.
- By means of statistical procedure T-student, the working hypothesis was accepted and the null one was rejected, so the application of Collaborative Learning directly affects the development of writing skills with soldiers from the first year candidates' course, classroom "I" at ESFORSE, since the learners improved their scores after applying this approach. Besides, results indicated that they developed a greater sense of responsibility by collaborating and even helped to one another and this interaction led them to improve their social relationship too.
- When the method of Collaborative Learning was explained to soldier candidates, they thought that writing texts in English would be a difficult task, but later they noticed that could work in pair and groups, share ideas with their partners, construct paragraphs, and do writing activities by themselves. Something relevant was that they showed a reduction of stress and time saving benefits. The Collaborative Learning Approach lessened the pressure to do a good job, eased their burden as they could share the work load, and it saved them time due to the shared effort.

4.6. RECOMMENDATIONS

According to obtained results is recommended the following:

- To continue working with the collaborative learning strategies since students work more effectively and responsibly. Moreover, with this method students are more creative and critical when doing a task.
- To train English teachers at ESFORSE and then, spread the application of this method to all areas of this Institute so this teaching method can be beneficial and students will be motivated to work with it and improve scores performance.
- The development of language skills with students depends on the teaching resources used in the classroom. For this reason, writing topics would be selected carefully considering technological and scientific advances thus they will develop their writing skills in the best way.

PART FIVE

5. PROPOSAL

PROPOSAL

A WORKSHOP FOR TEACHERS TO DEVELOP AND IMPLEMENT COLLABORATIVE LEARNING APPROACH IN ORDER TO IMPROVE WRITING SKILLS AT ESFORSE



By: MIGUEL EDMUNDO CUNALATA CHANGO

STARTING DATE: WEDNESDAY, DECEMBER 9TH 2015

CLOSING DATE: FRIDAY, DECEMBER 11TH 2015

Problem identification

Poorly motivated soldiers attending first year candidate's course, classroom "I", at ESFORSE during the first semester 2015 to improve their English writing skills.

5.1.PARTICIPATION ANALYSIS

On the basis of the available information, the following groups are identified.

Table 14
Analysis 1

INSTITUTIONS	INTEREST GROUPS	OTHERS
ESFORSE	Teachers Soldier Candidates	Authorities

Table 15
Analysis 2

	TEACHERS
PROBLEMS	<ul style="list-style-type: none"> - Few opportunities to apply updated writing methods. - Inappropriate teaching methods to teach the English language. - Writing demotivation
INTERESTS	How to develop and to implement the Collaborative Learning Approach in order to improve writing skills.
POTENTIALS	Ability to influence the problem
LINKAGES	Dependent upon the teacher's cooperation and application of the Collaborative Learning Approach

5.2.PROBLEM ANALYSIS

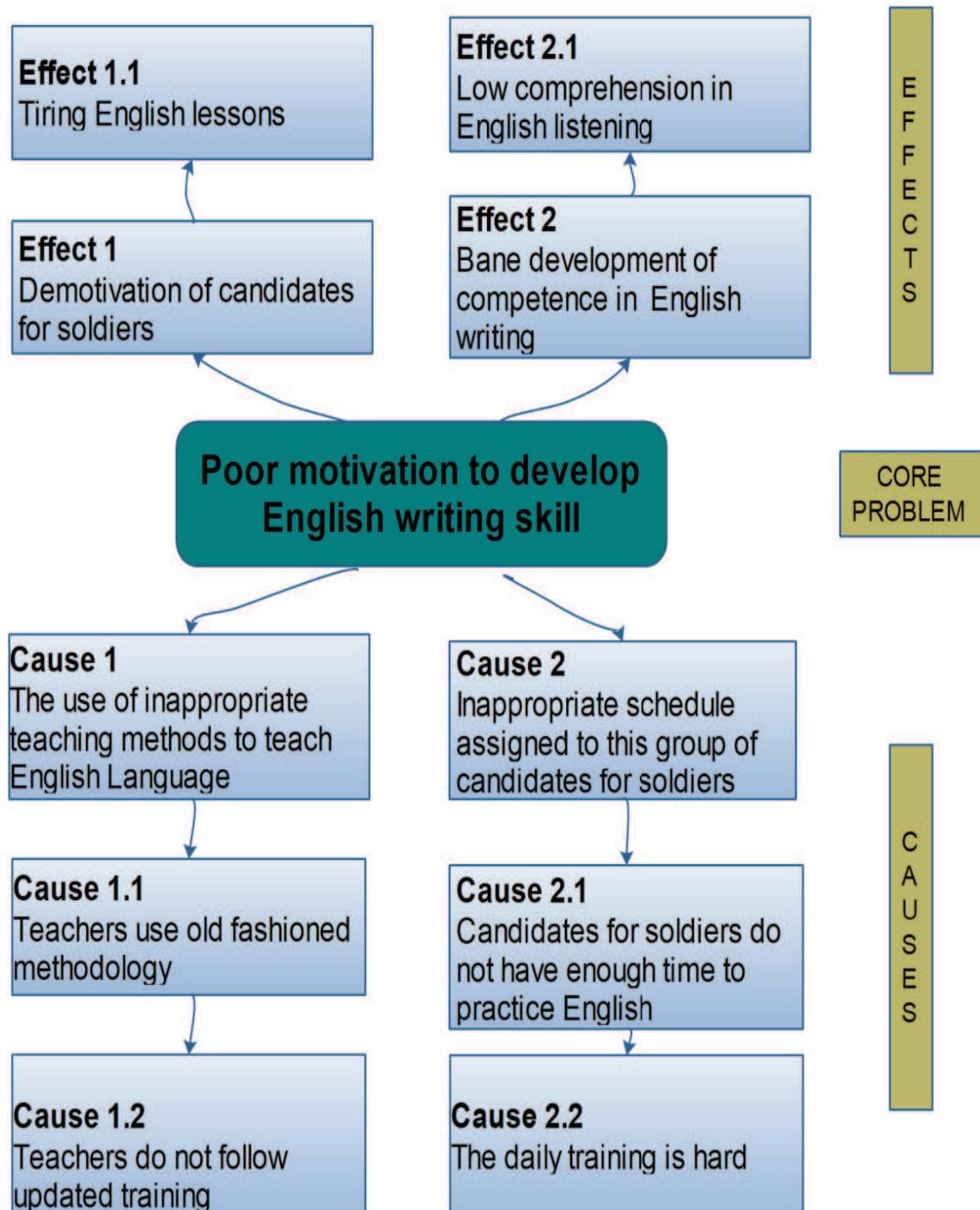


Figure 17. Problem analysis

5.3.OBJECTIVES ANALYSIS

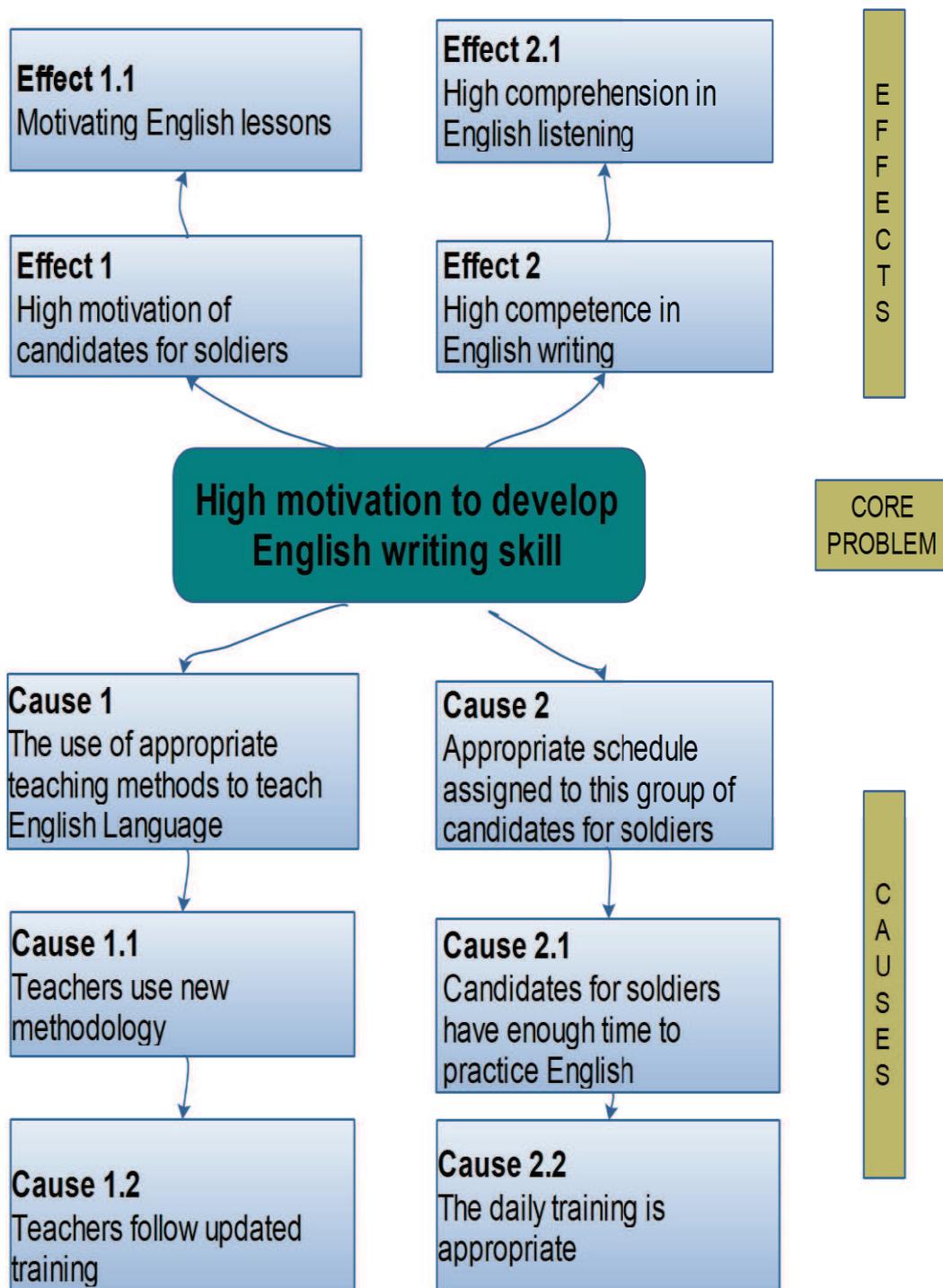


Figure 18. Objectives analysis

5.4. ALTERNATIVES ANALYSIS

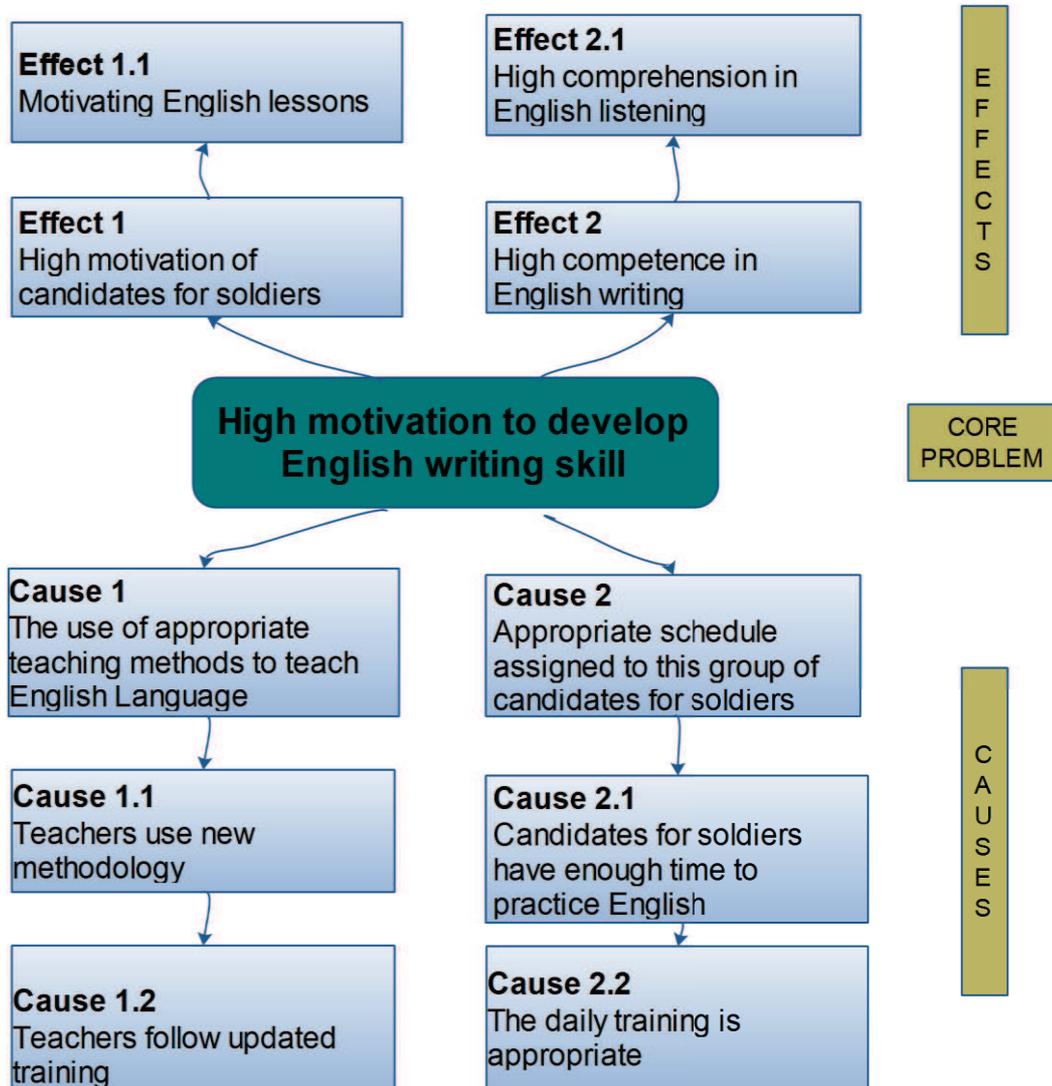


Figure 19. Alternatives analysis

OPTIONS FOR TRAINING

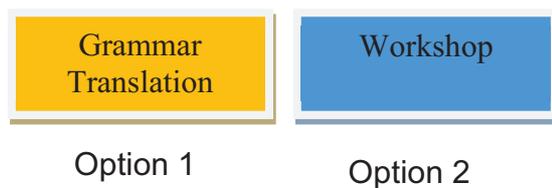


Table 16

Alternative Analysis

	OPTION 1 Grammar Translation	OPTION 2 Workshop
COST	Low	Low
CHANCE OF SUCCESS	Low	High
COST/BENEFIT	Low	Low
TIME HORIZON	Long	Short
SOCIAL RISK	Big	Small

5.5. DEFINING THE MAIN PROJECT ELEMENTS

Table 17

Elements

1. GOAL	
To train English teachers at ESFORSE in the collaborative learning strategy to improve English writing skills.	
2. PURPOSE	
To enhance teachers' skills to improve their professional practice with soldier candidates.	
3. OUTPUTS	
WORKSHOP <ul style="list-style-type: none"> - Description of the Collaborative Learning Approach - Advantages of Collaborative Learning - Strategies of Collaborative Learning - Activities that can be developed with Collaborative Learning - Writing activities using Collaborative Learning 	
4. ACTIVITIES	5. INPUTS
<ul style="list-style-type: none"> - Planning the workshop - Inviting the teachers - Running the workshop 	<ul style="list-style-type: none"> - Collaborative Learning - Funds to buy the materials

5.6. DETERMINING THE ASSUMPTION

Table 18

Assumptions

1. GOAL	ASSUMPTIONS	
To train English teachers at ESFORSE in the collaborative learning strategy to improve English writing skills.	Students write paragraphs accurately and appropriately	
2. PURPOSE	ASSUMPTIONS	
To enhance their skills.	Students use Collaborative Learning to write paragraphs	
3. OUTPUTS	ASSUMPTIONS	
WORKSHOP <ul style="list-style-type: none"> - Description of Collaborative Learning - Advantages of Collaborative Learning - Strategies of Collaborative Learning - Activities that can be developed with the Collaborative Learning - Writing activities using Collaborative Learning 	Teachers have adequate opportunities to apply Collaborative Learning to develop writing methods	
4. ACTIVITIES	5. INPUTS	ASSUMPTIONS
<ul style="list-style-type: none"> - Planning the workshop - Inviting the teachers - Running the workshop 	<ul style="list-style-type: none"> - Collaborative Learning - Funds to buy the materials 	<ul style="list-style-type: none"> - Apply Collaborative Learning strategies to develop writing skills - Use of Collaborative Learning Approach to develop writing skills

5.7. ESTABLISHING THE INDICATORS

Table 19

Indicators

1. GOAL	INDICATORS	ASSUMPTIONS
To train English teachers and students at ESFORSE in the collaborative learning strategy to improve English writing skills.	Participants write a paragraph using appropriate structure, style, good content, grammar and spelling.	Participants write paragraphs accurately
2. PURPOSE	INDICATORS	ASSUMPTIONS
To enhance their skills.	Use of Collaborative Learning strategies	Participants use Collaborative Learning Approach to write paragraphs
3. OUTPUTS	INDICATORS	ASSUMPTIONS
WORKSHOP <ul style="list-style-type: none"> - Description of Collaborative Learning - Advantages of Collaborative Learning - Strategies of Collaborative Learning - Activities that can be developed with Collaborative Learning - Writing activities by using Collaborative Learning 	Participants apply the Collaborative Learning Approach in writing skill development	Participants have adequate opportunities to apply updated writing methods
4. ACTIVITIES	5. INPUTS	ASSUMPTIONS
<ul style="list-style-type: none"> - Planning the workshop - Inviting the teachers - Running the workshop 	<ul style="list-style-type: none"> - Collaborative Learning Approach - Funds to buy the materials 	<ul style="list-style-type: none"> - Apply Collaborative Learning strategies to develop writing skills - Use of Collaborative Learning Approach to develop writing skills

BIBLIOGRAPHY

- Alpert, B. (2013). *The Meaning of the Dots on the Horses of Pech Merle*. Middletown.
- Bailey, G. D., & Dyck, N. (1990). *The administrator and cooperative learning: Roles and responsibilities in instructional leadership*.
- Beauvois, M. H. (1998). *Conversation in slow motion: Computer-mediated communication in the foreign language classroom*.
- Blake, B., & Pope, T. (2008). *Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms*. *Journal of Cross-Disciplinary Perspectives in Education* , 59-67.
- Bosley, D. S., & Jacobs, J. (1992). *Collaborative writing: A philosopher's guide* .
- Braine, G. (1998). *Teaching writing on Local Area Networks*. Singapore.
- Bruffee, K. (1993). *Collaborative Learning*. Baltimore.
- Buccellati, G. (1981). *The origin of writing and the beginning of History*. Los Angeles.
- Carvajal, L. (2013). *La Lectura*. Santiago de Cali: USC, Cooprusaca.
- Chakraverty, A., & Gautum, K. (2000). *Dynamics of writing*. Forum.
- Chang, K.-Y. R., & Smith, W. F. (1991). *Cooperative Learning and CAAL/IVD in beginning Spanish*.
- Cheah, L. N., & Poon, M. L. (1998). *Efficacy of cooperative learning among Malaysian secondary school students*.
- Dobao, A. (2012). *Collaborative writing tasks in the L2 classroom: comparing groups, pair, and individual work*.
- Ferreiro, E. (1985:82). *Los sistemas de escritura en el desarrollo del niño*. Mexico: Siglo XXI editores.
- Forman, J. (1989). *The discourse communities and group writing practices of management*.
- George, D. (1984). *Working with peer groups in the composition classroom*.
- Gerlach, J. (1994). *Collaborative Learning: Underlying processes and effective techniques*. San Francisco.
- Gilson, E. (1974). *El realismo metódico*.

- Hansen, J., & Liu, J. (2005). Guiding principles of or effective peer response. *ELT Journal*, 31-38.
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Pearson Educational Limited.
- Hopkins, G. &. (2001, August 3). <http://www.aect.org>. Retrieved February 7, 2015, from Educational Communications and Technology: <http://www.aect.org/edtech/ed1/41/41-01.html>
- Hulbert, J. E. (1994). *Develloping collaborative insights and skills*.
- Hutchinsson, E. (2005). *Narrative Writing*.
- Hyland, K. (2003). *Second Language Writing*. USA, CA: Nerien Editorial.
- Jehn, K. A. (1997). A qualitative analysis of conflict types and dimensions in organizational groups.
- Johnson, D. W., & Johnson, F. P. (1987). *Joining together: Group theory and group skills*.
- Johnson, D. W., & Johnson, R. T. (1985). *Cooperative Learning: one key to computer assisted learning*.
- Johnson, D. W., & Johnson, R. T. (1987). *Research shows the benefits of adult cooperation*.
- Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, 14, 237-242.
- Kowal, M., & Swain, M. (1994). *using Collaborative Language production Tasks to promote students' Language Awareness*.
- Kuiken, F., & Vedder, I. (2002). *Collaborative writing in L2: The effect of group interaction on text quality*.
- Kung, S. C. (2002). *A Framework for Successful Key-pal Programs in Language Learning*.
- Leverenz, C. S. (1994). *Peer response in the multicultural composition classroom*.
- Liu, H. (2015). *The literary mind and the carving of dragons*.
- Livermore, H. (1997). *Writing the five paragraph essay*. Georgia.
- Lowry, P. B., Curtis, A., & Lowry, M. R. (2004). Building a taxonomy and nomenclature of collaborative writing to improve interdisciplinary research and practice. *Journal Business Communication*, 41(1), 66-99.

- Meihami, H. (2015). *Languaging and Writing Skill: The Effect of Collaborative Writing on EFL Students' Writing Performance*. Tehran: Flourish Creativity & Literacy.
- Meyers, G. D. (1986). *The writing seminar: Broadening peer collaboration in freshman English*.
- Montasser, M. A. (2014). 3.3. *The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skill among Saudi University Students*.
- Mulligan, C., & Garofalo, R. (2011). *A Collaborative Writing Approach: Methodology and Student Assessment*.
- Nooreiny Maarof, O. L. (2012). *Collaborative Writing in Summary Writing: Student Perceptions and Problems*.
- Nunan, D. (2003). *Practical English language Teaching*. New York.
- Reigstad, G. R. (2008). *Best Practice in Writing Instruction K-8*. Retrieved from <http://differentiatedinstruccion.efoliomn.com/Uploads/Written Language Research.doc>: <http://differentiatedinstruccion.efoliomn.com/Uploads/Written Language Research.doc>
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30.
- Rushton, J. R., Murray, H. G., & Paunonen, S. V. (1983). Personality, research creativity, and teaching effectiveness in university professors.
- Saputra, J. B. (2014). *Language Teaching Evaluation*. Surakarta.
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*.
- Shehadeh, A. (2011). Effects and students perceptions of collaborative writing in L2.
- Shehadeh, A. (2012).). Effects and student perceptions of collaborative writing in L2. *Journal os Second Language Writing*, 20, 286-305.
- Shehadeh, A. (2012). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Learning*, 20, 286-305.
- Slavin, R. (1980). *Cooperative Learning*. *Journal of Review of Review of Educational Research*.

- Storch, N. (1999). Are two heads better than one? Pair work and grammatical accuracy.
- Storch, N. (2005). Collaborative writing: product, process, and students' reflections. *Journal of Second Language Learning*, 14, 153-173.
- Stoynoff, S. (1997). Factors associated with international students' academic achievement. *Journal of Instructional Psychology*, 24, 56-68.
- Swan, M. (2000). *Practical English Usage*.
- Taringan, B. (2001). Teaching English grammar communicatively in an Indonesian University.
- Vygotsky, L. S. (1978). *Man in society: The development of higher psychological processes*.
- Warschauer, M. (1996-1997). *Computer-mediated collaborative learning: Theory and practice*.
- Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: collaborative dialogue between adult ESL learners.
- Yamarick, S. (2007). Does cooperative learning improve student learning outcomes?
- Yong, M. F. (2006). *The nature and dynamics of collaborative writing in a Malaysian tertiary ESL setting*. New Zealand.

GLOSSARY

ABILITY. - The one of congenital innate attitude. It is acting with more result and minimum effort that requires a methodological learning. Ability is non-suitable objective of a systematic education. The levels of output are measured by objective scales.

BEHAVIOR. - It is a manner to conduct oneself in relations with others, in accordance with social, moral and cultural norms. Besides, it refers to the global behavior of a social group in their relation with other social groups. Sometimes employed as a synonym of conduct.

COLLABORATIVE LEARNING. - An instruction method in which students work in groups toward a common academic goal.

CREATIVENESS. - Aspect of personality and characteristic of an artist, discoverer, investigator. The creativeness will correspond to a type of sharp thinking, always ready to image a great number of possible solutions

DIDACTIC. - An art to design or profess in Pedagogy, the technology of professional function, the study of teaching means. It is based upon the intuition, general theories about learning and experimental contributions.

INDIVIDUAL LEARNING. - An instruction method in which students work individually at their own level and rate toward an academic goal.

KNOWLEDGE. - Anything a person wants to understand, comprehend or get information about. The plural form of knowledge is employed in psychology to indicate the accumulation of comprehended information based on the data or facts possessed by the individual.

LEARNING.- The performed actions and their effects constitute association that provoke stimuli in the brain that reinforces them positively or negatively, converting them in knowledge that will be employed from this moment in thinking processes and somehow related to new situations. Learning is the acquisition of new behaviors that will be put in practice in new situations.

LEARNING PROCESS. - Series of activities focused to get students learn a theme.

METHOD. - It is a road that leads to the end, ways to do something well. Method is defined as a conjoint of adequate proceedings to achieve a determined goal.

METHODOLOGY.-It is a part of Didactics that is about means of teaching, training and education under its control.

MOTIVATION. - To predispose the student to what is pretended to be taught, make him participate actively in school works. Thus, motivate is to conduct the student to learn, through rehearsal or error, imitation or reflection.

PROCESS. - An organization of teaching materials, with the aim to obtain an optimum output. Action of going forward. Time pass. A conjoint of successive phases of a natural phenomenon or some artificial operation.

SKILL. - Ability, art, property to do anything

STIMULATE. - To provoke any excitement that pretend to unchain the mental, affective or intellectual mechanisms. It can come from the exterior or be born in the organism.

TEACHING. - Action and effect of teaching systems and instruction methods, example or success that serve as an experience or escarpment.

TECHNIQUES. - It is a noun of the adjective: technical. Its origin lies in Greek and Latin: "technicus" that means related to art. It is a conjoint of processes of an art or fabrication. The simplified meaning of a technique is do something

TO TEACH. - To instruct, show or expose a thing in order to make it seen or learnt.